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Англійська МОВА

РІВЕНЬ – СТАНДАРТ

за підручником О. Д. Карп'юк «**English 10**»



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UNIT 1. PEOPLE AND RELATIONSHIP

LESSON 1

WHAT AFFECTS OUR PERSONALITY

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) Do you have any brothers or sisters?
 - 2) Do you get along well with your brothers and sisters?
 - 3) Are your parents strict?
 - 4) Are you pressured by your family to act in a certain way?
 - 5) Do you get along well with your family?
 - 6) Do you often argue with your mother or father? What about?
2. Speaking
Do ex. 1, p. 4.
3. Reading
Do ex. 2, p.4
4. Writing
 - ▶ **Practise the new vocabulary.**
Write out the adjectives from the text with the help of which you can characterize the personality. Make sure that you know the meaning of all these words.
5. Reading and speaking
Do ex. 3, p. 4.
6. Writing
 - ▶ **Practise the vocabulary.**
Do ex. 4, p. 4.
7. Reading and speaking
Do ex. 5 (a), p. 6.
8. Listening and writing
Whether you are searching for the ideal date or marriage partner or just someone to work for you part-time, identifying ideal personality traits is the key to successful relationships. Listen to the words below and consult a dictionary if you need a definition. Write a sample sentence for each word to learn how it is used in context.
 - ambitious — unmotivated
 - generous — stingy
 - hardworking — lazy
 - honest — dishonest
 - humble — bigheaded
 - independent — dependent
 - kind — inconsiderate
 - nervous — calm
 - open-minded — close-minded
 - optimistic — pessimistic

LESSON 2

PERSONALITY TYPES

Клас
Дата

Цілі: вдосконалювати лексичні навички та навички вимови, аудіювання, читання й усного мовлення; розвивати логічне мислення; виховувати правильне ставлення до людських стосунків, а також загальну культуру учнів.

Procedure

1. Warm-up

Listen to each sentence describing a personality type (for example, “A person who is happy”). Then choose the word that describes that personality type (“cheerful” in this example).

Personality Types 1

- 1) A person who likes to give or share things with others.
- 2) Someone who always tells the truth.
- 3) A person who is quick at learning new things.
- 4) Someone who is always on time.
- 5) A person who can't keep a secret.
- 6) Someone who does not think about other peoples' feelings.
- 7) A person who speaks in a very direct and honest way.
- 8) Someone who is educated or has good manners.
- 9) A person who comes up with new and original ideas.
- 10) Someone who has a strong desire to succeed.

- 1) A) selfish
B) interesting
C) generous
- 2) A) comical
B) honest
C) ungrateful
- 3) A) spoiled
B) clever
C) easygoing
- 4) A) punctual
B) bland
C) skeptical
- 5) A. bigmouth
B) depressing
C) pushy
- 6) A) talented
B) brilliant
C) inconsiderate
- 7) A) sloppy
B) frank
C) helpless
- 8) A) childish
B) nasty
C) cultured
- 9) A) creative
B) timid
C) narrow-minded
- 10) A) forgetful
B) ambitious
C) disorganized

Key: 1 c; 2 b; 3 b; 4 a; 5 a; 6 c; 7 b; 8 c; 9 a; 10 b.

2. Speaking
Do ex. 6, p. 6 (checking the homework)

3. Reading
▶ **Practise the vocabulary.**
Do ex. 1, p. 7.

4. Writing
Do ex. 2, p. 7.

5. Speaking
Having pen friends is a good way to meet people. What kinds of things would you write or talk about when introducing yourself to a pen friend (pen pal) for the first time? How do these topics change depending on the situation and the person to whom you are speaking (e.g., an older man on a airplane or a fellow student at a party)?

▶ **Work in pairs.**
Introduce yourself to several people (e.g, classmates, coworkers, complete strangers) in different situations.

6. Writing
Do ex. 3, p. 7.

7. Reading and speaking
Read the following items from a magazine.
Do you think that all boys are attracted only by good looks?

Alex, 19: I still can't resist a great-looking girl, but a pretty face doesn't compare to a smart mind.

Lloyd, 19: Her body is something that would be attractive to me. That means she works out a lot, and doesn't smoke, drink or do drugs, even if her friends are doing them.

Kevin, 22: I'm attracted to girls who are down-to-earth and simple. Rude girls are ridiculous! if a girl I like acts mean and snobby to everyone, why should I be treated any different?

Adam, 18: Initially a good-looking girl catches my eye. but if she doesn't have a good personality then forget it.

Michael, 20: A good personality is more important to me than what a girl looks like because I want to be able to relax and have fun with her, like I would with my friends or my family.

James, 20: A girl that shows interest in me attracts me. I don't like girls who are only interested in talking about themselves.

In small groups, describe the "ideal" partner for you. Think in terms of personality, educational and family background, socioeconomic level, job, and personal values and beliefs.

8. Summary
1) What are some characteristics of your personality?
2) Would you like to be different?
3) Do you think you can change a major characteristic of your personality if you try?

9. Homework
Ex. 4, p. 7.

LESSON 3
HE USED TO BE LAZY

Клас
Дата

Цілі: формувати навички вживання *used to*, навички вимови; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) What images spring to mind when you hear the word 'personality'?
- 2) How would you describe your personality?
- 3) Are you happy with your personality?
- 4) How has your personality changed over the years?
- 5) What or who has helped shape your personality?
- 6) What of your personality traits do you like most?

2. Writing and speaking

▶ **Work in pairs.**

What is your image of the ideal partner? Record your own opinion focusing on such factors as appearance, personality, character, and interests. Share your recording with another student and have them respond to your opinion.

3. Grammar practice

Divide the board into two sides:

Kevin	2000s	Now
Job	postman	businessman
Salary	...	he won a lot of money, lottery ticket:
Place of work	Post office	990 mln
Means of transport	on foot...	His own office car

Example: Kevin used to be a postman, and now he is a businessman.

4. Writing

Do ex. 1, 2, p. 8.

5. Grammar practice

Do ex. 3, p. 9.

▶ **Match.**

1) I used to eat a lot of chocolate	a) now he drives
2) Paul used to work in London but	b) where they wore a uniform
3) He used to take the train to work but	c) I often used to go to the theatre
4) when I was younger, I didn't use to eat cheese but	d) when we were children
5) When I lived in the city,	e) but now I'm on diet
6) They used to go to a very traditional school	f) now he drives a very boring family car
7) I used to really enjoy his company but	g) now he works in Cardiff
8) She used to play the piano but	h) now I eat a lot
9) We used to go to the beach for our holidays	i) now she plays the guitar
10) he used to have a motorbike but	j) now I find him a bit boring

Key: 1 e; 2 g; 3 a; 4 h; 5 c; 6 b; 7 j; 8 i; 9 d; 10 f.

6. Writing
Do ex. 5, p. 9.

7. Listening
Listen to the song and write down all the expressions with *used to*.

CHRIS DAUGHTRY
USED TO

You used to talk to me like
I was the only one around
You used to lean on me
The only other choice was falling down
You used to walk with me like
We had no where we needed to go
Nice and slow
To no place in particular
We used to have this figured out
We used to breathe without a doubt
When nights were clear you were the first star that I'd see
We used to have this under control
We never thought we used to know
At least there's you
And at least there's me
Can we get this back?
Can we get this back?
To how it used to be
I used to reach for you
I got lost along the way
I used to listen
You always had the just right thing to say
I used to follow you
Never really cared where we would go
Fast or slow
To anywhere at all
I look around me
And I want you to be there
Cause I miss the things that we shared
Look around you
It's empty and you're sad
Don't you miss the love that we had?

8. Summary
Do ex. 6, p. 9.

9. Homework
Ex. 4, p. 9.

of women don't think their husbands do their share around the house, and you seem to be that type.

Rocky. Well, that's the way I am, but what's YOUR idea of the perfect woman?

Ed. Well, I like a woman who's outgoing, caring, and non-judgmental about people's differences, and it bothers me when people think them the center of the universe ... like someone I know.

Rocky. Well, that's nice for you, but that doesn't change my point of view. I guess I'll have to go home to a TV dinner and my dog, Rusty.

Ed. Hey, and if I stick with you, this is going to be a long, lonely night. Say hello to Rusty for me.

- 1) What was Rocky doing at the beginning of the conversation?
 - A) eating and drinking
 - B) dancing to the music
 - C) standing around at the party
 - D) talking with his girlfriend, Babe
- 2) Rocky likes women who:
 - A) serve him hand and foot.
 - B) stimulate his intellect.
 - C) pursue their own careers.
 - D) enjoy reading novels.
- 3) In addition to eating, Rocky feels his household chores include:
 - A) fixing the appliances like the TV and throwing out the trash.
 - B) washing the car and collecting the trash.
 - C) watching television and taking out the garbage.
 - D) fixing things around the house.
- 4) Rocky acknowledges that his views on women:
 - A) were shaped by his own family life.
 - B) are quite progressive for the times.
 - C) reflect the views of earlier generations.
 - D) are in line with the prevailing views.
- 5) From the conversation, what is the most likely scenario of events for the rest of the evening for Rocky?
 - A) He returns home alone and spends the night with his dog.
 - B) He remains at the party to try to make new friends.
 - C) He decides to visit his friend, Rusty, and they have TV dinners.
 - D) He meets a woman who shares his mutual interest in archeology.

8. Speaking

With a partner, take the roles of the two men in this conversation and practice the dialogue.

You may change it a bit and add your own ideas.

9. Summary

Do ex. 5, p. 10.

10. Homework

Describe the "ideal" partner for you. Think in terms of personality, educational and family background, socioeconomic level, job, and personal values and beliefs.

TALKING ABOUT PEOPLE

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) Do you think you have a strong personality?
 - 2) What personality types are you attracted to?
 - 3) What word would sum up your personality?
 - 4) What are the personality differences between you and other family members?
2. Speaking

In small groups, describe the “ideal” partner for you. Think in terms of personality, educational and family background, socioeconomic level, job, and personal values and beliefs. (Checking the homework)
3. Reading and speaking

Do ex. 1, p. 11.
4. Reading and speaking

Read the information from the Internet and discuss the following items using Useful Phrases on p. 11.

 - 1) How can you describe the relationships between parents and children in our country?
 - 2) Are they similar to those ones which are described in the article?
 - 3) What is your opinion as for relationships between parents and children?
 - 4) How should people behave to keep peace in their families?

PARENT-CHILD RELATIONSHIP IN ISLAM

Islam recognizes family as a basic social unit. Along with the husband-wife relationship the Parent-child relationship is the most important one. To maintain any social relationship both parties must have some clear-cut Rights as well as obligations.

It is clear that after Allah parents are the persons who provide protection, food and clothing to the newly born. The mother sacrifices her comforts and sleep to provide comfort to her children. The father works hard to provide for their physical, educational and psychological (and spiritual) needs. It is a matter of common courtesy that if a person does you some favor you feel obliged to him.

This story shows how service to one’s parents leads to blessings from God and rescue from troubles. Now let us summarize the Rights of Parents (Duties of children):

Right to be respected and obeyed:

Parents have a right to be respected and obeyed by children. All parents are well wishers of children. They issue orders and instructions that are in the best interest of children (though children might think otherwise). So it is the duty of children to obey their orders and act accordingly

Right to scold and rebuke:

It is instinctive obligation of parents to protect their children from physical and moral harm. They may resort to advice, rebuke, scolding, even hitting them. Good children should take all this ‘harshness’ in their own interest. If parents scold them they should bear it calmly. No rude replies, no arguing, no explanations, no comments unless asked for. Parental advice should be listened to and acted upon, even if against children’s own wishes.

Right to be looked after.

Parents have looked after the children for decades. So it is the duty of grown-up children to repay them by way of caring for them and looking to their physical and financial needs.

Right to be helped:

As parents grow old their energies also decline. So it is the duty of children to help their parents in any household chore in which they can help. With good children such help should come automatically, not when asked for. This is what Islam expects from children.

Right to kind words / good behaviour:

Muslims expect their children to show respect, obedience, kindness, leniency and care towards parents, especially in their old age. Children must not forget the favors and sacrifices of their parents. As good mannered persons they must feel and remain obliged towards parents and try to repay them by kind words and deeds, even with money and material needs.

RIGHTS OF CHILDREN

Now let us see the other side of the coin. Let us see what are the Rights of Children (and Duties of Parents) in Islam. These can be summarized as under:

Children have the right to be fed, clothed and protected till they grow up to adulthood. It is, primarily, the duty of the father to do that. Mother can provide help if necessary. Protection means protection against physical as well as moral and intellectual harm. Parents are duty bound to see that the child's personality develops in all fields. So if the parents have to resort to strictness for the sake of disciplining the children and protecting them from intellectually, morally and religiously undesirable behaviour, children should not resent their strictness. Let them perform their duty as parents. Children's duty is not to protest or be rude but to listen and obey.

Right to education.

In Islam education is not limited to bookish knowledge but includes moral and religious training also. It means healthy all-round growth of child's personality. Parents must not only provide for children's education in schools and colleges but should also take personal interest in their studies, helping them if they can. This gives children a feeling of 'working with the parents' and encourages them in studies. Parents should sacrifice their own comfort and social activities and must spare some time to take interest in children's studies, especially when they are young. Leaving children to the mercy of teachers or tutors is not a wise policy. And of course, parents should not forget or neglect imparting religious/moral training to children. A little sacrifice on part of parents will save children from moral disasters. Effective moral training comes not from sermons, advice and precepts but from parents' personal examples of good behaviour.

Right to love and affection:

Children have many psychological needs also. Small children need to be loved, caressed, kissed and hugged. Some parents believe that being frank with children is not good from discipline point of view. This is wrong. Love and leniency can do much that fear and strictness cannot do. If leniency leads to rudeness on the part of children it should be mixed with strictness. That will tell the children that parents are basically kind but can be tough if children show rudeness and bad manners. Over-protection and over-care are undesirable. Let the child grow up as a responsible person. Only provide them guidance.

Right to be well provided (materially)

Arabic wisdom says, "It is better for parents to leave their children well provided (financially) than to leave them in poverty". This means that parents should not spend all that they have on their own comforts and luxuries but must make provisions for children's welfare after the parents die. These are brief outlines of the Rights and Duties of both parties in the Parent-child relationship.

- 5. Summary
Do ex. 2, p. 11.
- 6. Homework
Ex. 3, p. 11.

LESSON 6

WHAT SORT OF PERSON YOU ARE

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання; вдосконалювати навички виконання тестових завдань; розвивати логічне мислення; виховувати толерантне ставлення до інших, а також загальну культуру учнів.

Procedure

1. Warm-up
 - 1) What makes a person a good friend, a friend for life, a life mate?
 - 2) What makes a person bad, traits that irritate and confuse you?
 - 3) Are friends more important than family? What do you think?

2. Speaking

▶ **Typical traits.**

Typical positive and negative personal character traits with respect to a challenge in achieving a goal or performing a task. Fill in the chart with the following traits.

Courage Lazy Discouraged Conscientious Confident Hard working Unsure Determined Careless Cowardice

Challenge	Attitude	
	Positive trait	Negative trait
Danger		
Importance		
Difficulty		
Abilities		
Effort		

Key:

Challenge	Attitude	
	Positive trait	Negative trait
Danger	Courage	Cowardice
Importance	Conscientious	Careless
Difficulty	Determined	Discouraged
Abilities	Confident	Unsure
Effort	Hard working	Lazy

Express your attitude as for any of the challenges in the chart using *should* or *shouldn't*.

You should be... to achieve...

You shouldn't be... if you want to achieve/ perform...

3. Writing

Do ex. 1, p. 12.

4. Reading

▶ **Practise the vocabulary.**

Do ex. 2, p. 12.

5. Speaking

▶ **Practise the vocabulary.**

Do ex. 3, p. 13.

6. Reading and speaking

Read three points of view on friendship and aspects of friendship. Then share your points of view and discuss your reactions.

Speaker 1. I think that friendship is a unique chemistry that happens between two people and a lot of people say they've got best friends, but I actually wonder how many people actually do have a best friend in the real sense of the word. I have two best friends: one works in the theatre, and one is a sort of entrepreneur: and we see each other about three or four times a year. but I wouldn't call that being a best friend, that is a close friend. I think my best friend, without getting too soppy, is my wife. she is my total best friend, I can discuss anything with her and she can pick up on feelings that I've got inside me whereas my two best chums can never do that unless I'm showing an expression on my face. Then they'll say, 'Oh, what's the matter, Campbell?', but my wife... I can walk into a room and she knows exactly what kind of mood I'm in and that is a best friend.

Speaker 2. I also feel that a best friend is really someone who can understand. I've kept in touch with four friends from schooldays and we don't see each other very often. One of them or two I see perhaps once a year. But the thing about it is when we do see other it's as if there's been no time spent apart and we're able just to slip into our relationship and a kind of feeling that we've always had. It's like wearing a pair of shoes that you've had for a long time, it's comfortable, it's safe and it's warm, and it's easy.

Speaker 3. I mean I've had friends since childhood and we... we're essential to each other. We reflect each other's journey through life and changes that we've gone through. I think there's a difference with men and women. I think sometimes for some women friendship is easier, I think often friendship between men is difficult just because it does happen that men are less used to expressing their emotions. It's much harder I think sometimes for men to confide their failures. I think a lot of the trust and the sort of intimacy between women is to do with insecurities and all those things that you share. I've felt immensely privileged actually to have a number of very close friends and for me it's in terms of human relationship I think I value it above everything.

7. Speaking

Do ex. 4, p. 13.

8. Summary

Do ex. 6, p. 15.

9. Homework

Ex. 5, p. 14.

LESSON 7
PARENTING

Клас
Дата

Цілі: вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What kinds of things do you do with your parents?
 - 2) What kinds of things would you like to do with your parents?
 - 3) About how many hours a week do you spend doing things with your parents?
2. Reading

Read the text and express your opinion as for relations between parents and children.

PARENTS ARE THE BEST TEACHERS

We couldn't agree more with the statement that parents are the best teachers. First, parents are the closest people to children. Second, they have more sufficient understanding on their children than anyone else. And finally, children can be taught by their parents as long as the parents are alive.

Most important of all, parents should be the closest (most intimate) people to their children. The relationship between parents and children is supposed to be irreplaceable and steady. Only parents can devote themselves to educate their children with heart and soul, regardless of time and money. They spend considerable money on their children's education and health. They tell stories to their children before they sleep. They play games with their children with enthusiasm. Others cannot devote/dedicate so much attention to children, not to mention time, money and enthusiasm. So parents can direct children in most circumstances. In contrast, the other people, for instance, the school teachers, can only teach children in a given situation, such as at school or in class.

Moreover, parents understand their children more clearly than the other people; therefore, they can give the children specific guidance. Undoubtedly, only based on their own well understanding can people give helpful advice. Anyone who lacks enough understanding will give useless, or even harmful, directions. By living together for a long period, parents know every aspect of their children. This ensures that their teachings are more helpful. Granted, the professional teachers can offer professional advice, but this does not mean they can satisfy both processes and achieve results. Some advice may be efficient but insufferable. Parents can take every aspect, such as time and efforts, into consideration to provide reasonable guidelines.

Finally, it could be a lifetime process for parents to teach their children. From infancy to adulthood, parents share the lives with their children all the time. They have the opportunities to guide their children in every step, and they can be helpful in every situation they want. Seldom do school teachers guide a student more than six years.

Needless to say, no one can be better teachers than parents. Not only my statements above but also history has proved this point time and time again.

LESSON 8

FRIENDS

Клас
Дата

Цілі: вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) Are there any famous stories of friendship in your culture?
- 2) Can you describe one of your closest friends?
- 3) Do you have any childhood friendships that are still strong today? Tell us about them.
- 4) Do you have any long distance friends?
- 5) How do you keep in touch with your long-distance friends?
- 6) How often do you see your long-distance friends?

2. Reading

Read this letter from Milena to her pen-pal, Elena. There are six paragraphs. Match each paragraph to a subject by writing the correct letter (A–F) for what it talks about.

Dear Elena,

- 1) Thank you for the letter you sent me last week. I’m very happy to hear that you and Francesco are well and that your exam results were so good. Well done! I know you studied hard and you deserve your success.
- 2) Mine are next week so at the moment I’m studying a lot. I’m really nervous about them because, if you remember, I was ill for a couple of months at the end of the year and so I missed a lot of lessons. When they finish I would like to come and visit you for a few days, if that’s OK with your mom and dad.
- 3) Do you remember I told you about my friend Amanda from Scotland? She’s going to come here next month and is going to stay for two weeks. I’d like you to come too so you can meet her and we can all go out together. What do you think? We can practice our English!
- 4) I remember last year we had such a good time. The beaches near your house are wonderful and I really enjoyed meeting your friends (especially Roberto! Is he still single?) I can’t remember the name of the disco next to the train station but I’d like to go there again — it was fun.
- 5) Oh, guess what! Jason broke his arm last weekend! He went to the skateboard park with his friends from school and fell down some steps (he doesn’t know how to skateboard!) He’s got a plaster cast and he’s going to have it for at least six weeks. He’s such an idiot!
- 6) My mom’s calling me for lunch so I’ll finish this letter now. Say hello to your family and don’t forget to congratulate Francesco for me.

Lots of love
Milena xx

PS. Say Hi to Roberto too!

- A Memories
- B Well done!
- C Plans
- D Me
- E News
- F Bye!

Key: 1 B; 2 D; 3 C; 4 A; 5 E; 6 F.

3. Speaking

Think out and discuss the following items:

- 1) What is a friend?
- 2) What qualities do you think are important in a friend?

- 3) What qualities do you appreciate in your friends? What makes someone special or best friend?
- 4) Are you good friends with your family members?

4. Reading

Read the text and do the task below.

Everyone knows Mother’s Day and Father’s Day, but not many people know about Parents’ Day. This started in July 1994. President Bill Clinton signed a law that made the fourth Sunday of July a day we can celebrate both of our parents. The law says Parents’ Day is for “recognizing, uplifting, and supporting the role of parents in the rearing of children”. The day came about because of campaigning by religious leaders. They decided it was important to have a day to promote responsible parenting. Parents must also celebrate their children on this day. One important theme is to strengthen the idea of the traditional, two-parent family. Campaigners say the increase in one-parent families is leading to a rise in social problems.

Parenthood is the most important responsibility any of us can have. The parent-child relationship is the most powerful human bond. Becoming and being a parent brings countless joys and happiness. It becomes the responsibility of every parent to uphold their duty of raising their God-given gift with love, care and support. Being a parent can be an almost life-long endeavour. One of the most popular activities in many communities is to honor “Parents of the Year”. It is an almost impossible decision to make because there are so many truly wonderful parents. Make sure that on this Parent’s Day, your parents and children know exactly how special and important they are.

Put the lines in the correct order according to the text.

	both of our parents. The law says Parents’ Day is for “recognizing, uplifting, and supporting the role
1	Everyone knows Mother’s Day and Father’s Day, but not many people know about Parents’ Day. This started
	it was important to have a day to promote responsible parenting. Parents must also celebrate their children on this
	powerful human bond. Becoming and being a parent brings countless joys and happiness. It becomes the responsibility
	be an almost life-long endeavour. One of the most popular activities in many communities is to honor
	say the increase in one-parent families is leading to a rise in social problems
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	and children know exactly how special and important they are
	of parents in the rearing of children”. The day came about because of campaigning by religious leaders. They decided
	wonderful parents. Make sure that on this Parent’s Day, your parents
	“Parents of the Year”. It is an almost impossible decision to make because there are so many truly
	in July 1994. President Bill Clinton signed a law that made the fourth Sunday of July a day we can celebrate

5. Summary

- 1) What make a good friend? Describe a friend of yours. What do you like about them? How can you be a good friend?
- 2) Do you believe your parents should be your friends?

6. Homework

Ex. 4, p. 19.

Health

What is your general state of health? _____

Do you suffer from any illness or disorder that may affect your studies of English? _____

Do you take any medication or have any dietary requirements? _____

General

What hobbies and recreational activities do you enjoy? (i.e. reading, cooking, music, singing) _____

What are your reasons for studying English? _____

How did you hear about this course? _____

Signature: _____ Date: _____

Please attach a recent Photo to this form.

Please send the application form to: The ESL Co-ordinator, PO Box 171, Riverstonea NSWa 2765, Australia.
(Fax: +61 2 9627 3342; E-mail: admin@glo-australia.com)

7. Summary

What types of writing do you use in different situations?

8. Homework

Ex. 5, p. 17.

UNIT 2. CHOOSE THE CAREER!

LESSON 10

FAVOURITE JOBS

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

► **Occupations: What is my job?**

I work in an office. I type letters and answer the phone.

I go to court and defend people's rights.

I work in a hospital and take care of sick people.

I work in a school and help people learn.

You pay me when you buy something at the store.

I take care of sick animals.

I put out fires.

I wear a uniform and a badge. I help keep your neighborhood safe.

I help keep your teeth clean.

I deliver letters and packages to your home.

Key: secretary, lawyer, doctor or nurse, teacher, clerk or salesperson, vet, firefighter, police officer, dentist, mailman.

2. Speaking

Do ex. 1, p. 20.

3. Reading

Do ex. 2, p. 20.

4. Writing

► **Practise the new vocabulary.**

Fill in the gaps with the new words on p. 20.

1) Her jealousy is one of her worst ___.

2) Most house plants ___ regular watering.

3) You don't ___ much money being a nurse.

4) An ambitious young man ___ high-paid job.

5) The job that gave him ___ experience has been lost.

6) The project is designed to ___ young people with work.

7) The ability to speak a foreign language is highly ___.

8) He's got a lot of ___ in many areas of the music business.

9) It is ___ that our pilots are given the best possible training.

10) The ___ were very helpful.

11) There are quite a lot of jobs that require technical qualifications.

12) He spoke in ___ Italian.

5. Reading

Do ex. 3, p. 22.

6. Speaking and writing

► **Work in groups**

BENEFITS AND QUALIFICATIONS:

A *benefit* is something you receive from a job.

A *qualification* is something you need to do a job.

Look at the following list of vocabulary items. Are they *benefits of a job* or *qualifications for a job*? You may add some items of your own.

- _____ promotion
- _____ work experience
- _____ medical insurance
- _____ vacation
- _____ bachelor / masters / doctor degree
- _____ references
- _____ salary
- _____ wage
- _____ housing
- _____ license
- _____ commissions
- _____ tips
- _____ bonus
- _____ being well-spoken
- _____ being hardworking
- _____ discount on goods
- _____ training courses
- _____ dental insurance
- _____ creativity
- _____ report card / transcript
- _____ raise
- _____ neat appearance / dress

Decide what the most important qualifications and benefits are?

Most Important Benefits	Most Important Qualifications

- 7. Summary
Do ex. 5, p. 22.
- 8. Homework
Ex. 4, p. 22.

LESSON 11
SKILLS YOU NEED

Клас
Дата

Цілі: вдосконалювати лексичні навички та навички вимови, аудіювання, читання й усного мовлення; розвивати логічне мислення; виховувати відповідальне ставлення до вибору майбутньої професії, а також загальну культуру учнів.

Procedure

1. Warm-up

- ▶ **Pretend that you are at the job interview.**

Divide the class into two parts *Employers* and *Employees* and ask them to answer the following questions.

Questions for Employers:

- 1) What kind of experience do you have?
- 2) What did you study in university?
- 3) Do you have any special skills?
- 4) What are your good points and bad points?

Questions for Employees:

- 1) What company do you represent?
- 2) What kind of job do you offer?
- 3) How much does the job pay?
- 4) Where is it located?
- 5) Do you offer any benefits?
- 6) Is there any chance for a promotion or a raise?

2. Reading

Do ex. 1, p. 23.

3. Writing

Do ex. 2, p. 23.

4. Speaking

- ▶ **Work in pairs.**

Do ex. 6, p. 22.

Choose three adjectives from the box to describe the qualities most needed for any of the jobs in ex. 1, 2, p. 23. You may add some of your own adjectives.

Example: An actor has to be...

5. Writing

- ▶ **Practise the new vocabulary.**

Do ex. 3, p. 23.

6. Speaking

- ▶ **A role-play Job Interview**

ACTIVITY SHEETS FOR *EMPLOYERS*:

Questions to ask applicant:

- 1) Could you spell your name please?
- 2) What kind of experience do you have?
- 3) What did you study in university?
- 4) Do you have any special skills?
- 5) What are your good points and bad points?

Applicant Information					
Name of Applicant					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

COMPANY'S PROFILES AND AVAILABLE JOBS

<p>Company Name: _____</p> <p><i>High School</i></p> <p>Job Description: <i>Teacher</i></p> <p>Job Salary: \$30 000/year</p> <p>Location: <i>Suburbs</i></p> <p>Benefits and Incentives: <i>Medical / Dental</i> <i>3 Month Vacation</i></p> <p>Promotions and Raises: <i>3 % raise every year.</i></p>	<p>Company Name: _____</p> <p><i>Labs</i></p> <p>Job Description: <i>Researcher</i></p> <p>Job Salary: \$45 000/year</p> <p>Location: <i>University Laboratory</i></p> <p>Benefits and Incentives: <i>Medical/Dental</i></p> <p>Promotions and Raises: <i>2% raise every year.</i> <i>Promotion to senior researcher after five years.</i></p>	<p>Company Name: _____</p> <p><i>Restaurant</i></p> <p>Job Description: <i>Cook</i></p> <p>Job Salary: \$12.00/hour</p> <p>Location: <i>Downtown Restaurant</i></p> <p>Benefits and Incentives: <i>Free dinners</i></p> <p>Promotions and Raises: <i>3 % raise per year.</i></p>
<p>Company Name: _____</p> <p><i>Cafe</i></p> <p>Job Description: <i>Waiter/ Waitress</i></p> <p>Job Salary: \$7.00/hour.</p> <p>Location: <i>Café by the sea.</i></p> <p>Benefits and Incentives: <i>Free Coffee and Tips</i></p> <p>Promotions and Raises: <i>5 % raise after 6 months.</i></p>	<p>Company Name: _____</p> <p><i>Department Store</i></p> <p>Job Description: <i>Salesperson</i></p> <p>Job Salary: \$20 000</p> <p>Location: <i>Downtown</i></p> <p>Benefits and Incentives: <i>5% commissions and 10% discount on store goods.</i></p> <p>Promotions and Raises: <i>Manager after 5 years</i></p>	<p>Company Name: _____</p> <p><i>Law Firm</i></p> <p>Job Description: <i>Lawyer</i></p> <p>Job Salary: \$65 000/year</p> <p>Location: <i>in the suburbs</i></p> <p>Benefits and Incentives: <i>Medical/Dental</i></p> <p>Promotions and Raises: <i>2 % raise every year.</i> <i>Promotion to partner after 5 years.</i></p>

See Activity sheets for *Employees* in Lesson 10.

7. Summary

- 1) What kinds of jobs interest you most and least?
- 2) What is your dream job?
- 3) How many jobs do you think you'll have in your life?

8. Homework

Ex. 4, p. 23.

HOW LONG HAVE YOU BEEN DOING IT?

Клас
Дата

Цілі: вдосконалювати навички вживання Present Perfect, Present Perfect Continuous and Past Simple і навички вимови; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) Is being a rock star or sports star a job?
 - 2) Who has the best job in the world? Why do you think so?
2. Speaking
 - ▶ **Practise your grammar.**
Do ex. 1, p. 24.
3. Reading
 - Do ex. 2, p. 24.
4. Writing
 - ▶ **Practise Present Perfect Continuous.**
Put in the verbs in brackets into the gaps.
Example: __ she __ tennis for half an hour now? (To play)
Answer: Has she been playing tennis for half an hour now?
 - 1) Andrew __ in the country. (Not/to live)
 - 2) How long __ your grandparents __ this car? (To drive)
 - 3) They __. (Not / to cycle)
 - 4) Tony __ this book, but Mary has. (Not / to read)
 - 5) How long __ he __ for her? (To wait)
 - 6) __ Andy __ on the blue car? (To work)
 - 7) My brother __ hard enough. (Not / to study)
 - 8) How long __ they __ for a flat? (To look)
 - 9) I __ my homework. (Not / to do)
 - 10) __ you __ the whole morning? (To sleep)
5. Reading

Match the phrases on the left with a possible suggestion of what has been happening.

Ron is very tired	He has been working very hard lately
Tom looks sunburnt	He has been studying English for ten years
It hasn't stopped raining	He's been sitting in the sun for two hours
I'm still learning Japanese	I have been saving money for years
You're out of breath	I've been learning since 2005
Tim's English is good	We've been going there for years
We travel to china every summer	I have been running
I have a million dollars	It's been raining for two hours
6. Writing
 - Do ex. 3, 4, p. 25.
7. Summary
 - Do ex. 6, p. 25.

8. Homework

Ex. 5, p. 25.

See Activity sheets for *Employers* in Lesson 9.

ACTIVITY SHEETS FOR EMPLOYEES:

Questions to ask employers:

- 1) What company do you represent?
- 2) What kind of job do you offer?
- 3) How much does the job pay?
- 4) Where is it located?
- 5) Do you offer any benefits?

Is there any chance for a promotion or a raise?

Job Types					
Name of company					
Job:					
Salary					
Location					
Benefits Incentives					
Promotions Raises					

YOUR INFORMATION:

<p>Your Name: <i>Sam Spade</i></p> <p>Work Experience: <i>2 years serving at a restaurant.</i></p> <p>Your Major: <i>Economics</i></p> <p>Special Skills: <i>Drivers License</i></p> <p>Good Points: <i>Funny</i></p> <p>Bad Points: <i>Lazy</i></p>	<p>Your Name: <i>Michael Jackson</i></p> <p>Work Experience: <i>No experience/ Student</i></p> <p>Your Major: <i>English</i></p> <p>Special Skills: <i>Can speak English well.</i></p> <p>Good Points: <i>Works Hard</i></p> <p>Bad Points: <i>Shy</i></p>	<p>Your Name: <i>Cleopatra Jones</i></p> <p>Work Experience: <i>3 year at a Law firm.</i></p> <p>Your Major: <i>Law</i></p> <p>Special Skills: <i>License to practice Law.</i></p> <p>Good Points: <i>Team player.</i></p> <p>Bad Points: <i>Gets angry easily</i></p>
<p>Your Name: <i>Mary Stuart</i></p> <p>Work Experience: <i>2 years as a research assistant at M.I.T.</i></p> <p>Your Major: <i>Physics</i></p> <p>Special Skills: <i>Computer programming skills.</i></p> <p>Good Points: <i>Creative, intelligent.</i></p> <p>Bad Points: <i>Unreliable, gets bored easily.</i></p>	<p>Your Name: <i>Betty Crocker</i></p> <p>Work Experience: <i>Three years at a bakery.</i></p> <p>Your Major: <i>Didn't go to university.</i></p> <p>Special Skills: <i>Bakers License.</i></p> <p>Good Points: <i>Kind, Generous.</i></p> <p>Bad Points: <i>Talkative.</i></p>	<p>Your Name: <i>Fred Flinstone</i></p> <p>Work Experience: <i>Fishing Guide</i></p> <p>Your Major: <i>Biology</i></p> <p>Special Skills: <i>Scuba License</i></p> <p>Good Points: <i>Responsible.</i></p> <p>Bad Points: <i>Impatient</i></p>

PATHWAYS TO PROFESSIONALISM

Клас
Дата

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати відповідальне ставлення до вибору майбутньої професії, а також загальну культуру учнів.

Procedure

1. Warm-up
 - Name three occupations that you could do. (For example, be a mortician).
 - Name three occupations that you could never do?
2. Speaking
 - Do ex. 1, p. 26.
3. Writing
 - ▶ **Present Perfect or Present Perfect Continuous?**
Fill in the gaps.
 - 1) ‘__ you ever (work) in a factory?’ — ‘No, never’.
 - 2) How long __ you (teach) English?
 - 3) We shouldn’t go out because it __ (rain) all day.
 - 4) How long __ you (have) driving lessons?
 - 5) Mary __ (write) ten letters today. where are they?
 - 6) We __ (not/be) to the cinema for ages.
4. Reading
 - Translate the following sentences. Try to guess the meaning of the words from ‘Word file’ (p. 26).
 - 1) The airline is legally responsible for the safety of its passengers.
 - 2) She applied for a job with the local newspaper.
 - 3) They offered him a very good job, but he turned it down.
 - 4) She’s a very competent, well-paid housekeeper.
 - 5) There are still two vacancies on the school board.
 - 6) I’m not satisfied with the work conditions.
 - 7) Jerry graduated from high school last year.
5. Reading and speaking
 - Read the following descriptions of a profession, a professional and professionalism and discuss the following question:
 - 1) What skills and qualities should a person have to become a real professional?
 - 2) What responsibilities can refer to one or another profession?
 - 3) What is the definition of a profession?

A profession is “a vocation requiring knowledge of some department of learning or science”.

A professional is one who follows “an occupation as a means of livelihood or gain,” or one who is “engaged in one of the learned professions”.

Professionalism is exhibited by one of the “professional character, spirit or methods” or the “standing, practice, or methods of a professional as distinguished from an amateur”.

Some prompts:

Professionalism	
Characteristics	Professionals are considered experts. Professionals have a high degree of generalized and systematic knowledge with a theoretical base. The primary orientation of professionals is to their public and/or community interest. Professionals have a high degree of self-control of their behavior and are governed by a code of ethics (a statement of values).The professional's system of rewards is primarily a set of symbols of work achievement. There is a system of testing the competence of members
Competencies	Mastery of Theoretical Knowledge Capacity to Solve Problems Application of Theoretical Knowledge to Practice Ability to Create Knowledge as Well as Possess It Enthusiasm and Commitment to Clients Commitment to Continuous Learning About the Profession
Responsibilities	Professional responsibility generally refers to a duty an employee owes to his employer and his clients. Professional responsibility specifically refers to a code of ethics or oath of office required in certain professions. Professional responsibility changes from profession to profession

6. Writing

Do ex. 2, p. 26.

7. Listening

Do ex. 4, 5, p. 26.

8. Speaking

Do ex. 6, p. 26.

9. Summary

If you had to choose between a satisfying job and a well-paid one, which would you choose?

10. Homework

Write a short paragraph on the following idea: If money weren't a problem for you, which job would you prefer to have?

JOBS SUITABLE FOR US

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати відповідальне ставлення до вибору майбутньої професії.

Procedure

1. Warm-up

- 1) Where do they work?
- 2) Where does a receptionist work?
- 3) Where does a cashier work?
- 4) Where does a headmaster work?
- 5) Where does a Chief Constable work?
- 6) Where does a porter work?
- 7) Where does a manager work?
- 8) Where does a pilot work?
- 9) Where does a busboy work?
- 10) Where does an actress work?
- 11) Where does an artist work?

2. Speaking

- 1) Are there any jobs which can only be done by one gender? If so, what are they?
- 2) What are some jobs that some people think only one gender can do, but can be done by either gender?
- 3) What should and what shouldn't you do during a job interview?

3. Reading and speaking

Do ex. 1, p. 27.

4. Reading

Read the question (Q) and the advice (A) given about job interview. Several phrases have been removed. Fill in the gap (1–8) with the phrases marked A–I. There is one extra sentence.

Q: Last week I got a call from another company that would like me to interview for a high-level position. But I'm not ready to move right now. I get along with my boss and co-workers. My friends tell me I'm missing an opportunity (1) __. Why waste my time and theirs if I know I'm not interested?

A: Don't imagine that you are wasting anyone's time (2) __. Companies expect to interview people who may be not hired afterwards. Consider this as a fast way (3) __. You can learn how your skills are evaluated by another company, how much you are worth and whether your experience gives us an opportunity for a higher-level job. Based on (4) __, you may be able to go back to your boss and (5) __. If the other company is very enthusiastic about your skills and experience, you may decide that you don't get much satisfaction about your present job and that the time is now (6) __. In that case, don't agree to the first offer just because they call you. If, after interviewing, you decide that you really do not want the job, leave gracefully by saying something like, "After a lot of thought, I've decided that I'm not ready (7) __". Then write the interviewer a thank-you note. Make yourself worth remembering by giving her (8) __.

- A ask for a higher-level job
 - B to collect information about the job market
 - C of checking out what the other company can offer
 - D to make the move to a new position
 - E when you need a new job
 - F to start looking for a new job
 - G what you discover during the interview
 - H when you examine a job opportunity
 - I the names of other qualified candidates
- Key:* 1 C; 2 H; 3 B; 4 G; 5 A; 6 F; 7 D; 8 I.

5. Speaking

Do ex. 2, p. 27.

6. Writing

Here is a list of real but strange interview questions that were asked during job interviews. Report them starting the sentences in the way shown in the first sentence.

- 1) Give me some numbers to show how smart you are, Mark.
They asked Mark __.
- 2) What does your father do, Ann?
- 3) Who are you dating and how hard-working are you < Fred?
- 4) Why didn't you go to Harvard, Bill?
- 5) Have you ever cheated on your girlfriend, Ken?
- 6) Why don't you have a job yet, Tina?

7. Speaking

You are looking for a part-time job in Britain. During the interview you are asked to put in order of preference the following factors which are important in choosing a job: money, friendly atmosphere, good conditions. How would you put these factors? Explain why. Discuss it with your partner.

8. Summary

Do ex. 4, p. 27.

9. Homework

Ex. 3, p. 27.

LESSON 15
HOW TO GET A JOB

Клас
Дата

Цілі: вдосконалювати лексичні навички та навички читання, виконання тестових завдань; розвивати логічне мислення; виховувати зацікавленість у розширенні своїх знань щодо правильного вибору майбутньої професії.

Procedure

1. Warm-up
Do ex. 2, p. 28.
2. Speaking
 - ▶ **Sample questions for a job interview.**
 - 1) Can you tell me something about yourself?
 - 2) What do you know about our organization?
 - 3) Why do you want to work for us?
 - 4) What can you do for us that someone else can't?
 - 5) Why should we hire you?
 - 6) What do you look for in a job?
 - 7) How successful have you been so far?
3. Reading
Do ex. 1, p. 28.
4. Writing
 - ▶ **Revise conditional sentences.**
 - What ___ he (do) if he won a million pounds?
 - If they catch the train, they (arrive) in time.
 - If you took more exercise, you (feel) better.
 - If it stopped raining, they (go) shopping.
 - My parents (be) upset if I loose my key.
 - If I didn't pass my exam, I (not/go) on vacation in summer.
 - I (feel) very angry if you didn't come to my birthday.
 - What ___ you (do) if your car was broken?
 - You (have) good time if you stayed at a hotel.
 - I think he (not / believe) us if we told him the truth.
 - All students (understand) the lesson if the teacher explains it again.
5. Reading and speaking
Do ex. 3, p. 28.
6. Speaking
Do ex. 4, p. 30.
 - ▶ **Sample questions:**
 - 1) Does your job pay a good salary?
 - 2) Is your job competitive?
 - 3) What about promotions?
 - 4) What degrees do you have?
 - 5) How much experience do you have?
 - 6) Have you ever worked in this field?
 - 7) Where have you worked?
 - 8) Why did you choose this employment?
 - 9) How much would you like to earn?
 - 10) How is your relationship with your co-workers?
 - 11) Where would you like to work? Why?
 - 12) Why do you find your job interesting?
 - 13) What are the advantages and disadvantages to your job?

7. Reading

▶ **Applying for a Job**

Read the following job advertisements:

- 1) **Needed: Full time secretary position available.** Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.
- 2) **Are you looking for a part time job? We require 3 part time shop assistants to work during the evening.** No experience required, applicants should be between 18 and 26. Call 366 — 76564 for more information.
- 3) **Computer trained secretaries: Do you have experience working with computers? Would you like a full time position working in an exciting new company? If your answer is yes, give us a call at 565-987-7832.**
- 4) **Teacher Needed: Tommy's Kindergarten needs 2 teacher / trainers to help with classes from 9 a.m. to 3 p.m.** Applicants should have appropriate licenses. For more information visit Tommy's Kindergarten in Leicester Square No. 56.
- 5) **Part Time work available: We are looking for retired adults who would like to work part time at the weekend.** Responsibilities include answering the telephone and giving customer's information. For more information contact us by calling 897-980-7654.
- 6) **University positions open: The University of Cumberland is looking for 4 teaching assistants to help with homework correction.** Applicants should have a degree in one of the following: Political Science, Religion, Economics or History. Please contact the University of Cumberland for more information.

Which position is best for these people? Choose ONLY ONE position for each person.

Jane Madison. Jane recently retired and is looking for a part time position. She would like to work with people and enjoys public relation work.

The best job for Jane is __ (5)

Jack Anderson. Jack graduated from the University of Trent with a degree in Economics two years ago. He would like an academic position.

The best job for Jack is __ (6)

Margaret Lillian. Margaret is 21 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.

The best job for Margaret is __ (2)

Alice Fingelhamm. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.

The best job for Alice is __ (1)

Peter Florian. Peter went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Peter is __ (3)

Vincent san George. Vincent loves working with children and has an education license from the city of Birmingham. He would like to work with young children.

The best job for Vincent is __ (4)

8. Summary

Do ex. 5, p. 30.

9. Homework

Ex. 6, p. 30.

LESSON 16
JOB INTERVIEW

Клас
Дата

Цілі: вдосконалювати навички аудіювання, читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) Tell us something about your __ in the engineering industry?
a) foreground b) background
c) knowledge d) history
- 2) I see from your __ form that you have had three different jobs in the last 5 years.
a) apply b) applying
c) applied d) application
- 3) What sort of __ of time would you stay with us if we offered you the job?
a) span b) duration
c) period d) long
- 4) Describe how you would describe __ in five years' time.
a) you b) your
c) yours d) yourself
- 5) Give us some idea of what you believe are your __ and weaknesses.
a) strength b) strengths
c) force d) forces
- 6) As this is a managerial post, we must ask you how you deal with bad __ keeping or unpunctuality in an employee.
a) house b) space
c) time d) record
- 7) Imagine one of your staff loses her temper and shouts at you in front of others, how would you __ with this?
a) take b) do
c) handle d) deal
- 8) What would you say to a member of your staff who always __ his work in late?
a) delivered b) handed
c) produced d) completed
- 9) I should explain that we would naturally __ any previous holiday arrangements you have made.
a) elieve b) show
c) decide d) honour
- 10) Finally now that we've asked you several questions, do you want to __ any to us?
a) place b) put
c) offer d) consider

Key: 1 b; 2 d; 3 c; 4 d; 5 b; 6 c; 7 d; 8 b; 9 d; 10 b.

2. Listening

Listen to the dialogue and make a list of tips for successful interview.

Anna asks Kevin for advice on how to succeed at a job interview in English

Anna. Hi Kevin. I'm thinking of applying for a job with a multinational company, but I'm worried about having an interview in English. Can you give me any good tips?

Kevin. Hmm. That's a tough one. I guess the first thing is to try to make a good impression. We often say, "you never get a second chance to make a first impression". You really need to get off to a good start.

Anna. That sounds like good advice. Maybe I could sing and dance for them, ha ha ha! Then they'd really be impressed! But seriously, how do I make a good first impression?

Kevin. To begin with, you should firmly shake the interviewer's hand while greeting him or her with a smile. Be sure to keep eye contact, especially when listening to the interviewer.

Anna. Ah, "body language" is really important, isn't it?

Kevin. Yes, it is. The second thing is to have confidence. You get confidence from being prepared. You should learn a little bit about the company before the interview. Find out what they do, how long they've been in business, what their business motto is, that kind of thing. You should also anticipate possible questions, and think about how you will answer.

Anna. Should I memorize my answers beforehand?

Kevin. No! Definitely not! That sounds very mechanical. You should be natural when you speak. Just think about how you want to answer, and choose the right words at the time of the interview. That way, you can use the interviewer's own words in your answer, which shows you've been listening. Then you're sure to make a good impression.

Anna. I never thought about that before. You're really smart, Jerry! But what should I do if I can't remember an English word when I'm answering a question?

Kevin. In that case, you have to paraphrase. In other words, you have to explain what you want to say. For example, if you forget the word "manufacturing", you can say "making a product" instead. Or instead of "statistics" you could say "using many big numbers to describe something".

Anna. That's very helpful, Jerry. Thanks so much. Ah, one more thing. Should I ask about the salary during the interview?

Kevin. No, either let them bring up the topic of money, or else wait for a second interview. If you prepare well, make a good first impression, have confidence, and use English naturally, you're almost certain to be interviewed again. Good luck!

3. Reading and speaking

▶ **Work in pairs.**

Read the advert and make up a dialogue.

BI-LINGUAL SECRETARY

Finance Department

The European headquarters of our American Multinational group based in La Defense is seeking a Bilingual secretary for their Finance Department.

If you are: * Well organized * Totally Bilingual * Skilled in secretarial duties * Experienced in a similar position.

You will have the opportunity of working in a varied and challenging position, using your proven secretarial and organization skills.

If you are interested, please call:
M. Philippe Le Comte on 57 63 75 21

Interviewer. Ask questions to decide if the applicant suits the job.

Applicant. Answer the questions, try to be confident to persuade the interviewer that you suit this job.

4. Writing

Write down the dialogue. Ask not less than 10 questions.

5. Speaking

Tell briefly how you should behave to pass a job interview successfully.
I think / I believe I should /shouldn't...

6. Homework

Write an essay. Describe a job you would like to do in the future. Give your reasons.

LESSON 17
JOB INTERVIEW

Клас
Дата

Цілі: вдосконалювати навички аудіювання, читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

What do you think is the most difficult thing about passing a job interview?

2. Listening

Listen to the text and answer the questions.

- 1) According to the text, what is the most important quality you need to be a capable nanny?
- 2) How have people reacted to Martin's choice of job?

JOBS FOR THE BOYS!

Forget Mary Poppins — a nineties nanny is more likely to resemble cuddly Martin Smith who at 22 is one of the new breed of British male nannies. “I love being around kids and nannying is very rewarding. The money isn't great, but then I don't do it for the money. I like seeing kids happy and, if they are, it makes my job a whole lot easier”, laughs Martin. He claims today's nannies are better equipped and more highly qualified, and that their image is changing rapidly. “Anyone with basic school qualifications can do the course to become a nanny, but personality is really more important. I'm a good nanny because I have a rapport with youngsters and babies — it isn't a gift exclusive to women”. His female counterparts have welcomed Martin, although some chauvinistic men think his chosen career makes him a bit “soft”. “I feel sorry for them”, he sighs, “Just because I work with women and kids, it doesn't mean I'm feminine or strange”. But he admits that it will be some time before male nannies are totally accepted. “It'll happen gradually, but there's no reason why men can't do this job as well as women”.

▶ **True or false**

In spite of the salary, Martin likes his job very much.
Men can be better nannies because they are better qualified.

▶ **Choose the correct answer.**

- 1) Nowadays nannies __ .
 - a) earn a lot of money.
 - b) change their image many times.
 - c) are better trained than before.
- 2) Martin believes that he is an excellent nanny because __ .
 - a) he has the right qualifications.
 - b) he understands children's feelings very well.
 - c) being a nanny isn't exclusive to women.
- 3) Martin's job choice hasn't been well regarded by __ .
 - a) some men.
 - b) some old-fashioned male nannies.
 - c) some people.
- 4) Martin considers that __ .
 - a) male nannies won't have a good reputation in the future.
 - b) men can't work as nannies as well as women.
 - c) men can be just as good nannies as women.

3. Reading

Read the following extracts from job advertisements. Complete the gaps using the words below, then match each extract (1–10) to a sentence (A–J):

conditions home part time exp dependent
benefits applicants pay discussion role

(1) Work from __

(2) Previous __ need not apply.

(3) Excellent terms and __.

(4) __ preferred but not essential.

(5) Your __ will include...

(6) Starting salary __ on experience.

(7) Excellent __ include 25 days' paid holiday.

(8) For an informal __ about this post, please telephone Emma Peet on 01332 9487604.

(9) Good rates of __.

(10) Full and __ Vacancies.

Key: 1 home; 2 applicants; 3 condition;s 4 exp; 5 role; 6 dependent; 7 benefits; 8 discussion; 9 pay; 10 part time.

- A If you get the job, you will be well looked-after by the company.
- B If you have applied for the same job before, please do not reapply.
- C Here are some of the duties.
- D If you would like to talk about the job in more detail, please contact...
- E The money you will earn will vary depending on what you have done in the past.
- F You can apply even if you have never done this job before.
- G You will be well rewarded financially.
- H There are jobs with various hours available.
- I You don't need to go to work every day.
- J Good annual leave entitlement is one of the perks of the job.

Key: 1 I; 2 B; 3 A; 4 F; 5 C; 6 E; 7 J; 8 D; 9 G; 10 H.

4. Summary

Continue this dialogue. Ask as many questions as you can. One student — one question.

A. Before you go to that interview, check yourself.

B. What's to check?

A. Are your nails clean?

B. Yes, they are.

A. Did you double-check your nose and teeth?

B. They are clean, too.

A. Did you shine your shoes?

B. My shoes are shined.

A. Do your socks match?

B. Of course they match.

A. No, they don't. One is black and one is dark blue.

B. Yikes! Thank you.

5. Homework

Ex. 4, p. 35.

HAVE A JOB YOU LOVE

Клас
Дата

Цілі: вдосконалювати навички аудіювання, читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

Write the alphabet in a column. The learners must use every letter as an initial letter of a job. If necessary you can omit letters which are not initial letters of any job.

Example: Accountant, Businessman, Correspondent, Designer, etc.

2. Listening

Listen to the dialogue and express your opinion as for this job.

Say what job would be the best for you.

A. I tell my students to become a teacher.

B. Teaching is a great job.

A. It's the best job I've ever had.

B. What makes it so good?

A. For me, it's the students.

B. What do you mean?

A. I mean I have wonderful students.

B. That must be nice.

A. Teaching is the best part of my whole day.

B. You're a lucky man to have a job you love.

3. Writing and speaking

▶ **Work in groups**

Discuss the pros and cons of being a teacher.

4. Reading

Read the passage and fill in the gaps with correct words.

A teacher's job is to teach someone — to help someone learn about something. Many teachers work in schools — (1) __ (primary / prime) schools, middle schools, and high schools. At the university / college (2) __ (level / area), teachers are known as (3) __ (professors / deans). Teachers often have to create tests / exams for their students. This is a good way of (4) __ (monitoring / metering) (= following) their students' progress. Teachers often (5) __ (grade / value) their students, based on how well or poorly the students (6) __ (performance / perform). A good teacher should be (7) __ (patience / patient), and should be able to explain things in a clear way. In North America, teachers have to be licensed, which usually means that they have to (8) __ (finish / graduate) from college / university and (9) __ (compel / complete) a teacher training (10) __ (program / ritual) before being able to teach.

Key: 1 primary; 2 level; 3 professors; 4 monitoring; 5 grade; 6 perform; 7 patient; 8 graduate; 9 complete; 10 program.

5. Reading and speaking

▶ **Work in pairs**

Fill in the gaps with correct expressions and make up your own dialogue.

Interview with Jody, Hair Stylist and Makeup Artist

Interviewer. So, What's your name?

Jody. Jody Kinney.

Interviewer. And what's your job title?

Jody. I'm a hair stylist and makeup artist.

Interviewer. How long have you been working in this job?

Ann. For about eight years.

Interviewer. What experience did you have before that helps you in this job?

Ann. Probably just experience with (1) __. I like people and I've always done people's makeup and stuff, so...

Interviewer. What training or education did you have that helps in this job?

Ann. Well, I went to (2) __ school, and then I did assisting in a salon, so I was someone's (3) __, and then learned from then until I was confident to go out on my own.

Interviewer. How long is beauty school?

Ann. If you do it full time, it's about (4) __ months, give or take a few days here and there.

Interviewer. And then, after that, how long did it take you to feel confident to go out on your own?

Ann. About three months.

Interviewer. That's pretty good.

Ann. Yeah

Interviewer. What classes, or training would you suggest for someone interested in this job?

Ann. Well, they'd have to go to beauty school, and then, it's always encouraged to (5) __ education, to keep going to classes and learning different things. Learning new things, yeah. 'cause you're never (6) __ learning.

Interviewer. What kind of person would be good for this job?

Ann. Someone who can handle (7) __ — all different personalities, a people pleaser, basically.

Interviewer. What is the most fun part of your work?

Ann. I get to (8) __ all day about whatever I want. I can dress however I want. Instant gratification. Someone comes in looking bad, and they leave looking good. And they have a big (9) __ on their face, and I have lots of freedom, and, yeah, it's and you make people look pretty. It's great.

Interviewer. What is the most challenging or difficult part of your work?

Ann. Challenging is...

Interviewer. Is it all easy?

Ann. No. Depending on the client. Clients can be very challenging. Really picky people that are never (10) __. So there's lots of those, but generally, it's not a big challenge — finding the (11) __ place to work, you know, the right amount of business, you know. Paper work is always fun. Doing your (12) __ — that's challenging.

Interviewer. What is your busy period at work, is it part of the year, part of the month?

Ann. Busiest is probably fall and (13) __, like Christmas area — around Christmas and also (14) __.

Interviewer. What is special or unique about your job?

Ann. Just that every single person is (15) __, even though it's all hair, you know. It's never monotonous. It's always — Every single person is different, so it doesn't get (16) __, and, yeah, it's great — you make people happy. That's the best part.

Interviewer. Thank you.

Ann. You're welcome.

Key: 1 with people; 2 beauty; 3 assistant; 4 eleven months; 5 continue; 6 finished; 7 people; 8 talk; 9 smile; 10 happy; 11 right; 12 taxes; 13 winter; 14 spring; 15 different; 16 boring.

6. Summary

Which job would be suitable for someone who:

- Enjoys traveling? Has business experience and wants responsibility? Can't work during the day? Has got telephone skills? Can't work in the evenings or at weekend?

7. Homework

Get ready with a report about the job you would like to have for your life.

LESSON 19
TYPES OF WRITING

Клас
Дата

Цілі: формувати навички письма; вдосконалювати навички усного мовлення, читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

▶ **Formal and informal letters**

Here are two jumbled letters. One is written to a hotel, and the other is to a friend. Decide which sentences go with which letter and put them in the right order.

Letter to a hotel _____ Letter to a friend _____

a) I would like a single room with a shower
b) I'm writing to ask you a favour
c) I don't mind where you put me. I'll sleep anywhere!
d) I have a further request
e) I would like to make a reservation for the nights of 22nd, 23rd, and 24th May
f) I hope the above is convenient
g) write soon and let me know
h) I'm coming down to London at the end of the month to go to a conference
i) Could I have a bite to eat when I arrive?
j) I hope you are all well, and that you've recovered from the busy Easter period
k) I would be extremely grateful
l) could I possibly have a room at the back as I find the front rooms very noisy?
m) Could you put me up for a few days?
n) Just a sandwich will do
o) I look forward to your reply
p) It's the 22nd-24th May
q) As I will be arriving quite late, could you possibly put a cold buffet in my room on the 22nd?
r) I hope that's all right
s) There's something else I'd like to ask you

2. Reading and speaking

Do ex. 1, p. 31.

3. Reading

Do ex. 2, p. 31.

4. Writing

Fill in the chart according to the types of letters and reasons for writing.

Reasons for writing	Informal	Semi-formal	Formal
Requesting			
Giving information			
Application			
Giving news			
Giving advice			
Apologising			
Complaint			

I am writing to draw your attention to..., Could you do something for me?, I am writing to apologise for..., I've looked into..., You'll never guess what..., I am writing to request some advice concerning..., I'm writing to tell you about..., I would be most grateful if you could..., I am writing to apply for the position..., Do you know anything about..., This information should be useful to you..., Why don't you..., In addition, could you tell me..., I'm really sorry about..., I am writing to inform you of..., I'm sorry to hear... and I think I can help., I am writing with reference to your advertisement which I saw..., Glad to hear that..., I would like to express my dissatisfaction..., This information should help you..., May I bring to your attention..., I really need..., I didn't mean to..., I would suggest that..., I am writing to offer my sincere apologies regarding...

5. Reading and speaking
Do ex. 3, p. 32.

6. Speaking
▶ **Who will get the job?**

<p>Positions available International marketer</p> <p>A major U.S. manufacturing firm is seeking an experienced (5–10 years) marketing expert to develop their international efforts in the areas of distribution, service and sales administration. The specific territory is Eastern Europe and Ukraine. Heavy travel will require absence from home for a high proportion of time. Oral and written skills are a must including fluency in English, Ukrainian, Polish and German. Master's degree in Business or International management required. All replies are confidential. Send correspondence to: Box LF 567 The Wall Street Journal</p>
--

This is an advertisement from the "Wall Street Journal". Two people have applied for the job. The Personal Manager has made some notes after the interviews. Compare the applicants. Who do you think will get the job and why?

Name	John Smith	Alex Walter
Present job	5 days a week, 7 hours a day	6 days a week, 5 hours a day
Previous jobs	Sales manager (1993–2001) Chief of the Commercial Department (2001–2007) Chief of the Advertising Department (2007 — present)	Shop-assistant (2001–2003) Stock broker (2004–2009) Shop owner (2009 — present)
Ukrainian	good, studied it at college for 3 years	very good, self-study
Czech	quite good	mainly reading
German	not very good, speaks with mistakes	fluent speaking, excellent writing
Family	married, 3 children	divorced
Age	42 years	32 years
Qualification	Master's degree in Business Management	
Travelling	Italy, Bulgaria, France, Germany	Ukraine, Germany, Austria, Poland

7. Summary
1) What types of writing do you know?
2) What are the reasons for writing?

8. Homework
On the part of each of the applicants in Ex. 6 write the letter of application. Include information you think relevant.

UNIT 3. WHY GO TO SCHOOL?

LESSON 20

ARE YOU HAPPY WITH YOUR SCHOOL?

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What springs to mind when you hear the word 'school'?
 - 2) What is your first memory of school?
 - 3) Were you happy with your school?
 - 4) Why do you think it is that many children don't like school?
2. Speaking
Do ex. 1, p. 36.
3. Reading
Do ex. 2, p. 36.
4. Speaking and writing
 - ▶ **Practise the new vocabulary**
Find the sentences with the new words (Word File p. 37) in the text on p. 37 and translate them. Fill in the gaps with the new words.
 - 1) I think people can live together in a spirit of ___ trust.
 - 2) Games and songs provide the perfect ___ for classroom interaction and language development.
 - 3) He was a young singer who has ___ his full potential successfully.
 - 4) Sally ___ a good knowledge of Chinese.
 - 5) Languages are an essential part of the school ___.
 - 6) The project is designed to ___ young people with work.
 - 7) Most students choose one ___ area for research.
5. Reading
Do ex. 3, p. 36.
6. Listening
Listen to the song and say what activities are mentioned in it.
Are you proud of your school?

BEACH BOYS

BE TRUE TO YOUR SCHOOL

When some loud braggart tries to put me down
And says his school is great
I tell him right away
Now what's the matter buddy
Ain't you heard of my school
It's number one in the state
So be true to your school now
Just like you would to your girl or guy
Be true to your school now
And let your colors fly
Be true to your school

I got a letterman's sweater
With a letter in front
I got for football and track
I'm proud to where it now
When I cruise around
The other parts of the town
I got a decal in back

So be true to your school now
Just like you would to your girl or guy
Be true to your school now
And let your colors fly
Be true to your school

On Friday we'll be jacked up on the football game
And I'll be ready to fight
We're gonna smash 'em now
My girl will be working on her pom-poms now
And she'll be yelling tonight

So be true to your school now
Just like you would to your girl or guy
Be true to your school now
And let your colors fly
Be true to your school
Rah rah rah be true to your school...

7. Reading

Do ex. 4, p. 36.

8. Speaking

Do ex. 5, p. 38.

9. Summary

What's the difference between knowledge and education?

10. Homework

Ex. 6, p. 39.

SCHOOL LIFE IN GREAT BRITAIN

Клас
Дата

Цілі: вдосконалювати лексичні навички та навички вимови, аудіювання, читання й усного мовлення; розвивати логічне мислення; виховувати відповідальне ставлення до навчання, а також загальну культуру учнів.

Procedure

1. Warm-up
 - 1) What do you like best about your school?
 - 2) What do you like the least about your school?
 - 3) What are some of the rules you have to follow at your school?
 - 4) Which rules do you think are unfair?
 - 5) Have you ever got caught breaking any school rules?

2. Reading
Do ex. 1, p. 39.

3. Writing
 ▶ **Practise the vocabulary.**
Do ex. 2, p. 39.

4. Reading
Read the text and give English equivalents to the following words:
Обов'язковий, державний, обладнання, забезпечувати, гнучкий, відвідувати, діти з фізичними вадами, переводити, здібності, приймати на роботу, досягнення, стажування, позакласна діяльність.

THE SCHOOL SYSTEM IN GREAT BRITAIN

Education in Britain is compulsory and free for all children between the ages of 5–16. Nine tenths of all children are educated in state schools. All books and equipment are provided free. Uniform is worn in many schools but this is now quite flexible. Students never repeat a year in British system, but they may be sent to a vocation school or section.

Primary school. Schoolchildren attend a primary school for 6 years (from 5 to 11 years). They study general subjects and special help is given to children with handicaps and learning difficulties. The division between primary and secondary education is at the age of 11 when almost all children in the state system change schools.

Secondary school. When students transfer to Secondary school at the age of 11, they don't take any examination, but their reports are sent on from Primary school.

Most children — over 80 % — go to a comprehensive school. "Comprehensive" means all-inclusive. They admit pupils of all abilities. But there are also grammar schools and secondary modern schools. The pupils have to pass an exam to go there; so admission depends on the result of the selective exams and the pupils' abilities. All types of secondary school have the five year courses for pupils from 11 years up to the school leaving age.

Pupils in all State schools in England and Wales study 10 main subjects: English, Mathematics, Science. Foundation subjects: History, Geography, A Modern language, Art, Music, Information Technology, Physical education, Religious education is also taught.

Attainment tests are given at the ages of 7, 11, 14, 16. At the end of a 5-year course, at the age of 16, students sit the General Certificate of Secondary Education exams in as many subjects as possible. Weak students may only sit for free or four subjects. Better students take ten subjects.

At the age of 16 about two third of these pupils leave school and get jobs or apprenticeships. About one-third stay at school until the age of 18 preparing themselves for higher education.

The 6th form. More ambitious pupils continue to study in the 6th form. They stay on at school for one or two years to prepare themselves for university. They have only three or four main subjects which are necessary to pass the advanced level exams at the age of 18. In addition to the foundation subjects the 6th formers are offered many other courses at Advanced Level such as classical Civilization, Further Mathematics, Information Technology, History of Art, Social Biology and many others.

The school year is divided into three terms with the intervals between them during the Christmas and Easter holidays lasting about two weeks each and the summer holiday which begins rather late and is usually six weeks long.

All kinds of out-of-class activities are part of school life in Britain. Students have a lot of opportunities for playing sports, attending different clubs and singing in choir. Most schools have very good libraries which students use for reference work.

5. Speaking

▶ **Work in groups.**

Collect your ideas and discuss the following:

- 1) Are there any differences between the British and Ukrainian school systems?
- 2) What system do you like more and why?

6. Reading

▶ **Practise the vocabulary.**

Match the words with their Ukrainian equivalents.

Examiner	завуч
academic adviser	магістр природничих наук
exchange student	диплом
certificate	магістр гуманітарних наук
degree	навчальний заклад
Bachelor of Arts	студентський гуртожиток
Master of Arts	вища освіта
Bachelor of Science	випускник університету
Master of Science	кваліфікація, підготовленість
Doctor of Philosophy	учене звання
Diploma	екзаменатор
Graduate	додаткові заняття
head-teacher	бакалавр гуманітарних наук
qualification	науковий керівник, куратор
educational establishment	доктор філософії
higher education	документ, свідоцтво, сертифікат
extra-curricular activities	бакалавр природничих наук
dormitory	студент по обміну

7. Summary

- 1) Does your country provide a good public school system?
- 2) Are there any subjects you wanted to study but they weren't available at your school?

8. Homework

Write a short paragraph "What does your education mean to you?"

IF YOU PASS YOUR EXAMS WELL...

Клас
Дата

Цілі: вдосконалювати навички вживання 1st Conditionals і навички вимови; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) Why do students cheat during tests and exams?
 - 2) How do they cheat?
 - 3) What is your attitude towards cheating?
 - 4) What are the dangers of cheating?
2. Listening and speaking

Listen to your classmates' essays and share your own ideas. (Checking the homework)
3. Grammar practice

Do ex. 1, 2, p. 40.
4. Reading

Do ex. 3, 4, p. 41.
5. Writing

Do ex. 5, p. 41.
6. Reading and speaking

Read the website page of Charterhouse boarding school and say what is the difference between a boarding school a secondary school.
Would you like to study at such school? Prove your answer.

CHARTERHOUSE
 13–18 year old boys boarding school
 16–18 year old girls and boys boarding and day school

Charterhouse is a happy, stimulating and demanding environment, as is appropriate for the place where pupils spend some of the most important years of their lives. Our ambition is to ensure that, by providing support, encouragement and inspiration, each pupil fulfils his or her potential

Pastoral Care (relating to the duties of a teacher in advising students about their personal needs rather than their schoolwork)

At Charterhouse we are actively committed to providing the highest standards of pastoral care to ensure the wellbeing of all our pupils. Pastoral care plays a central part in pupils' lives during their time here, with a team of staff who support and care for them.

The pastoral care team comprises:

- The Assistant Headmaster, Pastoral
- Housemasters
- Head of Girls
- Matrons
- Tutors
- The Master of Yearlings
- Chaplain (a priest or other religious minister responsible for the religious needs of a club, the army, a hospital etc)
- Medical Staff
- Counsellors (someone whose job is to help and support people with problems)

The Assistant Headmaster, Pastoral, Mr Nigel Cooper, oversees all pastoral care and reports directly to the Headmaster.

All pupils are under the care of their resident Housemaster, who is their day-to-day mentor and is responsible for looking after them throughout their time at Charterhouse.

Each Housemaster also has a team of around six tutors. Every pupil is allocated a tutor who takes a particular interest in his academic work and extra-curricular commitments. A tutor has around two pupils to look after in each of the five year groups giving a very good tutor/pupil ratio. Tutors meet with their tutees each week in the 15 minute mid-morning tutorials and on the tutor's weekly duty night in House. One of these tutors will be appointed the Assistant Housemaster; he or she too will have a very close working knowledge of the House.

For girls, there are also the Head of Girls, Mrs Maggy Swift, and her team of staff who run Chetwynd, Northridge, Stainers and Long Meadow which collectively make up the girls' residential accommodation.

Housemasters and The Head of Girls are supported by a resident Matron who looks after the domestic needs of each pupil in the House, dispenses routine medication and offers homely advice and support.

There is also a structure of care amongst the pupils in each House. The Housemaster appoints a Head of House and House Monitors to help care for pupils in the House. And during their first few weeks in the House, each new pupil is allocated to an older pupil whose responsibility it is to make sure they settle in, find their way around and learn quickly how the School and House works.

The Master of the Yearlings keeps a special eye on the new boys (known as 'Yearlings'), organizing informal meals and opportunities to talk through any issues they may have as new boys in the School.

There is also the chaplaincy, the medical staff and counsellors whom any pupil can make an appointment to meet and discuss any problems they may have.

7. Summary

- 1) People say knowledge is power — is this true?
- 2) Are things that your school teaches you that you think are not important?

8. Homework

Ex. 6, p. 41.

WHAT SCHOOL TO CHOOSE?

Клас
Дата

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати відповідальне ставлення до навчання, а також загальну культуру учнів.

Procedure

1. Warm-up
Do ex. 1, p. 42.
2. Speaking
Do ex. 2, p. 42.
3. Listening
Do ex. 3, 4, p. 42.
4. Reading
Read the website page of Kelly College and refer the paragraphs (A–I) with the headings (1–9) below.

Kelly College

School key facts:
 Type of school: Co-educational boarding 9–18 and day 2–18
 Age Range: 2–18 (Senior 11–18, Prep 2–11)
 Number of Pupils: 530 (Senior 355, Prep 175)
 Number of Boarders: 174 (Senior 166, Prep 8)
 Fees Per Term: Boarding £5,100–£8,200; Day £1,960–£4,700

A _____
 Kelly College offers a co-educational full and weekly boarding and day education for pupils aged 11–18 (Prep School 2–11). It is a school of 355 students, of whom about half are boarders. Kelly balances a good academic schooling with a strong commitment to a whole range of extracurricular activities. The routine is that of a full boarding school, with the staff fully involved 7 days a week, 24 hours a day. The school is easily reached by road and rail, with links by air to Plymouth (16 miles).

B _____
 Kelly College was founded and built in memory of Admiral Kelly in 1877. It occupies a beautiful 65-acre site in the Tavy Valley overlooking the Dartmoor National Park on the edge of Tavistock, Devon.

C _____
 Our aim at Kelly is to provide a happy, balanced and challenging environment in which boys and girls can fulfil their potential, develop their individual talents and respect one another as equals. We are proud of our heritage, and our reputation as a friendly school with a great sense of community and a genuine commitment to the wellbeing of our pupils.

D _____
 All pupils are members of one of the six houses, and boarders and day pupils are integrated throughout the school. Within the secure framework of the houses, we aim to achieve a proper balance between thoughtfulness towards others and freedom for individuals to develop their own personality.

E _____

In recent years, every leaver who has wished to proceed to higher education has done so. Small class sizes ensure individual attention, and a committed staff seek to work with parents to achieve the personal goals of each pupil, whether that be a place at a top university, international sporting representation or a chosen career.

F _____

Art and music are central to the way of life at Kelly. The art centre is a highly successful and popular department; frequent exhibitions are held, both of student and of professional works. Kelly has a strong music department with pupils learning a broad range of musical instruments. There are two choirs and three orchestras and various ensemble groups. The performing arts centre is fully equipped for theatrical productions. There is a strong tradition of public speaking and debating, and many of the pupils study for LAMDA qualifications.

G _____

Kelly has a strong sporting tradition, and has probably produced more Olympians and international athletes than any other school of its size. The major sports for girls are hockey, netball, tennis, athletics and swimming; for boys these are rugby, hockey, cricket, athletics and swimming. The school has an international reputation for its swimming coaching. Many other sports are available in the school.

H _____

Scholarships and exhibitions are competitive on entry to the school. Awards may be made at ages 11, 13 and 16.

I _____

Kelleians typically are contributors and, although the school maintains high academic standards throughout, the admission process looks at the whole person, and welcomes a range of talents and abilities. For further details, contact the Registrar (tel: +44 (0)1822 813193; fax: +44 (0)1822 612050; e-mail: registrar@kellycollege.com).

1. Pastoral care
2. Preparation for life
3. Arts and performance
4. Sport
5. Entry procedure
6. Location
7. Curriculum
8. School profile
9. Scholarships, exhibitions and awards

5. Speaking
Do ex. 6, p. 43.

6. Summary
- 1) What does the term coeducational mean? Do you go to the coeducational school?
 - 2) Are boys and girls treated differently by teachers in coeducational schools? If so, how?
 - 3) Do you think girls work together much better if there are no boys around? Agree or disagree?

7. Homework
Ex. 5, p. 43.

OUR SCHOOLING

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати відповідальне ставлення до навчання.

Procedure

1. Warm-up
Do ex. 1, p. 44.
2. Speaking
Take turns asking and answering the questions about school systems in Ukraine and Great Britain. (Checking the homework)
3. Listening
Listen to the text and answer the questions.
 - 1) Are public schools in Great Britain popular nowadays?
 - 2) What opportunities do the children who study there have?
 - 3) What peculiarities do British public schools have?

BRITISH PRIVATE EDUCATION

Seven per cent of British schoolchildren go to private schools called independent schools. There are 2,400 independent schools and they have been growing in number and popularity since the mid-1980's.

Parents pay for these schools, and fees vary from about 250 pounds a term for a private nursery to 3,000 pounds a term or more for a secondary boarding school. Most independent schools are called prep (preparatory) schools because they prepare the children for the Common Entrance Exam which they take at the age of 11. This exam is for entry into the best schools.

The most famous schools are called "public schools" and they have a long history and traditions. It is often necessary to put your child's name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. Eton is the best known of these schools.

The majority of independent secondary schools, including public schools, are single-sex, although in recent years girls have been allowed to join the sixth forms of boys' schools. Independent schools also include religious schools (Jewish, Catholic, Muslim etc.) and schools for ethnic minorities.

4. Speaking
Explain to the students that they're going to do an activity involving discussion. Put them in pairs. Pass out the Handouts (one copy for every two students). Tell them to choose any topic that they want to discuss. After they have chosen their topics, they should discuss the questions and write one of their own. You should circulate, helping them with vocabulary, writing down errors to go over later, clarifying the questions, and encouraging conversation.
After they have discussed the questions, working with the same partner, they should respond to at least one question for each topic. They should also write down their three best questions for others in the class to answer. As they're writing their questions and answers, you should be circulating and guiding students to self-correct spelling and grammar mistakes.

HANDOUTS

Learning Languages

What do you think the best way to learn vocabulary is? Tell your partner about it.
Do you make a lot of mistakes when you speak English? Are there any mistakes you make often? Tell your partner about it.
Now, think of your own question for this topic.

Schooling

What is the role of schools in society? Tell your partner about it.
Do private schools offer higher quality education or are they just prestigious? What do you think the advantages and disadvantages of state and private schools are?
Tell your partner about it.
Now, think of your own question for this topic.

Knowledge and education

What's the difference between knowledge and education? Tell your partner about it.
Is all knowledge useful?
Should people go straight from school to University, or do something different? Tell your partner about it.
Now, think of your own question for this topic.

Getting a job

Does education guarantee a good job? Tell your partner about it.
Is it difficult for people without a college education to get good jobs where you live?
Are college graduates smarter than people who did not go to college? Tell your partner about it.
Now, think of your own question for this topic.

Necessary skills

What are the skills that separate good students from bad students? Tell your partner about it.
Can successful studying provide successful lifestyle in future?
Were good grades important to you? Tell your partner about it.
Now, think of your own question for this topic.

- 5. Speaking
Do ex. 5, p. 44.
- 6. Summary
Do ex. 2, p. 44.
- 7. Homework
Choose any handout above to write an essay.

WHY DO WE LEARN ENGLISH?

Клас
Дата

Цілі: вдосконалювати навички читання, письма й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати відповідальне ставлення до навчання, а також загальну культуру учнів.

Procedure

1. Warm-up

- 1) Do you like to study English?
- 2) What are your usual class activities during English lesson?
- 3) How long have you been studying English?
- 4) Did you study English at the primary school?

2. Listening

Listen to the dialogue and say if you had the same English activities when you were at the primary school? Did Jerry like to teach the kids? Why do you think so?

Jerry, an American volunteer, tells Kate about his first visit to a primary Ukrainian school.

Jerry. Hi Kate, how was your day?

Kate. Hi Jerry, I've been looking for you. Where have you been?

Jerry. I just had a very interesting experience. I spent the whole day with dozens of little children!

Kate. That sounds like fun.

Jerry. Yes, it was fun... but exhausting! Kids have so much energy.

Kate. Where did you meet all these kids?

Jerry. At the primary school down the street. I visited some of their classes in the morning, then taught them some simple English in the afternoon.

Kate. English must be very difficult for them.

Jerry. Actually, they were very eager to learn. I was quite impressed.

Kate. What did you teach them?

Jerry. One teacher gave me some sentences to practice. The kids love to repeat things out loud! Sometimes I shouted the sentences, and they shouted back at me. Other times I whispered, and they whispered back. They were very cute.

Kate. Yes, I can imagine.

Jerry. We also sang songs and played some English games together.

Kate. That's great. You know, when I was in primary school, we never had English lessons.

Jerry. How about in middle school?

Kate. We studied English, but only for a test. It wasn't very practical.

Jerry. Well, you've managed to learn English very well. I guess it's because you're a "Super Student".

Kate. Ha ha ha. Not me! The kids you saw today seem to be much more "super" than I am. They're the future of Ukraine.

Jerry. Yes, they are, so Ukraine must have a bright future! I wonder what this country will be like in 15 or 20 years when these kids are adults...

WHAT SCHOOL TEACHES?

Клас
Дата

Цілі: вдосконалювати навички вживання граматичних часів і 1st Conditionals, навички читання й аудіювання; розвивати пізнавальні інтереси учнів; виховувати відповідальне ставлення до навчання, а також загальну культуру учнів.

Procedure

1. Warm-up

- 1) Why do you think it is that many children don't like school?
- 2) What's the most important thing a school should teach children?
- 3) What's the most important thing you learnt at school?

2. Writing

Fill the gaps with the correct tenses.

- 1) I (learn) ___ English for seven years now.
- 2) But last year I (not / work) ___ hard enough for English, that's why my marks (not / be) ___ really that good then.
- 3) As I (pass / want) ___ my English exam successfully next year, I (study) ___ harder this term.
- 4) During my last summer holidays, my parents (send) ___ me on a language course to London.
- 5) It (be) ___ great and I (think) I (learn) a lot.
- 6) Before I (go) ___ to London, I (not / enjoy) ___ learning English.
- 7) But while I (do) ___ the language course, I (meet) ___ lots of young people from all over the world.
- 8) There I (notice) ___ how important it (be) ___ to speak foreign languages nowadays.
- 9) Now I (have) ___ much more fun learning English than I (have) ___ before the course.
- 10) At the moment I (revise) ___ English grammar.
- 11) And I (begin / already) ___ to read the texts in my English textbooks again.
- 12) I (think) ___ I (do) ___ one unit every week.
- 13) My exam (be) ___ on 15 May, so there (not / be) ___ any time to be lost.
- 14) If I (pass) ___ my exams successfully, I (start) ___ an apprenticeship in September.
- 15) And after my apprenticeship, maybe I (go) ___ back to London to work there for a while.
- 16) As you (see / can) ___, I (become) ___ a real London fan already.

Key: 1 have been learning; 2 was not working, were not; 3 want to pass, am going to study; 4 sent; 5 was, think, have learned; 6 went, had not enjoyed learning; 7 was doing, met; 8 noticed, is; 9 have, had; 10 am revising; 11 have already begun; 12 think, will do; 13 is, is not; 14 pass, will start; 15 will go; 16 can see, have become.

3. Listening

Listen to the text and do the task.

The University of East Anglia in Norwich is one of the seven so-called 'new universities'. It was founded in 1961, and had its first students in 1963. Since 1963 the University has grown fast.

UEA combines the traditional high standards of British universities with an imaginative approach to course design. The academic work of the University is based on thirteen Schools of Study. They are made up of subjects, which are connected with each other. The small group teaching has always been a feature of our courses.

UEA is beautifully situated in 270 acres of park and woodland outside Norwich. The main campus, University Plain, offers everything a student needs, within easy reach. The buildings are modern and have considerable architectural distinction.

The main academic building, known as the Teaching Wall, was designed by the well-known architect Sir Denys Lasdun. It was completed in 1972 and houses nine of our schools of study providing lecture and seminar rooms, offices, laboratories, common rooms and others.

Our oldest building, Earlham Hall, dates back to the sixteenth century. It houses the School of Law, and is located in Earlham Park a short walk from the main campus.

Our two most recent academic buildings the Climatic Research building and the Education building were opened in 1986. They are both designed by the young American architect Rick Mather.

At the centre of the campus is the Square, the main outdoor meeting place. Here students come between classes to talk, to refresh themselves with drinks, or simply to sit at the side of the pond and the little waterfall.

▶ **True or false**

- 1) The UEA includes seven universities.
- 2) The first students entered the UEA in 1961.
- 3) The UEA has 13 schools of study.
- 4) Each school of study is a combination of several subjects.
- 5) Students are taught in small groups.
- 6) The UEA is situated in the centre of Norwich.
- 7) The most schools of study are situated in the main building.
- 8) The main building is the oldest one.
- 9) The newest academic buildings are designed by a foreign architect.
- 10) The Square is the place where students usually meet.

Key: 1 F; 2 F; 3 T; 4 T; 5 T; 6 F; 7 T; 8 F; 9 T; 10 T.

4. Writing

Some friends are planning a party. Everybody wants to party, but nobody's really keen on preparing and organizing the party. So everybody comes up with a few conditions, just to make sure that the others will also do something.

prepare hover tidy help clean play bring decorate move looks after make let be buy do cut peel organize mix give

Complete the sentences with Conditional I and the words from the box.

- 1) If Caroline and Sue __ the salad, Phil __ the house.
- 2) If Sue __ the onions for the salad, Caroline __ the mushrooms.
- 3) Jane __ the sitting room if Aaron and Tim __ the furniture.
- 4) If Bob __ up the kitchen, Anita __ the toilet.
- 5) Elaine __ the drinks if somebody __ her carry the bottles.
- 6) If Alan and Rebecca __ the food, Mary and Connor __ the sandwiches.
- 7) If Bob __ the barbecue, Sue __ the guests in.
- 8) Frank __ the DJ if the others __ along their CDs.
- 9) Alan __ the drinks if Jane __ him some of her cocktail recipes.
- 10) If they all __ their best, the party __ great.

Key: 1 prepare, will decorate; 2 cuts, will peel; 3 will hover, move; 4 tidies, will clean; 5 will buy, helps; 6 organize, will make; 7 looks after, will let; 8 will play, bring; 9 will mix, gives; 10 do, will be.

5. Summary

What kind of discipline do you think there should be in schools?

6. Homework

What should be there at your school in order for pupils to study well?
Write some sentences using Conditional I.

AMERICAN SCHOOLS

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання; а також виконання тестових завдань; розвивати логічне мислення; виховувати зацікавленість у розширенні своїх знань щодо освіти.

Procedure

1. Warm-up
 - 1) What images spring to mind when you hear the country USA?
 - 2) What is the USA most famous for?
 - 3) What things about the USA do you think Americans are proud of?
 - 4) What do you know about education in America?
2. Grammar practice
Do ex. 1, p. 45.
3. Reading
Do ex. 2, p. 45.
4. Writing and speaking
Do ex. 3, p. 46.
5. Reading
Read the article from the Internet and choose the sentences (A–H) that best fit gaps (1–7). There is one extra sentence.

SCHOOL TYPES: THE DIFFERENCE BETWEEN PUBLIC, PRIVATE, MAGNET, CHARTER, AND MORE

Approximately 46 million students are enrolled in the nation’s public schools in grades kindergarten through 12. Another 6 million attend private schools. But if you read the newspapers, you know it’s not that simple anymore. Several new types of schools have appeared in recent years. What’s the difference between a magnet school and a charter school? Parochial and proprietary? Which one is best for your child?

Here’s a brief description of the different types of schools on today’s educational landscape.

Public schools

Public schools get their financing from local, state, and federal government funds. In most cases, they must admit all students (1) __. Charter schools and magnet schools are two relatively new kinds of public schools.

Charter schools

Charter schools began appearing in the early 90s. They are autonomous, “alternative” public schools started by parents, teachers, community organizations, and for-profit companies. These schools (2) __ must also come up with private funding. Charter schools must adhere to the basic curricular requirements of the state but are free from many of the regulations that apply to conventional schools and the day-to-day scrutiny of school boards and government authorities.

Considered cutting edge, charter schools usually challenge standard education practices and sometimes specialize in a particular area, such as technology, the arts, or a back-to-basics core-subjects approach. Some charter schools are specifically for gifted or high-risk kids. They usually offer smaller classes and more individual attention (3) __. To find out more about charter schools and where to find them in your area, visit the U.S. Charter Schools Web site.

Magnet schools

Magnet schools are highly competitive, highly selective public schools renowned for their special programs, superior facilities, and high academic standards. They may specialize in a particular area, such as science or the arts. Students who apply to these schools go through a rigorous testing and

▶ **True or false**

- 1) High school students pass only different tests to get a diploma.
- 2) Only freshmen take part in celebrating Homecoming.
- 3) Any student can become Homecoming King or Queen.
- 4) Each year of high school finishes with a Prom.
- 5) A Prom is a well-organized party.
- 6) Preparations for the Prom take long time beforehand.
- 7) The Prom is a very important event in students' life.

3. Reading
Do ex. 1, p. 49.

4. Speaking
Do ex. 2, p. 49.

5. Reading
Do ex. 3, p. 50.

6. Writing
Apply for the job advertised using the phrases from the letter in ex. 3, p. 50.

Local chemist seeks Saturday assistant. The successful applicant will be bright and quick to learn, possibly with an interest in working full-time in the chemist's. An ability to deal with the public is more important than knowledge. No experience necessary. Good rates of pay. Apply in writing to Carol Collins, Middlestone, 35, Stratford Road

Fill in the chart with the notes you are going to include in each paragraph.

Dear __	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Yours __	
First name + surname	

7. Summary
1) What style should you use to write an application letter?
2) What information should you mention?

8. Homework
Ex. 4, p. 51.

UNIT 4. NATIONAL CUISINE

LESSON 29

TRADITIONAL BRITISH MEALS

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) Do you always have three meals a day?
 - 2) What's your favourite meal of the day?
 - 3) Do you prefer meals alone, with one other person or lots of people?
 - 4) What do you think of the meal times in different countries that are different from your meal times?

2. Writing and speaking
Do ex. 1, p. 54.

3. Speaking
Do ex. 2, p. 54.

4. Reading
Do ex. 3, p. 54–56.

Give English equivalents to the following words:

Для розмаїтості, страви, компот, проста їжа (без гарніру), біфштекси, відбивні, смажена в духовці яловичина, смажена риба (на сковороді), дуже любити щось, зауважувати, простір, навряд чи, суспільна можливість, побалакати, шинка, копчений оселедець, консервований лосось, залежно, особливі страви (властиві будь-якій кухні або регіону), борошно, родзинки, смородина, цукати, рублений мигдаль та волоські горіхи, розмішувати, збивати, зберігати, розігрівати, покривати, попереджати, знак.

5. Listening
Listen to the information from the internet and say why British Sunday lunch is so important to British people. How do courses vary according to the seasons?

British Sunday lunch is also known as Sunday Roast and is the very heart of British food and cooking. It is the time when families or friends get together no matter how busy the week has been, to share good food. For the cook in the house the roast recipes along with all those Sunday lunch recipes, takes some putting together but the effort is worth it.

A traditional British Sunday lunch is roast meat with roast beef top of the list — pork, lamb or chicken are also popular — Yorkshire Puddings, gravy, vegetables and a pudding in the cold months and a dessert in the summer.

SUNDAY LUNCH STARTERS

Starters at Sunday lunch are rarely offered in the home though many restaurants will offer them because with a traditional Sunday lunch the food is generally so filling that starters would simply be too much. If you feel you must offer a starter then make it light like a Pea and Mint Soup, or Carrot and Ginger Soup. Salad is always popular or Prawn Cocktail is a particular favorite.

In some parts of the UK, particularly Yorkshire, it is common to serve Yorkshire Puddings and Onion Gravy as a starter rather than with the main dish. The origins of this stem from when meat was very expensive and eating Yorkshire Puddings as a starter filled everyone up and they ate less meat.

There is no better main course for a traditional Sunday lunch than a roast. Roast Beef is the number one favorite but pork and lamb work well. If Yorkshire Puds aren't served as a starter, they will be served with the main course beside the meat, roast potatoes, seasonal vegetables and lashings of gravy made from the meat juices.

In winter, a good change would be something warm and filling like Beef Stew and Dumplings hearty Beef and Ale Pie or Lancashire Hotpot. Serving Yorkshire puddings as well though is a little too heavy on the carbs and on the stomach.

In warmer weather a traditional Sunday lunch is usually too much, so lighten up with dishes like Lemon Chicken or Pan Fried Beef with Asparagus.

SUNDAY LUNCH PUDDINGS

The crowning glory of any Sunday lunch is the pudding or dessert. Puddings belong with colder weather calls as they are heavier, warming and filling. Bread and Butter Pudding, Spotted Dick Treacle or Bakewell Tart, and Rhubarb Crumble or a classic Apple Pie work so well.

Warmer weather needs lighter puddings or desserts so think Summer Pudding, Strawberry Jelly, Quick Sherry Trifle or Eton Mess — perfect. If you want something slightly more substantial then Queen of Puddings and if sweet, sticky and sugary is order of the day then it must be Sticky Toffee Pudding.

6. Writing

► **Practise the vocabulary.**

Do ex. 4, p. 56.

Fill in the gaps with the new words on p. 56.

- 1) The price __ lunch.
- 2) We had fish for the main __.
- 3) The buffet here __ of several different Chinese dishes.
- 4) The __ from Mexico are really incredible in this restaurant.
- 5) Vegetarian __ is very popular nowadays.
- 6) Thanksgiving is a really big __ in the States.
- 7) To __ apples means to cook them slowly in liquid.

7. Speaking

Do ex. 6, p. 56.

8. Reading

Do ex. 7, p. 57.

9. Summary

Do ex. 8, p. 57.

10. Homework

Ex. 5, p. 57.

- 9) A beverage is ____.
- a) Beverley's birthday
 - b) normally crunchy
 - c) an alcoholic drink
 - d) any drink
- 10) All of these are bitter except ____.
- a) black coffee
 - b) strong tea without sugar or milk
 - c) unsweetened baking chocolate
 - d) pizza
- 11) Sweet foods don't include ____.
- a) cake
 - b) pickles
 - c) ice cream
 - d) candy
- 12) Rich food is always ____.
- a) expensive
 - b) crunchy
 - c) dessert
 - d) fattening

Key: 1 b; 2 c; 3 b, 4 d; 5 a; 6 b; 7 c; 8 b; 9 d; 10 d; 11 b; 12 d.

3. Writing and speaking

▶ **Work in pairs.**

Do ex. 2, p. 58.

Add more own words to each column.

4. Summary

Give quick answers.

- 1) Do you like Japanese food?
What kind of Japanese food do you like?
- 2) Do you like deep fried food?
- 3) Do you like food from other countries? If yes, which do you like the most?
- 4) Do you like peas and carrots? How about spinach?
- 5) Do you like to eat a lot of food every day?
- 6) Do you like to eat at fast food restaurants?
- 7) Do you like to eat cakes?
- 8) Do you like to eat junk food?
- 9) Do you like to eat some desserts after dinner?
- 10) Do you like to have breakfast each morning? Why or why not?
- 11) Do you like to try new food and drinks?
- 12) Do you often eat out?
- 13) Do you prefer fish or meat?
- 14) Do you prefer to eat at a restaurant or at home?
- 15) Do you prefer your own country's food or other kinds of food?
- 16) Do you read the nutritional information on the foods you buy?
- 17) Do you think fast food, soda and sweets should be sold in school cafeterias?

5. Homework

Ex. 3, p. 58.

5. Writing

- ▶ **Grammar practice**
Do ex. 4, 5, p. 60.

6. Listening

Prepare the handouts of the lyrics of the song “If I had a million dollars” by the Barenaked Ladies with the gaps to practice the 2nd conditional. Then ask your students to listen to the song and fill in the gaps.

“IF I HAD A MILLION DOLLARS”

If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you a house (I would buy you a house)
If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you furniture for your house
(may be a nice chesterfield or an ottoman)
If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you a K-car (a nice reliant automobile)
If I had a 1,000,000, I’d buy you love

If I had a 1,000,000
I’d build a treefort in our yard
If I had a 1,000,000
You could help it wouldn’t be that hard
If I had a 1,000,000
Maybe we could put a refrigerator in there
Wouldn’t that be fabulous!

If I had a 1,000,000 (If I had a 1,000,000)
I buy you a fur coat (but not a real fur coat that’s cruel)
If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you an exotic pet (like a llama or an emu)
If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you John Merick’s remains
(All them crazy elephant bones)
If I had a 1,000,000 I’d buy your love

If I had a 1,000,000
We wouldn’t have to walk to the store
If I had a 1,000,000
We’d take a limousine cause it costs more
If I had a 1,000,000 We wouldn’t have to eat Kraft dinner

If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you a green dress
(but not a real green dress that’s cruel)
If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you some art (A Picasso or a Garfunkel)

If I had a 1,000,000 (If I had a 1,000,000)
I’d buy you a monkey (haven’t you always wanted a monkey?)
If I had a 1,000,000 If I had a 1,000,000 If I had a 1,000,000
If I had a 1,000,000 I’d be RICH!

7. Summary

- What would you do:
- if you were invisible?
 - if you could cast spells?
 - if you could fly?
 - if you had magical powers?

8. Homework

Ex. 6, p. 60.

LESSON 32

RECIPES

Клас
Дата

Цілі: формувати навички вживання нових лексичних одиниць; удосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати правильне ставлення до їжі, а також загальну культуру учнів.

Procedure

1. Warm-up
Do ex. 1, p. 61.
2. Speaking
Do ex. 2, p. 61.
3. Listening
Do ex. 3, 4, p. 61.
4. Reading and speaking
Read the recipe and say:
 - 1) Have you ever cooked the first courses?
 - 2) Did you like this experience?
 - 3) What foods are used for this Chicken soup?
 - 4) What vegetables do you usually put in your soup?
 - 5) How long does it take to prepare the Chicken Soup?
 - 6) How long do you usually make such soup?
 - 7) What actions do you usually do while preparing your soup?

CHICKEN SOUP

Prep Time: 15 Min	Cook Time: 1 Hr 45 Min	Ready In: 2 Hrs
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Ingredients:

- 2 tablespoons vegetable oil
- 2 skinless chicken leg quarters
- 1/2 cup chopped onion
- 2 quarts water
- 3 cubes chicken bouillon, crumbled
- 1 stalk celery, chopped
- 3 carrots, chopped
- 1 clove roasted garlic, minced
- salt and pepper to taste
- 1 (12 ounce) package thin egg noodles

Directions:

In a large pot over medium heat, cook chicken pieces in oil until browned on both sides. Stir in onion and cook 2 minutes more. Pour in water and chicken bouillon and bring to a boil. Reduce heat and simmer 45 minutes.

Stir in celery, carrots, garlic, salt and pepper. Simmer until carrots are just tender. Remove chicken pieces and pull the meat from the bone. Stir the noodles into the pot and cook until tender, 10 minutes. Return chicken meat to pot just before serving.

5. Listening
Listen to the text and do the task.

One of the yummiest holidays of the year must be National Ice Cream Day. It takes place in the USA on the third Sunday of July every year. It

celebrates one of the world's best-loved desserts. It started in 1984 when famous ice cream lover President Ronald Reagan announced July as the National Ice Cream Month. It was certainly a good month to choose, being in the middle of summer. But even in winter, ice cream still tastes delicious. It's fitting that the USA has a national day to celebrate their favourite sweet. Americans eat more ice cream than anyone else in the world. It is probably the national dessert, along with apple pie. On this day, people will have fun making homemade ice cream and having ice cream parties.

Makers say ice cream is nutritious and good for us. There is a lot of sugar and calories in it, but otherwise, it's quite good for you. It's made of milk and has other vitamins and minerals. Ice cream is different in many countries around the world. Italians are very proud of their *gelato*, while Indians believe their *kulfi* is the tastiest. The history of ice cream is a little unclear. Historians say it arrived in Europe from China hundreds of years ago. The French and Italians designed flavoured milk ices, which made their way across the Atlantic. This is when it became known as "ice cream". The first ice cream parlor in America opened in New York City in 1776. It is now a \$3 billion industry in the USA alone.

Match the following phrases from the article.

Paragraph 1	
1) One of the yummiest	a) month to choose
2) one of the world's best-	b) national dessert
3) It was certainly a good	c) their favourite sweet
4) a national day to celebrate	d) holidays of the year
5) Americans eat more ice cream	e) loved desserts
6) It is probably the	f) than anyone else

Paragraph 2	
1) ice cream is nutritious	a) of their gelato
2) It's made of milk and	b) in the USA alone
3) Italians are very proud	c) and good for us
4) Indians believe their kulfi	d) as "ice cream"
5) This is when it became known	e) has other vitamins
6) It is now a \$3 billion industry	f) is the tastiest

6. Reading and speaking
Do ex. 5, p. 62.

7. Summary

- 1) What is the food you like about your country?
- 2) What is the last meal you cooked for someone else?
- 3) Does your family have any special recipes that are passed down from generation to generation?

8. Homework

Write a short paragraph about your favourite food.

Why do you like it? Is it healthy? Does it take much time to prepare it?

LESSON 33
HEALTHY EATING

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати правильне ставлення до їжі.

Procedure

1. Warm-up
Do ex. 1, p. 63.
2. Speaking
Do ex. 2, p. 63.
3. Reading
Read the text and do the task.

GET BACK TO THE PLEASURE OF HEALTHY EATING

- 1) Your natural wisdom about whole foods is a lot more reliable than you think. If you lose sight of the big picture and choose foods by their calorie and fat content, your judgment about what’s good for you and what isn’t gets less clear. Fat-free snacks and treats start to look just as good for you as apples or carrot sticks. Diet soda seems like a much better ‘deal’ than low-fat milk.
- 2) Fact is, a low-fat food can look great on paper but is not positive to your diet. And some foods you have avoided because of their high fat content (for example, cheese, avocado, peanut butter) can be good and nutritious. It is better to eat six or more servings of grains a day (bread, cereal, rice, pasta), two or more servings of fruit, at least three of vegetables, two or three servings of milk products and two of protein-rich meat, fish, eggs or dried beans. Always choose foods you like. Do that, and the grams and milligrams will take care of themselves.
- 3) If you think that eating healthy means trying to consume a little less than you’d like to, ask yourself how well that really works. Eating less than you want is uncomfortable, and as anyone who has ever dieted knows, you can’t undereat without overeating. It is better not to stop your appetite. You’ll find that you enjoy your meals more, that you spend less time thinking about food between meals. And, as a result, you will not gain weight.
- 4) Life is too short to change really wonderful foods for alternatives that don’t offer the same satisfaction. Of course, you’ll find there are some light foods you can eat instead of the real thing and still feel happily satisfied. But think twice about a food you choose simply because it’s fat-free or low cal. If you don’t really like it or if it’s not what you want, it’s not worth it.
- 5) You may think cutting out certain foods is the fastest way to a healthy diet. It’s not. To improve your diet in a meaningful way, it’s better to concentrate on the foods you need to eat. According to a recent survey, most people need to eat twice as much fruit, vegetables and low-fat dairy products and eat an extra serving or two of grains each day. If you’re looking for ways to make your diet healthier, that’s where to start. (The next step: Cut down a bit on sweet and added fats — butter, oil, salad dressing — and you’ll be doing very well indeed.) besides good nutrition, variety means more pleasure in every bite. If you have a little of everything it satisfies your desire to crunch into a juicy apple, to enjoy a perfectly ripe peach and the cool pleasure of half-melting ice cream.

- 1) What does the writer try to make clear in paragraph 1?
 - a) Fat-free snacks are better than some vegetables and fruit.
 - b) It's good to count calories in foods.
 - c) It's better to think in terms of whole foods.
- 2) What is the main idea of paragraph 2?
 - a) It's necessary to eat various kinds of food.
 - b) Food with a small number of calories is good for your diet.
 - c) Eat more cereal, bread, rice and pasta and you'll be healthy.
- 3) What is necessary to do according to paragraph 3?
 - a) To eat a bit less than you want to.
 - b) To let your body decide how much you'll eat.
 - c) To eat a bit more between meals.
- 4) What is the typical mistake according to paragraph 4?
 - a) People choose foods that give them satisfaction.
 - b) People allow themselves to eat more than they need.
 - c) People eat certain foods just because they are fat-free.
- 5) What does it mean to eat healthy according to paragraph 5?
 - a) To avoid certain foods.
 - b) To start eating twice a day.
 - c) To have a balanced and varied diet.
- 6) What does 'It' in paragraph 5 refer to?
 - a) Eating less.
 - b) Eating healthier.
 - a) Cutting food in small pieces.

4. Speaking

▶ **Work in pairs.**

You've invited a foreign friend to visit your home town. Discuss where to eat out. Choose between a fast food restaurant and a restaurant of Ukrainian cuisine.

Student 1		Student 2	
You are for a fast food restaurant. It is fast and there are some healthy choices there. Besides you don't know much about Ukrainian cuisine.		You are against fast food restaurants. You think the food they offer is unhealthy. You prefer healthy diet. Give examples of healthy foods in Ukrainian cuisine.	
FAST FOOD		UKRAINIAN CUISINE	
	Price		Price
Cheeseburger	.....	Borsch	.....
French fries	.....	Stewed meat with cabbage	.....
Grilled chicken sandwich	.....	Varenyky with cottage cheese	.....
Vanilla milk shake	.....	Vegetarian dishes	.....
Diet Cola	.....	Stewed fruit	.....

5. Summary

Do ex. 5, p. 63.

6. Homework

Do ex. 3, 4, p. 63.

FOOD AROUND THE WORLD

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання, аудіювання й говоріння; розвивати логічне мислення; виховувати зацікавленість у розширенні своїх знань щодо кулінарних традицій у світі.

Procedure

1. Warm-up
Do ex 3, p. 64.
2. Speaking
Present your projects. (Checking the homework)
3. Reading
Do ex. 1, p. 64.
4. Writing
Do ex. 2, p. 64.
5. Speaking and writing
Do ex. 4, p. 64.
6. Reading and speaking
Fill in the gaps and make up your own dialogues replacing the underlined expressions by your own ones.
You are a waiter in a restaurant. Complete the dialogue with polite offers.
 - ▶ **Sample questions:**
 - 1) Would you like a drink? / Can I offer you a drink?
 - 2) What would you like to order? / What can I get for you?
 - 3) Would you like a vegetable with that? / Do you want a side dish of vegetables?
 - 4) Can I get you anything else? / Would you like anything else?

Waiter. Hello. Welcome to The American Restaurant. (1) ___?

Customer. Yes, I'd like a drink. Lemonade, please.

Waiter. Here is your drink. (2) ___?

Customer. I would like a steak and a baked potato.

Waiter. (3) ___? We have broccoli, cauliflower, or peas.

Customer. I'll have the peas.

Waiter. That is an excellent choice. (4) ___?

Customer. No, thank you. I have everything I need.
7. Listening
Listen to the text and express your own opinion as for food traditions in America.

AMERICAN FOOD

What is American food? Hamburgers and hot dogs? Fried chicken and giant steaks? Well, yes. But spaghetti and pizza are American too, and so is sweet and sour pork. The fact is that Americans eat every kind of food imaginable. There are, for example, more than 1,000 Chinese restaurants in New York City alone.

AS AMERICAN AS APPLE PIE

At the same time, people in the States still like to think of some kinds of food as especially American. They like the idea of the American family sitting around the table eating turkey at Thanksgiving. They like to think of 'Mom' as the best cook in the world, even if their own mother never did much cooking. 'As American as apple pie', and 'Like Mother makes it' are popular expressions.

The truth is, though, that families in the US eat together less often than they used to. Instead of meeting at the dinner table, families often meet in the kitchen, around the refrigerator. There's no time for old-fashioned cooking. Quick snacks all through the day have taken its place. And to save trouble, people eat wherever they like, in the street, in front of the TV, or at their desks.

An enormous fast-food industry gives hungry American the snacks they want when they want them. Ice cream, popcorn, and hot dogs are on sale everywhere. Best known, perhaps, is the McDonald's hamburger business.

But if more and more Americans eat fast food, more and more Americans also worry about it. Fast food makes you fat, and Americans are the fattest people in the world. They are also the most interested in their health, and snack food is growing all the time. Among middleclass people, salads, beans, and fruit have taken the place of steak and ice cream. Drinking is going down too. Only 67 percent of adults drink alcohol at all, and one-third of those drink less than they used to. Smart businesspeople order mineral water, not wine, at their business lunches.

Being fat, in fact, can cause real problems for an American. He or she will find it harder to get a good job, or even to make friends. If you want to do well, you must be thin. It doesn't seem fair, does it? Advertisers and fast-food sellers scream at people to eat, eat, eat. But inside, there is another voice saying 'stop, stop, stop.'

8. Reading and speaking

Do ex. 5, p. 64.

9. Speaking

Do ex. 6, p. 65.

10. Summary

- 1) What foods have you tasted which you will never forget for the rest of your life?
- 2) What's the strangest food you've ever eaten?
- 3) Do you like trying new foods?
- 4) Do you care where the food you eat comes from?

11. Homework

Do ex. 7, p. 66.

FOOD AROUND THE WORLD

Клас
Дата

Цілі: вдосконалювати навички вживання 2nd Conditionals; вдосконалювати навички читання і говоріння; розвивати логічне мислення; виховувати зацікавленість у розширенні своїх знань щодо кулінарних традицій у світі.

Procedure

1. Warm-up

- 1) What is your opinion of Chinese food?
- 2) American food?
- 3) British food?
- 4) India food?
- 5) Greek food?
- 6) Ukrainian food?
- 7) What cuisine do you think is more nutritious?

2. Writing

Complete the sentences with 2nd Conditional and the words from the box.

Janine is a daydreamer. She imagines what would happen if she won the lottery.

play change be have like buy own build feel be come find have pick charter
be hit have invite want

- 1) If I __ the lottery, I __ a chance to hit the jackpot.
- 2) If I __ the jackpot, I __ rich.
- 3) If I __ rich, my life __ completely.
- 4) I __ a lonely island, if I __ a nice one.
- 5) If I __ a lonely island, I __ a huge house by the beach.
- 6) I __ all my friends if I __ a house by the beach.
- 7) I __ my friends up in my yacht if they __ to spend their holidays on my island.
- 8) We __ great parties if my friends __ to my island.
- 9) If we __ to go shopping in a big city, we __ a helicopter.
- 10) But if my friends' holidays __ over, I __ very lonely on my lonely island.

Key: 1 played, would have; 2 hit, would be; 3 were, would change; 4 would buy, found; 5 owned, would build; 6 would invite, had; 7 would pick, wanted; 8 would have, came; 9 liked, would charter; 10 were, would feel.

3. Reading

Imagine that you are going to Korea and you want to something concerning Korean food.

Read some information from a site for travellers and find the answers to the following questions:

- 1) What is the general impression of Korean food?
- 2) Is the food spicy?
- 3) What is Kimchi?
- 4) Are there any Korean customs around meal times?
- 5) What are the supermarkets like?
- 6) Where can I eat out?
- 7) Can you drink the water?

Korean food can be very spicy for foreigners. The national food, which is a staple at each meal, is kimchi, a spicy fermented cabbage. You will eat this a lot when you stay in Korea. A lot of chili peppers and garlic is used in

preparing Korean food. Rice is also served with every meal. There is a large selection of spicy soups, fried rice, stews and noodle dishes to tempt your taste buds. Every meal is served with side dishes, which vary in every restaurant. You can experience the variety of food South Korea has to offer. Korean BBQ is popular among foreigners. Small pieces of meat are brought to your table and cooked right in front of you.

Most Korean food is quite spicy although there are many dishes that are not. Koreans eat Kimchi with everything. This tends to add spiciness to the meal. For less spicy foods we recommend Juk (a rice porridge); kimbab (Korean-style sushi).

You may not want to try the Kimchi when you first arrive. However, most foreigners end up acquiring a taste for it as it is unavoidable in Korea! Kimchi can be made from celery, cabbage, turnips or cucumbers seasoned with salt, garlic, onions, ginger, red pepper and shellfish or fish sauce. It is cured for a long period of time underground. No matter what, you will have a chance to try it when you arrive as Koreans eat it with almost every meal. It is usually very spicy so start with a small bite!

Table manners are extremely important in Korea and Koreans rarely eat with their fingers. It is advantageous to learn the do's and don'ts of Korean culture. They use a spoon and metal chopsticks which makes for an interesting learning experience! Spoons are used to scoop rice, soup and stews while chopsticks are generally used to eat from the many side dishes. Using both sets of utensils at the same time is considered to be bad manners, although leeway is given to foreigners and you will probably be the centre of a friendly tease. Soup is also a vital part of almost every meal. Other dishes include seafood, meat or poultry, greens, herbs and roots. Each person has his own rice and soup bowls but all other dishes are placed in the center of the table for everyone to partake of. Often in restaurants you will be required to sit at low tables on the floor, which takes getting used to. The good news is that many restaurants offer a normal table and chair set up.

All Korean cities have department stores which often contain a large supermarket in the basement. A lot of the food you will not recognize. However, there are many similar foods to what you are used to. Supermarket shopping is an interesting experience and sometimes trial and error is the only way to learn your way around. If you are really craving food from home, there are a number of places in Seoul that specialize in international foods.

Big Western food chains like Pizza Hut, Burger King, OutBack Steakhouse and TGI Fridays are popping up all over the place. Pizza is popular and there are bakeries on every corner. Japanese Restaurants are easy to find too. Fruit and vegetables are sold almost everywhere so staying healthy is easy. Don't worry about what you are going to eat, the food is delicious, healthy and there are lots of options that will suit your needs.

Tap water in Korea's cities will not make you sick. It may not be the best stuff in the world, but it probably won't kill you. Many Koreans, particularly in the summer time get water from local mountain springs. You can get bottled water delivered to your home quite cheaply- with a delivery service a five liter bottle of water will cost you around USD \$6. Buying bottles of water is about \$1 for a 1.5L.

4. Summary

What restaurant in your city can you recommend?

Why is it a good place?

About how much does a meal cost there?

5. Homework

Write a short review about a restaurant of Ukrainian cuisine in your city.

BRITISH FESTIVE COOKING

Клас
Дата

Цілі: вдосконалювати навички аудіювання, читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What special foods do you eat on holidays? (Christmas, New Year’s Day, etc.)
 - 2) What do you usually cook when you wait for guests?
 - 3) Are you fond of cooking complicated dishes?
 - 4) Do you make dishes of any cuisine or use recipes of your own?
 - 5) What is your favourite recipe?

2. Listening

Listen to some information about tea-time in Great Britain and say what the British mean exactly when they say: “We usually have tea at 5 p. m”.

 - 1) Why is tea not as common nowadays as before?
 - 2) What is the difference between afternoon tea and high tea?

AFTERNOON TEA AND HIGH TEA IN ENGLAND

Afternoon Tea (The traditional 4 o’clock tea)

This is a small meal, not a drink. Traditionally it consists of tea (or coffee) served with either of the following: freshly baked scones served with cream and jam (known as a cream tea), afternoon tea sandwiches — thinly sliced cucumber sandwiches with the crusts cut off and assorted pastries.

Afternoon tea is not common these days because most adults go out to work. However, you can still have afternoon tea at the many tea rooms around England.

Afternoon tea became popular about one hundred and fifty years ago, when rich ladies invited their friends to their houses for an afternoon cup of tea. They started offering their visitors sandwiches and cakes too. Soon everyone was enjoying afternoon tea.

High Tea (The traditional 6 o’clock tea)

The British working population did not have afternoon tea. They had a meal about midday, and a meal after work, between five and seven o’clock. This meal was called ‘high tea’ or just ‘tea’. Today, most people refer to the evening meal as dinner or supper.

Traditionally eaten early evening, High tea was a substantial meal that combined delicious sweet foods, such as scones, cakes, buns or tea breads, with tempting savouries, such as cheese on toast, toasted crumpets, cold meats and pickles or poached eggs on toast. This meal is now often replaced with a supper due to people eating their main meal in the evenings rather than at midday.

3. Reading

Read the text and do the task.

WHAT IS APPLE DAY?

October 21st is British Apple Day, a day when throughout Britain people celebrate their wonderful native apples.

The Romans first brought the apple to the Britain and how hard it is to imagine the landscape without the orchard or gardens without the apple tree. Nevertheless, if we let things continue the way they have in recent times, this, sadly, will be the reality. The arrival of cheap imported supermarket fruits — polished impostors with their EU imposed shape and size — has led to a rapid decline of many orchards with the loss of many old apple varieties. The charity Common Ground, started Apple Day in 1990, it is now held every year on October 21st. Apple Day is recognized throughout the

country with apple festivals, events, competitions — The Longest Peel — but mainly the day raises awareness of the fantastic apples we have.

There are over 1200 native apples for eating, cooking, as well as for cider making and crab apples for pickling. They have enchanting names: Acklam Russets, Barnack Beauty, Nutmeg Pippin, Knobby Russet and many more. Despite this, most growers concentrate on a few commercially proven varieties, leaving us with little choice.

APPLE DAY LUNCH AT AMPLEFORTH ABBEY

To celebrate Apple Day events are held throughout the UK and at one beautiful setting, three chefs gathered together to prepare and serve a wonderful apple-inspired menu to an appreciative audience.

The setting for the lunch was Ampleforth Abbey, a monastery of Benedictine Monks in the picturesque Howardian Hills in North Yorkshire. As well as being a monastery, Ampleforth is also a school and college and is home to 2 hectares of around 2,000 apple trees of rare varieties tended by the monks. The coven of chefs whipping up their magical food was Michelin starred Chef Andrew Pern from the Star at Harome, the lovely chef Stephanie Moon, and chef Darren Clemmit from The White Swan Inn, Pickering.

This inspirational menu from three of Yorkshire's top chefs showed the versatility of apples and that there is so much to do with them than just a pie or sauce.

Each dish had been carefully thought through to make the most of the varying tastes, textures, juices and by-products (cider, brandy) of the heritage Ampleforth Apples. As would be expected from chefs of this calibre the food was beautifully presented and executed. The apples shone through in some of the dishes (Pork Fillet Stuffed with Apples) or provided a lovely support to other ingredients and dishes (Date and Pippin Puree, Vanilla Rice Pudding) or were part of the cooking process (the marinade for the salmon, the juices for the partridge). It was very innovative and clever cooking.

It would be unfair to single out one single dish as the menu was a careful balance whole with each component accommodating the next in the same way the impeccable service supported the food. A very agreeable lunch.

The Ampleforth lunch had another twist to it. It was also the launch of Ampleforth Cider Brandy and Ampleforth Amber, a light apple-flavoured digestive.

In charge of the orchard at Ampleforth is Brother Rainer who began pressing apples in 2001 when the direct sale of apples began to fall away. Brother Rainer cites the availability of apples in supermarkets, all shiny and even sized, as the reason for the decline in his sales and saw many apples simply going to waste and realized he need to do something else with them.

He began producing cider which has been a huge success and extending the products further, now produces a Cider Brandy. The Brandy is distilled in special copper stills, transferred to large oak barrels for five years aging and maturation. After distillation the spirit is left to age in oak for a full 5 years before being rectified with local spring water and bottled by hand.

▶ True or false

- 1) Apple Day has been celebrating since last century.
- 2) The only tradition on this day is to make huge apple pies.
- 3) More than a dozen skilled cooks prepared great menu at Apple Day in Ampleforth.
- 4) Apple Day Lunch was held at Ampleforth College then.
- 5) Apples were served with quite a lot of kinds of food.
- 6) Brother Rainer has started producing cider as it was his family business.

4. Summary

- 1) Are there any rules in your country about eating in public?
- 2) Do you think eating should always be a social occasion?
- 3) What eating manners do you have in your country that you like and dislike?

5. Homework

Write a short paragraph about the preparations for your last family holiday.

THREE PARTS OF A PARAGRAPH

Клас
Дата

Цілі: формувати навички письма; вдосконалювати навички усного мовлення, читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What cuisine do you like the most?
 - 2) Do you prefer something traditional or like trying out new stuff every time you go out (or maybe you like to cook?).
 - 3) Do you like Ukrainian cuisine?
 - 4) What food could you call Ukrainian (not to count in 'salo', of course)?
 - 5) Do you like Eastern food traditions?

2. Speaking

Present your projects (checking the homework).

3. Reading

Do ex. 1, p. 67.

Then read the text and divide it into paragraphs. Make sure that all the paragraphs have 3 basic parts: the topic sentence, the body and the conclusion sentence. You may add your own ones if you need or even change something to improve the coherence.

UKRAINE NATIONAL FOOD, MEALS AND COOKERY

Ukrainian national food got a merited renown almost in all places of the world. Different floury dishes (pampushki, galushki, vareniki, korzhi and others), meat dishes (Ukrainian sausages, cold collations, game, birds etc.), vegetable and milk dishes (ryazhenka and sirniki), various drinks of fruit and honey are very popular in Ukraine. Starters characterize Ukrainian national cuisine as a full one in terms of nutrition quality. A wide range of soups, recipes of which include majority of available ingredients, enrich nutrition and beneficially effects human digestive system. Ukrainian cuisine starters are first of all soups like borsch. Each region of Ukraine has it's own borsch recipe. Although it is not a unique major dish of Ukrainian national cuisine. Such soups like kulish, borage, yushka meat soup, fish soup (ukha), okroshka are also popular. And each of these soups has a lot of variations. A lot of soups are prepared on the basis of popular types of meat and vegetables. The most popular meat basis is pork, while beet-root, legumes, potatoes and carrots are the most popular vegetables. But especially known and most favorite dish all over the world is famous Ukrainian borsch. Borsch is cooked of fresh vegetables: cabbage, beet, tomato with the addition of pounded lard with garlic and parsley. The combination of all these groceries give the borsch its piquancy, aroma and unforgettable taste. There are about 30 types of Ukrainian borsch (Poltava borsch, Chernigov borsch, Kiev borsch, Volyn borsch, Lviv borsch and others). Ukrainian national cuisine afters are delicious, nutritious and useful. Some afters have penetrated into world cookery, for example vareniki and halushki, eaten with great pleasure all over the globe, especially where there is Ukrainian Diaspora. Besides all that we have to mention such Ukrainian cuisine afters as meat balls, roast meat, diverse recipes of cutlets, polyadvitsa, krucheniki, smazhenina, zazivanets, mazuryky and loads of fish dishes. A lot of afters are made from potatoes: deruny and knydly, for example. Particular attention should be paid to starchy foods. Ukrainian cuisine prepares great

quantity of pies (pirogs) and slozheniks. Another special dish is holodets (aspic), prepared according to different recipes all over Ukraine.

Various porridges — varenyky filled with cottage cheese, potatoes, stewed cabbage and berries in summer — are prevalent in Ukraine too. Stewed meat with potatoes, Ukrainian bitki with garlic and lard, stewed cold boiled pork with cabbage and lard, kruchenyky and others have the same popularity among Ukrainian lovers of tasty food. Fish dishes have a considerable part in Ukrainian national food assortment from the old times. For example crucian (carp) baked in sour cream, fish kruchenyky, carp stuffed with mushrooms and boiled buckwheat, carp stewed with onion or sour cream, pike perch stuffed with mushrooms and crawfish and others. Ukraine national cookery is rich in meals cooked in special cases (wedding, birth of the child, send-off to the army and others). In such a way pancakes of wheat and buckwheat flour and varenyky are the obligatory meals in Pancake week (Maslenica). Meat or liver pies are usually cooked for the most solemn occasions. The ceremonial dish was fruit compote — uzvar. Now these dishes are common in every Ukrainian and Russian canteen or restaurant.

4. Writing

Write a short summary about peculiarities of Ukrainian national food. Make up five paragraphs with approximately 3–5 sentences in each on.

Introduction	
Paragraph 1	A topic sentence _____
Paragraph 2	A topic sentence _____
Paragraph 3	A topic sentence _____
Conclusion	

5. Speaking

Do ex. 2, p. 67.

6. Writing

Do ex. 3, p. 67.

7. Reading

Do ex. 4, p. 68.

8. Summary

- 1) What kinds of international cuisine do you like?
- 2) What national dishes from your country would you recommend to the world?

9. Homework

Ex. 5, p. 68.

LISTENING COMPREHENSION

Цілі: перевірити рівень умінь учнів з аудіювання.

Клас
Дата

Procedure

Listen to the text and do the task.

THE HISTORY OF ICE CREAM

The first frozen dessert is credited to Emperor Nero of Rome. It was a mixture of snow (which he sent his slaves into the mountains to retrieve) and nectar, fruit pulp and honey. Another theory is Marco Polo, 13th century bard and adventurer, brought with him to Europe from the Far East recipes for water ices... said to be used in Asia for thousands of years.

In 1700 Governor Bladen of Maryland served ice cream to his guests.

The first ice cream parlor in America opened in New York City in 1776.

Dolly Madison created a sensation when she served ice cream as a dessert in the White House at the second inaugural ball in 1812.

Italo Marchiony sold his homemade ice cream from a pushcart on Wall Street. He reduced his overhead caused by customers breaking or wandering off with his serving glasses by baking edible waffle cups with sloping sides and a flat bottom. He patented his idea in 1903.

Others link the ice cream cone's invention to the 1904 World's Fair in St. Louis. An ice cream vendor there reportedly didn't have enough dishes to keep up with demand, so he teamed up with a waffle vendor who rolled his product into "cornucopias".

Invention of the ice cream soda is usually attributed to Robert M. Green, who operated a soda water concession in Philadelphia. Green, who sold a mix of carbonated water, cream, and syrup, apparently ran out of cream and substituted ice cream, hoping his customers wouldn't notice. But they did and daily sales receipts climbed from \$6 to \$600.

During the stuffy Victorian period, drinking soda water was considered improper, so some towns banned its sale on Sundays. An enterprising druggist in Evanston, IN, reportedly concocted a legal Sunday alternative containing ice cream and syrup, but no soda. To show respect for the Sabbath, he later changed the spelling to "sundae".

In 1843, New England housewife Nancy Johnson invented the hand-cranked ice cream churn. She patented her invention but lacked the resources to make and market the churn herself. Mrs. Johnson sold the patent for \$200 to a Philadelphia kitchen wholesaler who, by 1847, made enough freezers to satisfy the high demand. From 1847 to 1877, more than 70 improvements to ice cream churns were patented.

The first commercial ice cream plant was established in Baltimore in 1851 by Jacob Fussell.

In 1983, Cookies 'N Cream, made with real Oreo cookies, became an instant hit, climbing to number five on the list of best-selling ice cream flavors. It also holds the distinction of being the fastest growing new flavor in the history of the ice cream industry.

In 1991, another flavor phenomenon was created — Chocolate Chip Cookie Dough ice cream, which combines the best part of the Chocolate Chip cookie — the raw dough — with creamy vanilla ice cream and semi-sweet chocolate chips.

1) 1776	a) The ice cream churn was invented
2) 1812	b) Cookies 'N Cream ice cream became very popular
3) 1843	c) Ice cream as a dessert was served in the White House
4) 1903	d) The World's Fair started selling ice cream cones
5) 1904	e) The first ice cream parlor opened in America
6) 1983	f) Ice cream in waffle cups was patented

Key: 1 e; 2 c; 3 a; 4 f; 5 d; 6 b.

Listen to the interview and do the task.

**WHAT IF YOUR DREAM JOB WAS
TO GIVE OTHER PEOPLE NIGHTMARES?**

That's the fun and frightful profession that makes Josiah George of Boston wake up each day looking forward to nightfall with a touch of sinister glee, especially during the Halloween season. George is one of a troupe of talented, costumed performers that take tourists on a unique excursion of Boston locales and dark streets. They are guides on Boston's Ghosts and Gravestones tour, which unveils some of the city's Colonial secrets with a delightfully eerie witch's brew of scary fun and macabre history, mixed with a dash of dark humor.

Josiah — who goes by the stage name in character of Lucious Branch, a gravedigger from Colonial times — shared his thoughts on what makes his job a fun-filled scream each night.

Q: How did you become involved in this unique job?

A: I answered a posting for a cold audition in 2005 and did a reading of Edgar Allan Poe's 'Tell Tale Heart.' The performance manager at the time was a Poe fan, and it was a no-brainer for him to hire me. Since then, for me and my co-workers, this is more than just a job. As a theatrical performer, you learn there aren't too many jobs where the group becomes a cohesive, continuing troupe that stays together year after year. It's great to come back to the same group of people each season.

Q: How does this company of performers work to put on several performances each night over a season?

A: We have 14 actors and a manager. Once we pass the audition, we're given a script with all the basic historic material, which is told in a narrative sense. What's great about this gig is that you're able to develop your own unique character from the original script. I tell the macabre stories from my character's perspective.

Q: What do you enjoy most about this job of frightening folks?

A: One of the best parts of my job is being a true storyteller. I get to pass these old stories about Boston's past from generation to generation. It's almost like telling scary stories around a campfire and creating a scary, macabre mood for the listeners. What's particularly enjoyable for me are the people I get to work with and the people who enjoy the tour.

Q: What's the greatest challenge you face?

A: I think it's painting the right atmosphere for each group amid sometimes difficult distractions. The tour is conducted, in part, inside a moving vehicle, with street noises and people hollering and more. The guide needs to work off the reactions of the audience. Some of the reactions are, well, to die for.

We've dealt with all kinds of unexpected distractions, from people fainting on the tour for any number of reasons; but they're always happy and have fun. Once, we had a group of drag queens spontaneously join in our tour as we were walking. I suspect some of the paying customers weren't sure if they were part of the show. But, that's the unexpected fun of this tour. There's always surprise.

As much as Josiah loves his moonlighting job as a theatrical gravedigger, he hasn't given up on his daytime job and equally enjoyable passion. By night, he may be bringing thrills and chills to Boston's tourists; however, by day Josiah is the Equity stage manager for the Stoneham Theater outside of Boston.

► **True or false**

- 1) Josiah George is a professional actor.
- 2) People take this tour because they love being frightened.
- 3) Josiah George has this job during the year.
- 4) Josiah George was admitted to the troupe after audition.
- 5) Josiah George performs his parts strictly according to scripts.
- 6) Only the narrator creates the right atmosphere.

Key: 1F; 2T; 3F; 4T; 5F; 6F.

Клас
Дата

LESSON 40

WRITING

Цілі: перевірити рівень умінь учнів з письма.

Procedure

Choose any topic you like and write an essay.

Who is responsible for the fact that a lot of children are less healthy nowadays: school, parents or children themselves?

Which of the following arguments may you use to express reason and to show result in your composition? Put them into two groups. You may add your own ideas.

- They don't serve the right food in the school.
- Parents give us chips, hamburgers and pizza.
- Parents do not exercise themselves.
- There's little time to prepare healthier meals.
- They only sell chocolate and cakes.
- My friend has a disease because of an unhealthy diet.
- Children have no good example.
- Kids lost interest in keeping themselves fit; they don't try to eat healthily or exercise.
- Parents don't give their children enough fruit and vegetables.

reason / cause	result / effect

Your pen friend wrote you a letter where he / she told you about his / her plans for the future. Answer your pen friend's letter and tell him / her about your plans for the future, opportunities you have to continue your education. Express your opinion about the professions you may choose.

My best memories.

- Describe emotions you felt when you found yourself in high school (10–11 forms).
- Do you remember any school events with admiration / regret? What school event will remain in your memory? Why?
- Are you going to keep in touch with your classmates after school? what are your further life-plans? Do you think about your school years with regret?

Клас
Дата

Цілі: перевірити рівень умінь учнів з читання.

Procedure

Read the text. Match choices (A–G) to (1–6). There is one extra choice.

SCHOOL LIFE IN GREAT BRITAIN: PERSONAL EXPERIENCE

My Personal Experience About School Life in Britain

(1) _____

At present I am studying History, English Literature, Sociology and General Studies at A level. I enjoy all my A levels but find Sociology particularly interesting and challenging. This is because I enjoy reading and writing essays as well as debating issues. My History course involves two European topics: Nazi Germany and Mussolini and Fascist Italy. I find these topics give a very interesting insight into modern history. I am also looking forward to working on my personal study in History; I hope to base it on an aspect of Nazi Germany. In English Literature I have been studying *Wuthering Heights* by Emily Bronte, *Tess of the d'Urbervilles* by Thomas Hardy and *Paradise Lost* by John Milton. I have found all three texts interesting so far.

(2) _____

I have found that the style of study at A level is very different to my GCSE courses, and the more in-depth detail and discussions make A levels much more enjoyable. The skill of critical analysis developed in my A level subjects has been very useful in writing essays and studying sources. I have learnt how to carry out research using primary sources and how to construct an argument based on evidence.

(3) _____

Because of my love of History I hope to do a History degree at University. My other subjects have allowed me to develop a structured and discursive style of writing which I find extremely useful in my History studies. I also depend on the personal skills learnt to work on my own, only seeking the teacher's guidance and direction occasionally.

(4) _____

At the end of year ten I spend one week's work experience at the school of History at Birmingham University. It was a most interesting, educational and enjoyable week. I did filing, word processing and general administrative work. I particularly enjoyed sending and receiving e-mail. During the week, I discovered that I enjoyed working with people and got a great deal of satisfaction in meeting deadlines and working under pressure. I got on with other extremely well and made good friends with the people I worked with.

(5) _____

As well as my Sixth Form studies, I play an active part in organizing events to raise money for charity. The most recent was a Talent Contest. I play an active part in college life, and regularly perform in concerts and revues.

(6) _____

As a hobby, I enjoy both playing and listening to music. I have studied the clarinet but at present I play bass guitar. I have been in a band with friends for about eighteen months now, and we have played a number of gigs at the 'Songwriter's cafe', a free venue for the public every Sunday. I am also an avid CD and vinyl collector, preferring all types of sixties' and seventies' music. I also enjoy reading music biographies on past bands and books on subcultures of the sixties. I enjoy going out and spending time with friends. I also enjoy traveling. My previous trips have been to Ireland, the United States, Turkey and all over Europe. Through this, I have learnt about other cultures and ways of life — something which interests me greatly.

I enjoy sport a lot and love to watch football and cricket and regularly go swimming to keep fit. I enjoy Sixth Form life very much and consider myself

well-suited to the way of learning at Sixth Form level. I very much hope to go to university and enjoy university life as much as I have enjoyed my A levels.

- A It's so exciting to face new things and new people.
- B Only A level will lead to success.
- C Everything is getting better.
- D My previous experience let me be independent in studying.
- E Dreams come true! And now I'm just enjoying my studying.
- F My spare time involves many interesting things as any minute shouldn't be wasted I believe.
- G Not only studying is in my life. *Key: 1 E; 2 C; 3 D; 4 A; 5 G; 6 F.*

Read the text. Match choices (A–G) to (1–6). There is one extra choice.

THE HISTORY OF CHINESE CUISINE

In China, food and its preparation has been developed so highly that it has reached the status of an art form. Rich and poor, the Chinese people consider (1) __ There is an old Chinese saying "Food is the first necessity of the people".

This art has been cultivated and refined over hundreds of years. Legend has it that the culture of Chinese cuisine originated in the 15th century BC during the Shang dynasty and was originally introduced by Yi Yin, it's first Prime Minister.

The two dominant philosophies of Chinese culture both had extreme influences on the political and economic history of the country but it is less well known (2) __ .

Confucius emphasized the artistic and social aspects of cookery and eating. The Chinese don't gather together without involving food — it is considered to be poor etiquette (3) __ .

Confucius established standards of cooking and table etiquette, most of which remain to this day. The most obvious example of this is the cutting of bite-sized pieces of meat and vegetables during the course of the food preparation in the kitchen, rather than using a knife at the table which is not considered to be good manners.

Confucius also encouraged the blending of ingredients and flavourings (4) __ tasting the individual components. Harmony was his priority. He believed and taught that without harmony of ingredients there could be no taste. He also emphasized the importance of presentation and the use of colour, texture and decoration of a dish. Most importantly, (5) __ a task to be endured and certainly he was instrumental in promulgating the philosophy of "live to eat" rather than "eat to live".

On the other hand, Tao encouraged research into the nourishment aspects of food and cookery. Rather than concentrating on taste and appearance, Taoists were more interested in the life-giving properties of food.

Centuries on, the Chinese have discovered the health-giving properties of all sorts of roots, herbs, fungus and plants. They have taught the world (6) __ and in addition have found that things with a great flavour also have medicinal value.

Home cooked Chinese food is extremely healthy, even though much of it is fried. This is due to the use of polyunsaturated oils (used only once and discarded) and the exclusion of dairy products. In addition the inclusion of animal fat is minimal because portions of meat are small.

- A to become a cohesive dish, rather than
- B that the nutritional value of vegetables is destroyed by over-cooking (particularly boiling)
- C that they also influenced the development of the culinary arts.
- D that delicious and nutritious food is a basic necessity.
- E as extremely sweet cuisine
- F to invite friends to your home without providing appropriate food.
- G cooking became an art rather than *Key: 1 D; 2 C; 3 F; 4 A; 5 G; 6 B.*

UNIT 5. COMMUNICATION TECHNOLOGIES

LESSON 42

COMPUTERS

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What do you think of today's technology?
 - 2) Is technology a good or a bad thing?
 - 3) What new technology could you not live without?
 - 4) Has technology made our lives better than our grandparents' lives?

2. Writing and speaking
Do ex. 1, p. 72.

3. Listening
Listen to the text and do the task.

World Telecommunication Day (WTD) celebrates the advances we have made in how we communicate with each other. It is on May 17 each year because that is the day in 1865 when the International Telegraph Union (ITU) started. The ITU manages how the world shares and uses communications. It has successfully coordinated many important developments in our history. These include the invention of the telephone by Alexander Graham Bell in 1876, the world's first satellite in 1957, and the Internet. The ITU has worked to improve telecommunications in the developing world, and to protect individuals and societies from cyber-crime. WTD raises our awareness of the importance of telecommunications in today's global village.

The ITU changed its name to the International Telecommunication Union when technology moved on from telegraphs. Its website says it is "the leading United Nations agency for information and communication technology issues, and the global focal point for governments and the private sector in developing networks and services". It has 191 member countries and it is "committed to connecting the world". Today the ITU manages many aspects of our lives. It helps make the rules for broadband Internet and the latest-generation wireless technologies; it helps airplanes and ships navigate the skies and seas; and it oversees the way scientists try to communicate with outer space and possible aliens.

Put the lines in the correct order according to the text.

	the way scientists try to communicate with outer space and possible aliens
1	World Telecommunication Day (WTD) celebrates the advances we have made in how we communicate with each
	the developing world, and to protect individuals and societies from cyber-crime. WTD raises our
	awareness of the importance of telecommunications in today's global vil-lage
	wireless technologies; it helps airplanes and ships navigate the skies and seas; and it oversees

	other. It is on May 17 each year because that is the day in 1865 when the International Telegraph Union (ITU)
	in 1876, the world's first satellite in 1957, and the Internet. The ITU has worked to improve telecommunications in
	many important developments in our history. These include the invention of the telephone by Alexander Graham Bell
	technology issues, and the global focal point for governments and the private sector in developing networks
	started. The ITU manages how the world shares and uses communications. It has successfully coordinated
	and services". It has 191 member countries and it is "committed to connecting the world". Today the ITU
	manages many aspects of our lives. It helps make the rules for broadband Internet and the latest-generation
	The ITU changed its name to the International Telecommunication Union when technology moved
	on from telegraphs. Its website says it is "the leading United Nations agency for information and communication

4. Speaking
Do ex. 2, p. 72.
5. Reading
Do ex. 3, p. 72.
6. Reading
 - ▶ **Practise the vocabulary**
Do ex. 4, 5, p. 74.
7. Writing
Do ex. 6, p. 75.
8. Speaking
Do ex. 9, p. 75.
9. Summary
Do ex. 8, p. 75.
10. Homework
Ex. 7, p. 75.

LESSON 43
WHAT IS A FILE?

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички вимови, аудіювання, читання й усного мовлення; розвивати логічне мислення; виховувати правильне ставлення до користування комп'ютерами, а також загальну культуру учнів.

Procedure

1. Warm-up

- 1) Do you access the Internet with your computer?
- 2) Can you access the Internet from your home?
- 3) What is your favorite “news” site?
- 4) What Internet sites do you visit regularly?
- 5) Are you good at using a computer?
- 6) How often do you use a computer?
- 7) What do you use a computer for?

2. Reading and speaking

Read the text and say how communication technologies are important in your life.

TEENS AND TECHNOLOGY

Today’s teens cannot live without communication technologies. A recent research showed some surprising results.

‘I would be lost, helpless and alone without the Internet. I don’t know how you people survived without it!’

Sara, 19, UK The number of teenagers using the Internet is growing around the world. According to a recent study, teens are much brighter with computers than adults and use the Internet more often and for more varied reasons — to communicate with friends, to make new friends, to play games, download music, get news, shop, research homework and ask health questions.

‘I have 102 buddies on my Buddy List and you can click on your buddy if they’re online. At the most I’ll talk to 7 or 8 people at one time, usually 3 or 4.’

Charlotte, 17, USA Email is losing its privileged place among teens. It’s only used to communicate with ‘adults’, such as teachers. Young people prefer instant messaging (IM) and text messaging as ways to connect with their friends. IM is already hugely popular in Russia and its advantages are obvious. When you send someone an email, you don’t know when you will get a reply. Your friend might not check his or her messages, or might not use that email address anymore. You can then send a message to your friend, who can type a reply instantly.

‘I can’t live without my iPod? I take it to wherever I go.’

Sergei, 18, Ukraine The newest technology popular with teens is podcasting — both receiving and creating them. The term *podcast* is a blend of the words ‘iPod (a portable media player) and ‘broadcasting’. But not only teens are crazy about podcasting. Some grandmothers like it too! Queen Elizabeth II has taken up this latest way of listening to music, according to newspaper reports. She is the proud owner of a silver iPod which can hold up to 100,000 songs!

'It's the best thing ever invented!'

Tom, 17, USA In the USA, young people spend five times more time online than in Europe. Their most popular site is *Facebook* — a place where everybody knows everything about everybody else. It has more than 26 million members! *Facebook* offers an adult-free world where teens can do and say what they want. They publish intimate personal details, post photos and bare their souls. *Facebook* wasn't created for teenagers. Former Harvard student Mark Zuckerberg started the site in 2004 as an online university directory. It quickly turned into a social-networking tool for colleges, then opened to high-schoolers two years ago.

'I would die if I lost my cell phone.'

Rachel, 15, USA *'It would be the end of the world if I lost my mobile phone.'*

Irina, 17, Russia It's not just computers teens are hooked on, they are also attracted to their mobile phones. Mobile phones are used as a tool of text-messaging, as alarm-clocks, calculators, to send photos, play games and to help with exam revision. Some teens have admitted to cheating on tests using their phones are banned in many schools and universities.

3. Reading and writing

▶ **Practise your vocabulary.**

Do ex. 1, 2, p. 76.

Match the words with their definitions

1) icon	a) controls the location of the cursor
2) surf	b) programmes on a computer
3) software	c) to receive material from the internet onto your
4) mouse	d) to look at internet pages
5) to download	e) programme which can harm your computer
6) internet	f) the world wide web
7) network	g) a picture representing a programme
8) virus	h) two or more computers directly linked

Key: 1 g; 2 d; 3 b; 4 a; 5 c; 6 f; 7 h; 8 e.

1) programmer	a) icon that connects directly to a file, folder
2) pop-up	b) marks where you are going to type
3) shortcut	c) we use it to type into a computer
4) printer	d) hardware that puts material from computer paper
5) keyboard	e) another word for computer screen
6) hardware	f) message or screen that appears without direct
7) cursor	g) person who makes or modifies computer
8) monitor	h) equipment which makes up a computer

Key: 1 g; 2 f; 3 a; 4 d; 5 c; 6 h; 7 b; 8 e.

4. Summary

Mark Kennedy said: "All of the biggest technological inventions created by man — the airplane, the automobile, the computer — say little about his intelligence, but speak volumes about his laziness". Do you agree?

5. Homework

Ex. 3, p. 76.

COMPUTERS IN OUR LIFE

Клас
Дата

Цілі: вдосконалювати навички вживання Phrasal verbs і навички вимови, аудіювання, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What is a computer?
 - 2) What is the best thing about a computer?
 - 3) What is the worst thing about computers?
 - 4) What would life be like without your computer?
 - 5) Do computers ever make you want to pull your hair out (i.e. become very frustrated)?

2. Writing and speaking
 - ▶ **Work in pairs**
 Make up a list of all the things which are connected with computers. Then say what they are necessary for.

3. Reading
 Do ex. 1, p. 77.

4. Writing
 Make up and write down your own sentences with the new phrasal verbs.

5. Reading and speaking
 Read the text and do the tasks.

Computers have had a great impact on society. Today computers are constantly becoming a part of everyday life. Computers are used in everything from the home PC or laptop to appliances such as microwaves and even our cars. Not only have computers had a great impact on our everyday life, but also on education and the workplace. Computers are used in our appliances, mobile phones, entertainment devices (such as DVD players) and others. It is almost impossible to get through one day without having some form of interaction with computers.

The Internet has had a huge impact on society. It provides information and services, as well as the ability to communicate people all around the world in variety of ways. These range from bulletin boards and chat rooms to voice conversations and video conferencing.

Around the world, the Internet is available to millions of people. Those who don't have computer or access to the Internet at home will often have access at work or school, or even at the local library. Another added bonus of the Internet is that the majority of the information and services available are free.

The use of computers for educational purposes has been highly beneficial for those involved. From a primary school level, children are taught the basics of computer use, including the Internet. At high school, this continues as children become more and more proficient in using the computer.

It is a tertiary level though, that computers really come into use. News, assignments, tests, lecture notes etc. can be placed on the Internet for stu-

dents who live in remote areas and cannot travel to and from university or other tertiary institution each day. The idea of remote learning can also be applied to a primary school level.

Computers impact every part of our lives. From the home, to the workplace and in education, computers aid us to do what we want. In general, computers are beneficial to the tasks they are applied to. Although computers can cause some problems, such as unemployment and computer viruses, these are far outweighed by the benefits computers provide. Because of this, computers and technology will continue to have an increasing effect on society.

▶ **True or false:**

- 1) Society is much influenced by computers at present time.
- 2) You can find computers everywhere, even in your car.
- 3) Computers can be operated by microwaves.
- 4) DVD player is an entertainment device.
- 5) The Internet is a source of information only.
- 6) You can't watch people and hear their voices through the Internet.
- 7) You can get access to the Internet at the local library.
- 8) Not all the information and services available are free.
- 9) Children are taught the basics of computer use at a primary school level.
- 10) Computers can be used in education at a distance.
- 11) The biggest problem with the computer is poor eyesight.
- 12) There are more advantages than disadvantages with computers.

▶ **Answer the questions.**

- 1) Have computers become an integral part of our life?
- 2) Where are computers used?
- 3) What types of appliances can computers be used in?
- 4) What is the Internet?
- 5) How can the Internet be useful for you?
- 6) What kinds of services does the Internet provide?
- 7) Where can we get access to the Internet?
- 8) Is all the information available in the Internet free?
- 9) How are children taught to use the computer?
- 10) How can computer be useful education?
- 11) What are the disadvantages of computer?
- 12) Does computer continue to have an increasing impact on society?

6. Reading

▶ **Practise the vocabulary**

Do ex. 2, 3, p. 78.

7. Summary

- 1) What would you like computers to do that they can't do now?
- 2) What would happen if all of the world's computers suddenly stopped forever?

8. Homework

Ex. 4, p. 78.

LESSON 46
FAVOURITE SITES

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати правильне ставлення до користування Інтернетом.

Procedure

1. Warm-up
 - 1) What is the Internet?
 - 2) What would the world be like without the Internet?
 - 3) How would your life be different without the Internet?

2. Speaking

Explain to the students that they're going to do an activity involving discussion. Put them in pairs. Pass out the Handouts (one copy for every two students). Tell them to choose any topic that they want to discuss. After they have chosen their topics, they should discuss the questions and write one of their own. You should circulate, helping them with vocabulary, writing down errors to go over later, clarifying the questions, and encouraging conversation.

After they have discussed the questions, working with the same partner, they should respond to at least one question for each topic. They should also write down their three best questions for others in the class to answer. As they're writing their questions and answers, you should be circulating and guiding students to self-correct spelling and grammar mistakes.

HANDOUTS

<p style="text-align: center;">That Wild World Wide Web</p> <p>Do you use e-mail a lot? If so, do you send more e-mails, or do you receive more? Tell your partner about it.</p> <p>Are there any web-sites that you go to on a regular basis? Describe them to your partner.</p> <p>Do you think that the Internet can be addictive? Are you or anyone else you know spending too much time on the web?</p> <p>Now, think of your own question for this topic.</p>
<p style="text-align: center;">Libraries or the Internet</p> <p>Do you think that the Internet will replace Libraries? Tell your partner about it.</p> <p>Why is it a good idea to have books and magazines published on the Internet?</p> <p>What do you think the advantages and disadvantages of such publication?</p> <p>Tell your partner about it.</p> <p>Now, think of your own question for this topic.</p>
<p style="text-align: center;">Meeting on the Internet</p> <p>Is it dangerous to meet people on the Internet? Tell your partner about it.</p> <p>Would you like to go on a date with someone you meet on the Internet?</p> <p>Do you think that meeting people is easier than meeting people face to face?</p> <p>Tell your partner about it.</p> <p>Now, think of your own question for this topic.</p>

3. Reading

Do ex. 1, p. 80.

4. Listening

► **World Wide Web Test**

Here is a quiz about the Internet! See how knowledgeable a websurfer you are!

- 1) What does WWW stand for?
 - a) World Wacky Web
 - b) Wide World Wumpus
 - c) World Wide Web
 - d) Wide World of Why?

3. Reading

▶ **Work in pairs.**

Cut out and shuffle the parts of two pieces of information. Students in pairs have to sort out the cards to make the information about the history of the internet and the history of email complete.

THE HISTORY OF THE INTERNET

Before there was the public internet there was the internet's forerunner ARPAnet or Advanced Research Projects Agency Networks
ARPAnet was funded by the United States military after the cold war with the aim of having a military command and control center that could withstand nuclear attack. The point was to distribute information between geographically dispersed computers
ARPAnet created the TCP/IP communications standard, which defines data transfer on the Internet today. The ARPAnet opened in 1969 and was quickly usurped by civilian computer nerds who had now found a way to share the few great computers that existed at that time
Tim Berners-Lee was the man leading the development of the World Wide Web (with help of course), the defining of HTML (hypertext markup language) used to create web pages, HTTP (HyperText Transfer Protocol) and URLs (Universal Resource Locators)
All of those developments took place between 1989 and 1991. Tim Berners-Lee was born in London, England
and graduated in Physics from Oxford University in 1976. He is currently the Director of the World Wide Web Consortium, the group that sets technical standards for the Web
Besides Tim Berners-Lee, Vinton Cerf is also named as an internet daddy. Ten years out of high school, Vinton Cerf begun co-designing and co-developing the protocols and structure of what became the Internet

HISTORY OF EMAIL

Computer engineer, Ray Tomlinson invented internet based email in late 1971. Under ARPAnet several major innovations occurred: email (or electronic mail), the ability to send simple messages to another person across the network (1971). Ray Tomlinson
worked as a computer engineer for Bolt Beranek and Newman (BBN), the company hired by the United States Defense Department to build the first Internet in 1968
Ray Tomlinson was experimenting with a popular program he wrote called SNDMSG that the ARPANET programmers and researchers were using on the network computers (Digital PDP-10s) to leave messages for each other. SNDMSG was a "local" electronic message program
You could only leave messages on the computer that you were using for other persons using that computer to read. Tomlinson used
a file transfer protocol that he was working on called CYPNET to adapt the SNDMSG program so it could send electronic messages to any computer on the ARPANET network
Ray Tomlinson chose the @ symbol to tell which user was "at" what computer. The @ goes in between the user's login name and the name of his/her host computer
The first email was sent between two computers that were actually sitting besides each other. However, the ARPANET network was used as the connection between the two. The first email message was "QWERTYUIOP"

4. Summary

- 1) What do you think the world will be like a hundred years from now?
- 2) Do computers save time or do they just make us waste more time?
- 3) How has the Internet changed the way you live?

5. Homework

Write an essay "In what ways has technology improved our lives? In what ways has it made life worse?"

THE HISTORY OF MOBILE PHONES

Клас
Дата

Цілі: вдосконалювати навички читання, аудіювання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

▶ **Do the quiz.**

If several answers are acceptable, choose the best one.

- 1) A ___ is a phone that you have to open in order to talk.
a) flip phone b) cell phone c) bendable phone
 - 2) I knew it was her because her number ___ on my phone.
a) came b) came up c) came to
 - 3) ___ refers to the amount of time one uses (talks on) a cell phone.
a) Texting b) Dialing c) Airtime
 - 4) I was supposed to meet Bill at the library, but he ___ me that he would be late.
a) texted b) text c) text message
 - 5) How much was your cell phone ___ this month?
a) account b) charges c) bill
 - 6) Every time I write a text message, everything shows up in ___ letters.
a) capitol b) capital c) major
 - 7) Using “u” instead of “you” in a text message is an example of ___.
a) an abbreviation b) a short c) a short word
 - 8) Americans say “cell phone”, but people in the United Kingdom say ___.
a) mobility b) mobile c) handy
 - 9) ___ hours are the times when a cell phone user pays a discounted rate for calls.
a) Off-color b) Off-peak c) Offset
 - 10) Most cell phone companies limit the number of ___ you can send in a text message.
a) messages b) words c) characters
- Key:* 1 a; 2 b; 3 c; 4 a; 5 c; 6 b; 7 a; 8 b; 9 b; 10 c.

2. Speaking

Discuss the following items and express your own attitude to different modern devices.

- 1) Imagine that you could only use ONE of the following: a computer, a telephone, or a car. Which one would you use and why?
- 2) Are cell phones popular in your country? Do you own one? If so, what do you use it for and why?
- 3) Which of the following do you own: a VCR, a DVD player, a microwave oven, a computer, a cell phone, and an electronic dictionary? Which do you use most often?

3. Reading

Read the text. Match choices (A–G) to (1–6). There is one extra choice.

HISTORY OF CELLULAR PHONES

Cellular is a type of wireless communication that is most familiar to mobile phones users. It’s called ‘cellular’ (1) ___ to divide a service area into multiple ‘cells’. Cellular calls are transferred from base station to (2) ___ from cell to cell.

The basic concept of cellular phones began in 1947, (3) ___ and realized that by using small cells (range of service area) with frequency reuse they

could increase the traffic capacity of mobile phones substantially. However at that time, the technology to do so was nonexistent.

Anything to do with broadcasting and sending a radio or television message out over the airwaves comes under Federal Communications Commission (FCC) regulation. A cell phone is (4) ___. In 1947, AT&T proposed that the FCC allocate a large number of radio-spectrum frequencies so that widespread mobile telephone service would become feasible and AT&T would have an incentive to research the new technology. We can partially blame the FCC for the gap between the initial concept of cellular service and its availability to the public. The FCC decided to limit the amount of frequencies available in 1947, the limits made (5) __ possible simultaneously in the same service area — not a market incentive for research.

The FCC reconsidered its position in 1968, stating “if the technology to build a better mobile service works, we will increase the frequencies allocation, freeing the airwaves for more mobile phones”. AT&T and Bell Labs proposed a cellular system to the FCC of (6) __, each covering a ‘cell’ a few miles in radius and collectively covering a larger area. Each tower would use only a few of the total frequencies allocated to the system. As the phones traveled across the area, calls would be passed from tower to tower.

- A when researchers looked at crude mobile (car) phones
- B only twenty-three phone conversations
- C base station as a user travels
- D many small, low-powered, broadcast towers
- E because the system uses many base stations
- F a local station travelling
- G a type of two-way radio

Key: 1 E; 2 C; 3 A; 4 G; 5 B; 6 D.

4. Speaking and writing

▶ **A class survey**

- 1) How many text messages do you send per day?
- 2) What do you use your mobile phone for mainly?
 - a) make phone calls
 - b) send text messages
 - c) connect to the Internet
 - d) other
- 3) Do you like Facebook?
- 4) Where do you upload photos (ie. Facebook, email etc)

Choose questions from above or write 4 of your own survey questions below. Then talk to 5 students and write their responses.

	Student 1	Student 2	Student 3	Student 4	Student 5
1					
2					
3					
4					

Write a short report after you have talked to five people.

For example: Most students send about 5 text messages per day. Some students said they love Facebook and use it everyday. A few students said Facebook is a waste of time. One student said...

5. Summary

What invention do you think has had the greatest impact on society? Why?

6. Homework

Write a short paragraph “If you had the possibility to only work from your house via computer, would you do it and why?”

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання; вдосконалювати навички аудіювання й говоріння; розвивати логічне мислення; виховувати правильне ставлення до користування Інтернетом.

Procedure

1. Warm-up

▶ **Do the Internet quiz**

- 1) HTML is used to
 - a) Plot complicated graphs
 - b) Solve equations
 - c) Author webpages
 - d) Translate one language into another
- 2) The “http” you type at the beginning of any site’s address stands for
 - a) Hyper Text Transfer Protocol
 - b) HTML Transfer Technology Process
 - c) Hyperspace Techniques and Technology Progress
 - d) Hyperspace Terms and Technology Protocol
- 3) Google (www.google.com) is a
 - a) Search Engine
 - b) Number in Math
 - c) Chat service on the web
 - d) Directory of images
- 4) Internet Explorer is a
 - a) News Reader
 - b) Graphing Package
 - c) Any person browsing the net
 - d) Web Browser
- 5) Yahoo (www.yahoo.com) is a
 - a) Super Computer
 - b) Organization that allocates web addresses
 - c) Portal
 - d) Website for Consumers
- 6) What is the name given to the temporary storage area that a web browser uses to store pages and graphics that it has recently opened?
 - a) Niche
 - b) Cache
 - c) Cellar
 - d) Webspace
- 7) A computer on the Internet that hosts data that can be accessed by web browsers using HTTP is known as:
 - a) Web Rack
 - b) Web Server
 - c) Web Space
 - d) Web Computer
- 8) Linux is
 - a) A Web Browser
 - b) A Web Server
 - c) An Operating System
 - d) A non profit organization

Key: 1 c; 2 a; 3 a; 4 d; 5 c; 6 b; 7 b; 8 c.

2. Speaking

Tell about your favourite websites (checking the homework).

LESSON 50

WRITING EMAILS

Цілі: формувати навички письма; вдосконалювати навички усного мовлення, читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up
Do ex. 1, p. 86.
2. Reading
Do ex. 2, p. 86.
3. Writing
Do ex. 3, p. 87.
4. Speaking
Do ex. 4, p. 87.
5. Reading
Do ex. 5, p. 89.

6. Writing
You are going to make friends with a pen pal.
Write an email to him / her using the layout and vocabulary for e-mails below.

Introduction	Hi! My French teacher has given me your e-mail and I'd really like to correspond with you. I hope that you are well Thank you for your e mail
Comparing yourself with your partner	Like you,... I have I don't have I like I don't like I am... I am not... On the other hand...
Attaching a document	I'm also sending you my webpage a file about... A photo of...
Answering and asking questions	Here are the replies to your questions: Here are my questions:
Giving an account and opinions about a topics and activities you are doing in your language lessons	At the moment we are working on the theme of (...Christmas') We are doing a survey on 'presents' We are doing role plays on the theme of 'shopping' We are doing drama We are preparing webpages for our internet site I can recommend the following sites: We're watching French (German,...) films We're studying French (German,...) customs

Giving opinion about activities	I find it quite easy very difficult interesting too boring tiring
Asking for help with language learning.	Can you help me? How do you say 'walkman' in French (German,...) What does the word '.....' mean in English? What does the phrase '...' mean in English?
Giving help with language learning	(usually done in your own language, but where both are communicating in target language) — copy and paste the question, then give answer That means The word means 'a survey' in English The phrase means 'How do you say' in English
Asking help for gathering information	Can you answer these questions for my survey? Can you fill in this form? Can you tell me... How Why When Who What Where Which
Thanking	Thanks in advance for your help! It's very nice of you I hope that you can help me I hope that you can reply
Arranging next contact	I'm looking forward to your reply I will be back in the multimedia room Next week On the 15th January Next Monday If you'd like to write to me, here's my address:
Ending	Write to me soon please! Best wishes

7. Reading

Do ex. 6, p. 89.

8. Summary

Give some reasons why you think that email is a good way for people to communicate.

9. Homework

Ex. 7, p. 89.

UNIT 6. IS THE EARTH IN DANGER?

LESSON 51

NATURAL DISASTERS

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) What is a disaster?
- 2) Have you ever been in a disaster?
- 3) What are some different kinds of disasters?
- 4) What kind of disasters are common in your country?

2. Speaking

Do ex. 1, p. 92.

3. Reading

Do ex. 2, p. 92.

► **Practise your vocabulary.**

Find the sentences with the new words in the text and translate them.

Fill in the gaps with the new words on p. 93.

- 1) Zakarpattya suffers __ floods.
- 2) Polluted water sources are __ to wildlife.
- 3) The storm __ hundreds of houses.
- 4) The numbers of damaging insect species __ to pesticide have multiplied from 160 to 450 since 1960.
- 5) A third of accidental deaths __ in the home.
- 6) After the floods, contaminated water was a serious __ to public health.
- 7) Unfortunately, the __ of serious road accidents increases.
- 8) The drought could spell __ for wildlife.

4. Reading

Do ex. 3, p. 94.

5. Listening and speaking

► **Do the quiz.**

- 1) Another word for a natural disaster is a natural __ .
 - a) catastrophe
 - b) armament
 - c) ridicule
 - d) mimic
- 2) When a natural disaster occurs, it's often called an environmental __ . This happens when a bad situation evolves into a critical phase.
 - a) contact
 - b) catch
 - c) crisis
 - d) access

WHY DOES IT HAPPEN?

Цілі: вдосконалювати лексичні навички й навички вимови, аудіювання, читання й усного мовлення; розвивати логічне мислення; підвищувати загальну екологічну культуру.

Клас
Дата

Procedure

1. Warm-up
 - 1) What examples are there of natural disasters?
 - 2) Do you think an earthquake is the world’s scariest natural disaster?
 - 3) What would you do if an earthquake struck right now?
 - 4) What would you put in your emergency earthquake bag?
2. Speaking

What is a tornado? (Checking the homework Ex. 5, p. 95)
3. Reading

Do ex. 1, p. 97.
4. Writing
 - ▶ **Practise your vocabulary.**
Do ex. 2, p. 97.
5. Listening

Listen to the text and do the tasks.

THE GREAT FIRE OF LONDON

The fire began one Saturday evening in 1666. As history has it, the king’s baker went to bed as usual after a long day in his bakery in pudding lane. The trouble was that accidentally he had left a small flame still flickering in on of his ovens in the bakery just beneath his bedroom. The fire that the small flame sparked off brought tremendous destructions and went down in history as the Great Fire of London.

The fire started at about 2 o’clock in the morning, when the sparks rising from the bakery chimneys reached a haystack in the courtyard. Because Pudding Lane lay in the middle of a densely populated area, it was soon crowded with thousands of on-lookers from the neighboring streets who had come to watch the fire. If fires had not been such a frequent occasion in old London, the inhabitants of the city would have been more alarmed and informed the king at once. But Londoners did not do so until midday on Sunday, for it was only then that they realized how grave the situation was.

On Sunday due to a strong wind blowing from the east the fire spread uncontrollably to the west. Soon it reached the River Thames and the river warehouses containing coal, oil and brandy. One after another they exploded like bombs. Documents say that at a certain point the blaze might have been stopped had it not been for the unfortunate fact that the fire-fighters, aiming to fill their buckets with water more quickly, smashed the water pipes thus cutting off the area’s water supply.

The fire lasted from Sunday to Wednesday. During these few days it destroyed about 13,000 houses, burned down 87 churches and blackened more than 30 acres. At St Paul’s Cathedral the ruinous heat caused the stonework to explode and the tombs to burst open.

Unbelievably, only eight people died in the Great Fire of London. Most people had enough time to escape into the surrounding countryside.

By Wednesday night the fire was almost extinguished, to a great extent due to the personal intervention of the king, who ordered the fire-fighters to knock down buildings thus preventing the fire from spreading even further.

The baker's mistake had some positive effects, however. In a single week the slums of central London were demolished. Besides the fire eliminated the last traces of London's previous disaster, the Great Plague of 1665, which had claimed numerous victims.

► **Choose and tick the correct answers:**

- 1) The fire started because ____ .
 - a) The bakery was just under the bedroom
 - b) The baker had not put out the flame in the ovens
 - c) Because there had been an accident in the bakery
- 2) People ____ .
 - a) Were not alarmed at first because fires were common in London
 - b) Informed the king of the fire immediately
 - c) Realized at once that it was very serious
- 3) On Sunday ____ .
 - a) The fire caused a great number of explosions
 - b) The wind changed its direction
 - c) The fire-fighters stopped the fire
- 4) Complete the sentences from the text with correct numbers:
The fire destroyed ____ houses, burned down ____ churches and blackened ____ acres ____ . Incredibly, only ____ people died in the Great Fire of London.
- 5) The king helped to extinguish the flames by ____ .
 - a) Knocking down old buildings
 - b) Helpful instructions
- 6) The Great Fire ____ .
 - a) Helped to fight the plague
 - b) Added to the number of victims greatly
 - c) Resulted in even larger slums

► **Answer the questions.**

- 1) How did the Great Fire of London start?
- 2) Was the king informed about the fire at once? Why/why not?
- 3) What happened when the fire reached the River Thames?
- 4) Why did the fire spread to the west?
- 5) Why was the fire not stopped by the fire-fighters?
- 6) How much damage did the fire do?
- 7) How many people died in the fire? Why was the number so small?
- 8) How long did the fire last?
- 9) When was the fire extinguished?
- 10) How did the king help the fire-fighters?
- 11) What were the positive effects of the fire?
- 12) What events in the history of London are connected with the two dates — 1665 and 1666?

6. Summary

- 1) What is the difference between natural disasters and manmade disasters?
- 2) Can you name a few of each type?
- 3) Where do these usually often occur?

7. Homework

Complete a list of ways that we can help to stop pollution.

Examples: not put garbage into the lakes and streams, walk or ride bikes whenever possible, pick up litter, etc.

WE WOULD HAVE LESS POLLUTION IF ...

Цілі: вдосконалювати навички вживання Phrasal verbs і навички вимови, аудіювання, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up
 - 1) Do you worry about the environment?
 - 2) What is the quality of the environment in your country?
 - 3) What are the biggest problems facing our environment?
 - 4) How important is the natural environment to you in your daily life?
 - 5) What would you do to save our environment?

2. Speaking

Discuss the list of ways to stop pollution. (Checking the homework)

3. Reading

Do ex. 3, p. 97.

4. Speaking

Do ex. 6, p. 97.

5. Writing

Do ex. 1, p. 98.

6. Reading

Fill in the gaps with the necessary words.

CLIMATE CHANGE

- 1) The earth's climate is changing and the world is becoming w__.
- 2) Climate change is caused by h__ activities.
- 3) Petrol, oil, and coal are called f__.
- 4) The burning of fossil fuels releases harmful g__.
- 5) One of the main greenhouse gases is c__(CO₂)
- 6) Another harmful gas is called m__.
- 7) Greenhouse gases trap heat from the sun in the earth's a__.
- 8) As a result of the ice melting in the North and South Poles, the sea l__ are rising.
- 9) Climate change can cause an increase in f__, h__ and __.
- 10) An international agreement on climate change is called the K__.

Key: 1 warmer; 2 human; 3 fossil fuels; 4 greenhouse gases; 5 carbon dioxide; 6 methane; 7 atmosphere; 8 levels; 9 floods, hurricanes, drought; 10 Kyoto Protocol.

7. Writing

Do ex. 2, p. 98.

8. Speaking
 - ▶ **Work in pairs.**
 - Discuss with your partner the following questions:

Student A
If you could be anyone in the world, who would you be?
If you were an animal, what animal would you be?
If you had a special power, what would you be able to do?
If you could make one change to the world, what would you do?
If you could change something about your past, what would you change?
What would you like to do if you were a member of the opposite sex for one day?
If you had billions and billions of dollars, how much would you give to charity, and which charities?
If you could go on a date with anyone in the world, who would it be?
If you went back in time, what year would you go to?
If you stopped studying English, would your life change?

Student B
If you told me all of your secrets, would I be shocked?
If you changed your name, what name would you choose?
If you could speak three other languages. What would they be?
If you could decide what happens in your life tomorrow, what would you want to happen?
Where would you live if you could live anywhere in the world?
If a natural disaster hit your town, what would you do?
If you became a rock star, what kind of songs would you sing and what image would you have?
If the world was going to end at 3.37 tomorrow afternoon, what would you do up until that time?
If you were the world's best at something, what would you like to be best at?
If you were a colour, what colour would you be and why?

9. Writing

Do ex. 3, p. 98.

10. Summary

- 1) What are some types of pollution?
- 2) What are some ways that you can reduce pollution in our country?

11. Homework

Write down your ideas on the following subject:

Which is more important, increasing people's standard of living, or protecting the environment?

WHAT SHOULD WE DO IN CASE...

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати готовність правильно поводити себе в екстремальних ситуаціях.

Procedure

1. Warm-up
Do ex. 1, p. 100.

2. Reading
Read the text and choose the best answer(s) for each question.

THE CAUSES OF FLOODS

Floods are second only to fire as the most common of all natural disasters. They occur almost everywhere in the world, resulting in widespread damage and even death. Consequently, scientists have long tried to perfect their ability to predict floods. So far, the best that scientists can do is to recognize the potential for flooding in certain conditions. There are a number of conditions, from deep snow on the ground to human error, that cause flooding.

When deep snow melts it creates a large amount of water. Although deep snow alone rarely causes floods, when it occurs together with heavy rain and sudden warmer weather it can lead to serious flooding. If there is a fast snow melt on top of frozen or very wet ground, flooding is more likely to occur than when the ground is not frozen. Frozen ground or ground that is very wet and already saturated with water cannot absorb the additional water created by the melting snow. Melting snow also contributes to high water levels in rivers and streams. Whenever rivers are already at their full capacity of water, heavy rains will result in the rivers overflowing and flooding the surrounding land.

Rivers that are covered in ice can also lead to flooding. When ice begins to melt, the surface of the ice cracks and breaks into large pieces. These pieces of ice move and float down the river. They can form a dam in the river, causing the water behind the dam to rise and flood the land upstream. If the dam breaks suddenly, then the large amount of water held behind the dam can flood the areas downstream too.

Broken ice dams are not the only dam problems that can cause flooding. When a large human-made dam breaks or fails to hold the water collected behind it, the results can be devastating. Dams contain such huge amounts of water behind them that when sudden breaks occur, the destructive force of the water is like a great tidal wave. Unleashed dam waters can travel tens of kilometres, cover the ground in metres of mud and debris, and drown and crush every thing and creature in their path.

Although scientists cannot always predict exactly when floods will occur, they do know a great deal about when floods are likely, or probably, going to occur. Deep snow, ice-covered rivers, and weak dams are all strong conditions for potential flooding. Hopefully, this knowledge of why floods happen can help us reduce the damage they cause.

- 1) Which of the following words are natural disasters? (More than one answer may be correct).

a) flood	b) earthquake
c) airplane crash	d) typhoon

HOW GREEN YOU ARE

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання, а також виконання тестових завдань; розвивати логічне мислення; виховувати дбайливе ставлення до природи.

Procedure

1. Warm-up
Do ex. 1, p. 101.
2. Reading and writing
Do ex. 2, p. 101.
3. Reading and speaking
Do ex. 4, p. 103.
4. Speaking
Do ex. 5, p. 104.
5. Reading and speaking
Read the text and do the tasks.

THE COSTS OF PROGRESS

Human progress has reached the stage of intensive exploration of nuclear and solar energy, the World Ocean and outer space. It is evident now, however, that often man is adversely affecting the environment and his activity is sometimes fraught with fatal consequences.

It is becoming increasingly clear that man cannot and must not use his tremendous power so carelessly, interfere in nature and radically try to change it, without taking into account possible negative effects of his economic activity.

The more material wealth people create, the more they realize that they cannot but be concerned about how the biosphere is changing as a result of productive activity. Current ecological research shows, that man, when overconcerned with technicism, far from turning deserts into oases, can turn oases into deserts, threatening to destroy every thing on the Earth. In the 19th century and even in the 20th century, material production did not take into account the consequences which man's interference may have in the distant future. In the 20th and 21st centuries such a consideration is becoming vitally important. The pollution of many species of plants and animals have now reached threatening proportions. An increasing influence on nature and using new technological processes may cause catastrophic results. Data concerning deaths from cancer say that more than 60 per cent of the cases are caused by various cancer-producing factors in the environment.

So, the urgent problem of today is to understand that we depend on the Earth, our mother, that the earth environment is a wonderful, beautiful and complex system which is easily damaged by man's thoughtless attacks upon it. It is a challenge for all of us to save it.

► **True or false:**

- 1) Human progress has reached the stage of cosmic pollution.
- 2) The intensive exploration of nuclear and solar energy adversely affects the environment.

- 3) Man uses his power carelessly.
- 4) People can and must interfere in nature trying to change it.
- 5) The material standard of people's living has grown.
- 6) People are overconcerned with making more technical devices which could make their life better.
- 7) Two centuries ago people didn't think much of the consequences of man's interference in nature.
- 8) They don't think of it in the current century.
- 9) In 60 per cent cancer is caused by various factors of polluted environment.
- 10) It is very complicated problem to restore the unity between man and nature.

► **Answer the questions:**

- 1) What stage has the human progress reached?
- 2) What are the results of man's affecting the environment?
- 3) What is the connection between the material wealth of people and changes in biosphere?
- 4) Do scientists seek for the solution of the problem?
- 5) What does current ecological research show?
- 6) Did material production take into account the harmful consequences of progress two centuries ago?
- 7) Has this consideration changed in the 21st century?
- 8) What are the consequences of man's intruding into nature?
- 9) What are the data concerning deaths from cancer?
- 10) Why should people decide this problem as soon as possible?

- 6. Speaking
Do ex. 7, p. 104.
- 7. Summary
Do ex. 6, p. 104.
- 8. Homework
Ex. 8, p. 104.

WHAT CAUSES THEM?

Клас
Дата

Цілі: вдосконалювати навички читання, аудіювання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

Bring the pictures of disasters to the class. Ask students to label the pictures with the appropriate vocabulary:

Eruption, fire, wind, destroy, volcano, beach, tsunami, ash, earthquake, building, shift, tremble, burn, rain, explode, changes in the weather, heat pressure, lava, water, drown, tidal wave, cloud, rain, storm, flooding, shake, death, pressure from under the earth, destruction,

Ask and answer questions about each kind of natural disaster.

- 1) What is disaster 1?
- 2) Describe it.
- 3) What causes it?
- 4) What can it do? How can it affect humans?

2. Listening and speaking

Listen to a short text and put the jumbled words in the correct order in the task below.

I think there are more natural disasters now than before. Every time I turn on the news there's some kind of disaster. There are bushfires in Australia and California, earthquakes in China, hurricanes in Mexico and droughts in Africa. I'm sure global warming is creating more natural disasters. I'm lucky. Where I live, we don't really have natural disasters. I've never experienced anything like the things on TV. Japan has many natural disasters. They have earthquakes, typhoons, flooding, volcanoes, all kinds of things. They are lucky they have the money to deal with them. There are countries in Africa that aren't rich. When a natural disaster hits them, everyone suffers terribly.

I think there are more natural disasters now than before. I Every turn time on the news disaster kind there's of some. There are bushfires in Australia and California, earthquakes in China, hurricanes in Mexico Africa in droughts and. I'm warming global sure more creating is natural disasters. I'm lucky. Where I live, don't natural really we have disasters. I've never experienced anything like the things on TV. Japan has many natural disasters. They have earthquakes, typhoons, flooding, volcanoes, all kinds of things. They are money deal they the to lucky have with them. There are countries in Africa that aren't rich. When them disaster a hits natural, everyone suffers terribly.

► **Work in pairs**

Write five GOOD questions about natural disasters in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	Student 1	Student 2	Student 3
1			
2			
3			
4			
5			

Now return to your original partner and share and talk about what you found out. Change partners often.

Make mini-presentations to other groups on your findings.

3. Reading

Read some information from an Internet page and answer the questions.

- 1) When did it happen?
- 2) Why is an avalanche so dangerous?
- 3) How did the people turn out in the mountains?
- 4) Where were the people from?
- 5) How many people die?

Avalanche danger

July 25, 2009

An avalanche is a huge snow slide. It can kill skiers or climbers who are buried in this snow slide.

The latest cold weather brought snow to mountains and other high places. Strong winds pushed much more snow onto some places and this could slide down the mountain easily.

A group of skiers in Canterbury, on the mountains near Christchurch, were caught in an avalanche yesterday and one skier died. They were heli skiing which means a helicopter dropped them onto the mountain. They were all experienced in this kind of skiing and had two guides with them.

When the avalanche started, one man was caught by snow up to his waist so others had to dig him out. Another two men were buried. Guides managed to dig them out quite quickly, in about seven or eight minutes, but one was dead. The other one needed mouth-to-mouth resuscitation at first. He said later that all he could move was his tongue so he used his tongue to clear the snow from his nose so that he could breathe. All these men caught in the avalanche were Australian tourists.

4. Summary

- 1) What happens during an earthquake? How long does an earthquake usually last?
- 2) What happens during a tsunami?
- 3) What happens during a typhoon?
- 4) What are some problems people have right after a natural disaster?

5. Homework

Write about natural disasters.

WHAT DISASTERS ARE EXPECTED?

Клас
Дата

Цілі: вдосконалювати навички читання, аудіювання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

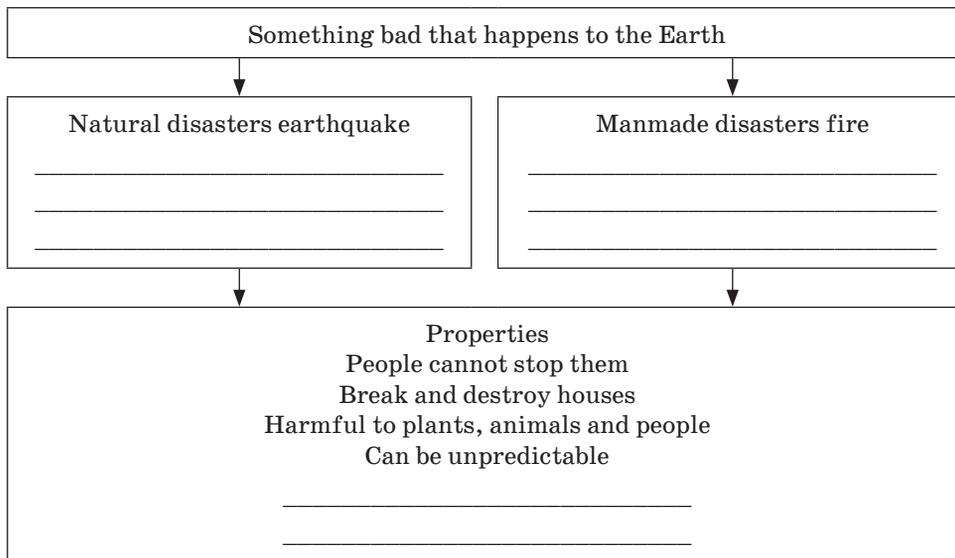
- 1) What are some short-term problems people might have after a disaster?
- 2) What are some long-term problems people might have after a disaster?
- 3) What are some health problems that might arise after a disaster?

2. Writing and speaking

▶ **Work in groups.**

Summarize your knowledge as for disasters, discuss different kinds of disasters in your groups and complete the information in the chart. Then report what properties are peculiar to each type.

For example: Earthquake is created by the Earth that is harmful to people, plants, and animals.



3. Reading

Read the text. Match choices (A–G) to (1–6). There is one extra choice.

**CLIMATE SCIENTISTS ARE PREDICTING
EXTREME WEATHER**

Climate scientists are predicting that during the 21st Century “global warming” will cause a worldwide increase in “extreme weather”. Because of global warming, they say, there will be more heavy rain and more severe droughts.

Global warming will bring more heavy rain because, with a warmer atmosphere, there (1) __. Evaporation occurs when water molecules escape from an area of liquid water and turns into a gas called “water vapor”. The warmer the weather, the more quickly the molecules on the surface of the water move around and the more likely they are to escape into the air.

As the warm air near the Earth’s surface rises up to higher levels of the atmosphere, it carries water vapor with it. As the air rises, it cools, and this

cooling eventually causes the water vapor to “condense”. Tiny “droplets” of liquid water collect around the dust particles that (2) __. The clouds we see in the sky are made up of millions of these droplets. If the air is very moist, the droplets will grow until they become “raindrops” about 0.5 millimeters in diameter. These raindrops are too heavy to remain suspended in the air and, so they fall toward the Earth as rain.

Because heat causes evaporation to happen more quickly, as the atmosphere warms, it will contain more and more water vapor; in other words, it will be more “moist”. Climate scientists predict that this moister, warmer atmosphere will lead to more storms, and that, on average, these storms (3) __. They will also bring more rain and, most importantly, more “down-pours,” which will cause floods and landslides. The run-off water from these storms will also cause erosion, which (4) __ and allow deserts to grow.

Climate scientists believe that heavy rain is not the only kind of extreme weather that will be more common on a warmer Earth. They also say that (5) __—long periods of very dry weather—more common than they have been in the past. This prediction seems at first to contradict the prediction of increased rainfall: very wet weather and very dry weather are opposites. How could they both be caused by the same thing?

The answer is that just as evaporation removes water molecules from the surface of the ocean, it also (6) __. In other words, evaporation “dries out” moist soil. And, on land too, the hotter the atmosphere, the more quickly evaporation works. Because of this connection between heat and evaporation, a quite small rise in average temperature can cause especially severe droughts with terrible consequences. Farm crops die. Food prices go up; farmers go bankrupt. In poor countries, people may starve.

- A will be bigger and stronger
- B global warming will likely make extreme “droughts”
- C are suspended everywhere in the atmosphere
- D cause quite a lot of damage
- E takes water away from land surfaces
- F will be more “evaporation” from the Earth’s oceans
- G will damage farm land and, in the long-term, destroy forests

Key: 1 F; 2 C; 3 A; 4 G; 5 B; 6 E.

4. Summary

- 1) Can we predict disasters?
- 2) What happens to the earth during and after one of the disasters?
- 3) What can you do to prepare in advance for a disaster?

5. Homework

Ex. 4, p. 109.

PREPARATIONS FOR WRITING REPORTS

Клас
Дата

Цілі: формувати навички письма; вдосконалювати навички усного мовлення, читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) What do you think when your teacher says you're going to do some writing?
- 2) Do you like the writing activities your teacher gives you?
- 3) Do you ever think writing activities are a waste of time?
- 4) Do you always understand the reasons why the teacher asks you to do a particular writing activity?
- 5) Is the topic important when you do a writing activity?
- 6) How important is it to plan what you write?

2. Listening

Listen to the text and do the task.

World Environment Day (WED) is a day we all need to put in our diaries. It happens on June 5 every year and should be one of the most important days of the holiday calendar. WED was created in 1972 by the United Nations General Assembly. The environment wasn't such a big issue back then. It is one of the hottest topics in the world today. WED helps raise worldwide awareness of the threats to our environment. Many environmental agencies organize events based on different themes each year. These events encourage both governments and local communities to work together. This ensures environmental problems are tackled from a grass roots level and at a presidential level.

Many people in rich countries are aware of today's environmental issues. Even though many of the world's citizens know the issues, too few people do enough to combat them. Perhaps the most serious issue is global warming. WED could be the day to start changing our lifestyle forever to reduce our carbon footprint. Most of us use far too much energy. With a little thought, we could all use less power and help the environment. WED also needs to make people in poorer countries aware of the dangers to the environment. The governments of new superpowers such as China and India need to reduce their energy consumption too. Hopefully, World Environment Day will become more celebrated every year.

Put the lines in the correct order according to the text.

	footprint. Most of us use far too much energy. With a little thought, we could all use less power and help
	Many people in rich countries are aware of today's environmental issues. Even though many of the world's
	from a grass roots level and at a presidential level.
	agencies organize events based on different themes each year. These events encourage both governments
	to the environment. The governments of new superpowers such as China and India need to reduce their
	energy consumption too. Hopefully, World Environment Day will become more celebrated every year.
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1	World Environment Day (WED) is a day we all need to put in our diaries. It happens on June 5 every
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	and local communities to work together. This ensures environmental problems are tackled
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3. Reading and speaking

Do ex. 1, p. 105.

4. Reading and speaking

Do ex. 2, p. 106.

5. Listening and writing

Listen to the information about the disaster in Japan and make up questions for your partner.

**JAPAN'S QUAKE, TSUNAMI AND ATOMIC ALERT
(12TH MARCH, 2011)**

Japan is beginning the cleanup after Friday's deadly earthquake and tsunami. The death toll is currently at 573 with hundreds more people missing. Most of the people died in the massive tsunami, which was up to ten metres high. Japan's Fire and Disaster Management Agency says the number of destroyed buildings has reached 3,400, but that is expected to rise. In the quake-hit areas, around 5.57 million households currently have no electricity, while more than one million homes have had their water supply cut off.

The mega-earthquake is the seventh largest ever recorded. It hit north-east Japan at 2:46 p.m. with a magnitude of 8.9 on the Richter scale. It was felt as far away as Beijing, China. The following tsunami has completely washed away large parts of Japan's north. The damage is in tens of billions of dollars. Fifty-three countries in the Pacific Rim were put on tsunami alert. Japan's Prime Minister Naoto Kan said his main focus now is to stop a nuclear power plant from overheating. Scientists released radioactive steam from the plant to reduce the pressure inside it.

Student A's questions (Do not show these to student B)

1. _____
2. _____
3. _____
4. _____
5. _____

Student B's questions (Do not show these to student A)

1. _____
2. _____
3. _____
4. _____
5. _____

6. Summary

What's worse: natural disasters or manmade disasters?

7. Homework

Ex. 7, p. 107.

UNIT 7. THE WORLD OF PAINTING

LESSON 60

ARTISTIC TRADITIONS IN UKRAINE

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What comes to mind when you hear the word 'painting'?
 - 2) What do paintings mean to you?
 - 3) Have you ever been emotionally moved because of a painting?

2. Speaking
Do ex. 1, p. 110.

3. Reading
Do ex. 4, p. 110.

Match the words with their Ukrainian equivalents.

development	манера, стиль
depict	присвячувати
distinguished	залишатись
masterpiece	вплив
genre	відомий
devote	сільський пейзаж
inspire	розповсюджувати
rural scenery	визначний представник
occupy	розвиток
prominent representative	визначний
notable	шедевр
propagate	видатний
influence	займати
outstanding	надихати
remain	малювати, зображати

- ▶ **Practise the new vocabulary.**
Find the new words in the text and translate the sentences with them.

4. Writing
 - ▶ **Practise the new vocabulary.**
Fill in the gaps with the new words (Word File p. 112)
 - 1) So this was what ___ is like!
 - 2) The train passes by some breathtaking ___ in the mountains.
 - 3) She's ___ in the kitchen.
 - 4) The California state flag ___ a grizzly bear.
 - 5) Thirteen people helped Michelangelo create his ___ on the ceiling of the Sistine Chapel.
 - 6) This work of art ___ the pink period of Picasso's painting.
 - 7) He would ___ more time to his hobby.
 - 8) Mickey Mouse's ___ was plastered on billboards all over town.

- 9) Some room in this palace were decorated in a Victorian __.
- 10) This painting was __ by a chance meeting with a French beautiful girl.
- 11) Some young artists launched a website to __ their ideas.

5. Reading

Do ex. 5, p. 112.

6. Speaking

Describe the pictures following the steps below:

- 1) Pre-teach any vocabulary words that the students might need to use in order to describe their pictures.
- 2) Show your students a picture and explain them how to describe it, for example, "There's a man in the picture. He's running. It's cold outside. It must be winter".
- 3) Distribute the pictures upside down, one to each student. They should not show them anyone.
- 4) Explain that they have 5 min to write down as many sentences as they can to describe their picture. Monitor and help out with any language problems.
- 5) Collect the papers and the pictures.
- 6) Read the sentences out loud and the students have to guess which picture it is that is being described. Attach the pictures to the board write a corresponding number next to each picture.
- 7) Make sure each student has a small piece of paper to write their answers on.
- 8) Read the descriptions out loud, and ask the students to write down their answers.
- 9) Go over the answers.
- 10) Discuss who got the most correct, whose picture was easiest/more difficult to answer and why, etc.

7. Reading

Do ex. 6, p. 113.

8. Summary

- 1) Are you impressed with people who know how to paint?
- 2) Do you like paintings?
- 3) What are some famous paintings that you like? You don't like?

9. Homework

Ex. 7, p. 113.

Get ready with the information for the next lesson.

FAMOUS PAINTERS

Клас
Дата

Цілі: вдосконалювати навички вживання Past Perfect and Past Perfect Continuous і навички вимови, аудіювання, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What famous painters do you know? What are they famous for?
 - 2) What styles do they represent?
 - 3) What techniques do you like most: oil painting, water coloring, graphite, sketching?
2. Speaking
 - ▶ **Work in groups.**
Each group take any picture from p. 115 (homework) and describe it using the following questions.
 - 1) What style does this picture represent?
 - 2) How do the colors make you feel?
 - 3) How is the perspective of the painting?
 - 4) Does the painting make you feel happy or sad?
 - 5) Is it a somber or an energetic painting?
 - 6) How about the colour sequence? Is it cool or warm?
 - 7) Isn't this a dynamic painting?
 - 8) Isn't this a somber painting?
 - 9) What time of day is this painting?
 - 10) What does the artist want to say?
3. Writing
 - ▶ **Grammar practice.**
Do ex. 1, 2, 3, p. 116.
4. Reading and speaking
 - ▶ **Work in pairs.**
Ask and answer the questions to learn some information about a famous artist.

Student A

Van Gogh was born in Holland in 1853. He worked at many jobs, such as at an art gallery, a school, a bookstore, as a preacher, and at last, he became an artist. He didn't have a very happy life. He painted sad paintings with poor people in them. His paintings were always very dark until he saw some colorful Japanese paintings. Then Van Gogh started painting happier paintings. Most of his work was in the Postimpressionist style.

One day, he moved to live with his brother because he was unhappy where he lived, and he wanted to find someone to paint with. When he finally found someone, he wished he hadn't. Van Gogh and the other artist did not get along. After this, Van Gogh became so sad that he cut part of his ear off!

After these things happened, he painted one more gloomy painting. It was called *Wheatfield with Crows*. After he finished it, he shot himself. His famous works are *The Starry Night*, *Wheatfield with Crows*, *Sunflowers* and, of course, *Self portrait*.

- 1) When was Claude Monet born?
- 2) Where was he born?

- 3) Where did he study art?
- 4) Was he married?
- 5) What style did he represent?
- 6) What were his paintings like?
- 7) What are his famous works?

Student B

Claude Monet was born in 1840 on November 14 in Paris. He grew up in Le Ha-ver, near the sea. Even when he was young he was a very good artist. His pictures were so good that an art supply store let him hang his pictures in their window.

Monet's parents did not want him to become an artist because they thought he would not make a good living. That did not stop him though. When he was 20, he studied art at an inexpensive art school in Paris.

Monet often went on trips around France to paint. Sometimes, his friend Camille came along. Camille later became Monet's wife. They had two sons, Jean and Michel. In 1878, Camille got sick and died. A few years later, Monet got married again to a woman named Alice.

Later, Monet and his family moved to Giverny, a small town near Paris. This is where he painted his Impressionist wheatstack and cathedral paintings that be-came very famous. Their house also had a wonderful garden with a lily pond that had a Japanese bridge across it. These were his favorite things to paint.

Monet died in 1926 in Giverny. Many people came to his funeral. Unlike many artists, he was famous even before he died. Now his house in Giverny is a muse-um that is visited by many people. His famous works are *Morning Haze*, *Poppies Blooming*, *Lily Pond*

- 1) When was Van Gogh born?
- 2) Where was he born?
- 3) Where did he study art?
- 4) Was he married?
- 5) What style did he represent?
- 6) What were his paintings like?
- 7) What are his famous works?

5. Writing

- ▶ **Grammar practice**
Do ex. 4, 5, p. 117.

6. Summary

If you could buy a great work of art, what would it be? (style, title, art-ist's name...)

7. Homework

Ex. 6, p. 117.

Клас
Дата

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати правильне ставлення до мистецтва, а також загальну культуру учнів.

Procedure

1. Warm-up

- 1) What artist was famous for his paintings of lily ponds? (*Claude Monet*)
- 2) Who was both a scientist and a painter? (*Leonardo Da Vinci*)
- 3) What artist cut off part of his ear? (*Van Gogh*)
- 4) Monet painted in what style? (*Impressionism*)
- 5) What is a painting of a bowl of fruit usually called? (*Still life*)
- 6) Who was a surrealist painter? (*Salvador Dali*)
- 7) Who painted Guernica? (*Pablo Picasso*)

2. Speaking

Do ex. 1, p. 118.

3. Reading and speaking

Read the following list of the most famous world museums and say which one would you like to visit and why.

METROPOLITAN MUSEUM OF ART, New York City — the Met’s goal is to collect, preserve, study, exhibit, and stimulate appreciation for and advance knowledge of works of art that collectively represent the broadest spectrum of human achievement at the highest level of quality, all in the service of the public

BRITISH MUSEUM, London — housed in one of Britain’s architectural landmarks, the collection is one of the finest in existence, spanning two million years of human history. You will find art and antiquities from ancient and living cultures. Admission is free.

THE TATE MUSEUM, London — is Britain’s national museum of international modern art and consist of the Tate Britain, Tate Liverpool, Tate St Ives, and Tate Online, part of the group now known simply as Tate.

THE VATICAN MUSEUMS, Rome — is comprised of the papal apartments of the medieval Apostolic Palace decorated with frescoes during the Renaissance, the Sistine Chapel the exhibition rooms of the Vatican Apostolic Library and the actual museums.

MUSEU NACIONAL DEL PRADO, Madrid — modest but intelligently chosen collection of superb art work is shown.

THE HERMITAGE, St. Petersburg — Excellent quality images of the best 2000 holdings in the museum that contains more than three millions of the world’s masterpieces.

THE SMITHSONIAN, Washington, DC — the world’s largest museum complex and research organization composed of 16 museums and the National Zoo in the Washington, D.C., metropolitan area.

MoMA (MUSEUM OF MODERN ART), New York City — Moma’s purpose is to bring together the established and the experimental, the past and the present all people. It’s collection includes works of architecture and design, drawings, painting and sculpture, photography, prints and illustrated books, film, and media.

THE UFFIZI, Florence, Italy — excellent quality pictures are shown for top Italian artists' works like Botticelli, Veronese, and Giorgione. It is one of the oldest and most famous art museums of the Western world.

CENTRE GEORGES POMPIDOU, Paris. It houses the Musée National d'Art Moderne which is the largest museum for modern art in Europe.

THE LOUVRE, Paris — from the Mona Lisa to The Raft of Medusa, from Venus de Milo to the Victory of Samothrace, the site is definitely worth your visit.

THE GUGGENHEIM, Bilbao, Spain is a museum of modern and contemporary art which houses some of the 20th century's greatest works of art. Guggenheim in Bilbao has become as artistically renowned as the paintings that hang from its walls.

4. Speaking

Do ex. 2, p. 118.

5. Listening

Do ex. 3, 4, p. 118.

6. Reading

▶ **Work in pairs.**

Read a piece of information about the Prado, think out and prove your ideas why the Prado is worth visiting.

The Museo del Prado is a museum and art gallery located in Madrid, the capital of Spain. It features one of the world's finest collections of European art, from the 12th century to the early 19th century, based on the former Spanish Royal Collection. Founded as a museum of paintings and sculpture, it also contains important collections of other types of works. A new, recently opened wing enlarged the display area by about 400 paintings, and it is currently used mainly for temporary exhibitions. El Prado is one of the most visited sites in the world, and it is considered to be among the greatest museums of art. The principal attraction takes root in the wide presence of Velázquez, Francisco de Goya (the artist more extensively represented in the collection), Titian, Rubens and Bosch, of that it possesses the best collections that exist on a global scale.

The collection currently comprises around 7,600 paintings, 1,000 sculptures, 4,800 prints and 8,200 drawings, in addition to a large number of works of art and historic documents. By 2012 the Museum will be displaying about 1300 works in the main buildings, while around 3,100 works are on temporary loan to various museums and official institutions. The remainder are in storage.

The best known work on display at the museum is Las Meninas by Velázquez. Velázquez not only provided the Prado with his own works, but his keen eye and sensibility was also responsible for bringing much of the museum's fine collection of Italian masters to Spain.

Pablo Picasso's renowned work Guernica was exhibited in the Prado upon its return to Spain after the restoration of democracy, but was moved to the Museo Reina Sofía, which is mainly dedicated to Spanish art, in 1992 as part of a transfer of all works later than the early 19th century to other buildings for space reasons.

7. Summary

- 1) Are all museums important?
- 2) Do you think museums in other countries are more or less interesting than those in your own country?
- 3) Which country has the best museums in the world?

8. Homework

Ex. 5, p. 119.

VISITING MUSEUMS

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати естетичний смак і загальну культуру учнів.

Procedure

1. Warm-up

Do ex. 1, p. 121.

2. Listening

Listen to the text about museums and answer the questions.

- 1) Where are usually famous museums concentrated?
- 2) What types of art galleries are there?
- 3) What else except paintings can we see in art museums?
- 4) Why are museums so important?
- 5) What is the best way to learn the history of any country?

There are literally thousands of art galleries all over the world. Almost every city has an art gallery but there are some art galleries that are known all around the world. People will travel across the world just to see some of these famous art galleries and the master pieces that they house inside.

Probably the most famous art gallery in the world is ‘The Louvre’ in Paris. The most famous piece of art in the Louvre is the Mona Lisa, by Leonardo Da Vinci. This famous painting is kept under high security as it tops the list of art thieves the world over. The Louvre also houses many other famous paintings by Da Vinci and hundreds of other famous artists.

The Metropolitan Museum of Art in New York City, is a renowned location for beautiful art masterpieces. This museum has an impressive assortment of American paintings. In addition to these, it also has paintings and statues by famous artists such as Botticelli, Raphael, and El Greco. This makes it a global museum.

London has an amazing gallery known as The National Gallery. This gallery boasts of some of the finest examples of European art, including paintings by Raphael, Manet, Leonardo Da Vinci, Renoir, and Monet. This gallery has a very large number of paintings and some of the most famous ones are: Sunflowers, by Vincent van Gogh, The Virgin of the Rocks, by Leonardo Da Vinci, and Venus and Mars, by Sandro Botticelli.

Not all galleries across the world are homes to the old masters. Many of them offer representations from the twentieth century. Among the most famous contemporary art galleries and museums is the George Pompidou Center in Paris. The architecture is unique as well, since the piping and ducts are on the outside, rather than being hidden behind walls.

Contemporary art galleries and museums typically feature not only paintings, drawings, and prints, but exhibits of furniture, sound, light, and even music. Visiting these galleries can be a fascinating visit through the past few decades and shows how much style and taste has changed.

Most of the major European cities are home to at least a national and a contemporary gallery. Usually there are also private galleries. Any time you visit a major metropolitan area, be sure to include the galleries in your itinerary. It’s a wonderful way to learn about a country and its cultures. History and its changes are reflected in the art on display.

If you plan on buying some art pieces, you won’t be able to do so at the national galleries. You can however visit private galleries in your pursuit

of owning some major works. These probably won't include Renoir's or Van Gogh's, but you will find many wonderful pieces that you'll be able to call your own. Art auctions are often held at Christie's and other art houses. This is another way of obtaining some incredible works of art.

Art as an expression of our culture, thought process and creativity has no parallel. Viewing these masterpieces in an art gallery transposes the viewer into the mind and time of the creator who has shaped our culture.

3. Speaking

Do ex. 2, p. 120.

4. Reading and speaking

Do ex. 3, p. 120.

5. Speaking

Do ex. 4, p. 121.

▶ **Practise the new vocabulary.**

Find the new words in the descriptions of museums and translate the sentences with them. Fill in the gaps with the new words (Word File p. 121)

- 1) The Van Gogh Museum will __ 135 of his paintings. (Display)
- 2) The curriculum __ courses in art history. (Include)
- 3) This __ dates from the 17th century. (Exhibit)
- 4) The museum has over 5,000 __ of historical interest. (Item)
- 5) The museum __ a number of original artworks. (Contain)
- 6) The guidebook __ a great choice of interesting places which are worth visiting. (Include)
- 7) The Van Gogh __ the world auction price record of \$ 82.5m. (Hold)
- 8) Our new art gallery displayed some unusual __ last week. (Exhibit)

6. Summary

Would you become really intelligent if you spent a year wandering through museums?

7. Homework

Write a short paragraph about museums in your city.

LESSON 65
BRITISH PAINTING

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання, аудіювання й говоріння; розвивати логічне мислення; виховувати інтерес і повагу до світових цінностей мистецтва.

Procedure

1. Warm-up
 - 1) Have you ever gone to an exhibition?
 - 2) Do you know any art galleries? Are there any in the place where you live?
 - 3) Are you interested in art?
 - 4) In your opinion, is art an important part of culture?
2. Grammar practice
Do ex. 1, 2, p. 123.
3. Reading
Do ex. 3, p. 123.
Key: 1 outstanding; 2 created; 3 painted; 4 observation; 5 portraitist; 6 representatives; 7 well-known; 8 masters; 9 impressionists; 10 countryside; 11 contain; 12 landscape; 13 sitter; 14 painting.
4. Speaking
Do ex. 4, p. 124.

FACT CARDS

<p style="text-align: center;">Sir Joshua Reynolds</p> <ul style="list-style-type: none">• was born in Devonshire in 1723.• a portrait painter• the most prominent figure in the English school of painting• one of the founders and first President of the Royal Academy• promoted the «Grand Style» in painting which depended on idealization of the imperfect• died in 1792 and buried, St. Paul's Cathedral, London, England
<p style="text-align: center;">Sir Thomas Lawrence</p> <ul style="list-style-type: none">• was born in Bristol in 1769• English painter• in 1794 he was a Royal Academician, and he became the fashionable portrait painter of the age• had all the qualities of personal manner and among English portrait painters he takes a high place• president of the Academy from 1820 to his death• died in 1830 in London
<p style="text-align: center;">Thomas Gainsborough</p> <ul style="list-style-type: none">• was born in Suffolk in 1727.• one of the great masters of 18th-century portraiture and landscape painting.• painted fancy pictures of scenes of the rural poor• in 1768 Gainsborough became one of the founders of the Royal Academy• after 1784 Gainsborough refused to exhibit at the Royal Academy, and instead, created his own showings at his London house in Pall Mall.• produced about 200 landscapes and about 800 portraits of the English aristocracy.• died in 1788 and buried, St. Anne Churchyard, Kew, London, England

John Constable

- an English landscape painter
- was born in Suffolk in 1776
- in 1799 was sent to the Royal Academy in London to study art.
- loved the countryside, and his best work was of outdoor scenes in his native Suffolk and his London home in Hampstead
- found the success in France where his 1821 master work *The Haywain* was exhibited at the Paris Salon of 1824.
- died in 1837 and buried, St. John-at-Hampstead Churchyard, London, England

5. Listening

Listen to a piece of information and answer the questions.

- 1) What English painters is this article about?
- 2) What trend were they representatives?
- 3) When did they live?
- 4) Who travelled a lot?
- 5) Who never left his native country?
- 6) What was the difference in their techniques?

The landscape painters Turner and Constable were influential exponents of romanticism, an artistic movement of the late 1700s to mid-1800s that emphasized an emotional response to nature. Turner, who traveled extensively, often infused his dramatic seascapes and landscapes with literary or historical allusions. Constable, who never left England, preferred more straight forward depictions of placid rural scenery.

Working in the studio from sketches and his imagination, Turner blended his oil paints in fluid layers of translucent color, called glazes. Constable, sometimes painting directly outdoors, applied flickering touches of thick, opaque oils. Despite their differences in temperament and technique, Turner and Constable evoke the same worship of nature that imbues the literature of their contemporaries, the romantic poets Wordsworth, Coleridge, Byron, Shelley, and Keats.

6. Summary

- 1) Do you think anyone can be an artist or do you need a special talent?
- 2) How would the world be different without artists?

7. Homework

Do ex. 5, p. 125.

LESSON 66
ART GALLERIES

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання, аудіювання й говоріння; розвивати логічне мислення; виховувати інтерес і повагу до світових цінностей мистецтва.

Procedure

1. Warm-up

Bring some portraits to the classroom and compare them with your students using the following questions:

- 1) Which painting do you prefer? Why?
- 2) Describe the person in the portrait.
- 3) How old are they?
- 4) Are they a man or a lady?
- 5) What impression does their face say about them?
- 6) What do you like/dislike about the picture?
- 7) How does this person look? How do you think he/she feels?
- 8) Is it similar or different from the first picture?
- 9) How does the lady look?
- 10) How do you think she feels?
- 11) What is the mood of this person?
- 12) How old do you think this man is?
- 13) How do you think he feels?
- 14) How does he make you feel?
- 15) What is this lady's face telling you about her?
- 16) How does the portrait make you feel?

2. Speaking

Talk about your preferences in art. (Checking the homework)

3. Reading

Read the Internet page about an art gallery and answer the questions.

- 1) What is the gallery called?
- 2) Where is it situated?
- 3) What art does the gallery specialize?
- 4) What works of art are represented there?
- 5) Is it easy to buy pictures there?
- 6) Is it popular all over the world?

RED RAG GALLERY

5-7 Church Street
Stow-on-the-Wold
Gloucestershire
GL54 1BB

Welcome to Red Rag British Art Gallery in Stow-on-the-Wold, a delightful market town and an important shopping centre about 75 miles to the north-west from London.

UK art gallery Red Rag specializes in British and Irish contemporary art, sculptures and Limited Edition Prints representing many leading contemporary artists and Sculptors. The gallery promotes both affordable art and major contemporary art pieces to art collectors worldwide.

Red Rag combines a high street gallery presence with the convenience of an online website. The website covers a number of art topics: British Art Galleries; Art Investment; British Art News and Art Glossary. There is also

LESSON 67
MODERN ART

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати естетичний смак і загальну культуру учнів.

Procedure

1. Warm-up

Put up the modern art prints all around the classroom. Then ask your students to write down their thoughts about the art they have just seen. Once they have done this, go around the class and ask each student to make a brief statement about their impressions of the art prints. You can hear: *I could paint that! A child could do that. What is it? What does it mean? It's so simple. That's not art!*

2. Speaking

Some ideas for discussion:

- 1) The price of these works and why they are so expensive.
- 2) Is it art? Why or why not? What is art? What's the point?
- 3) Is it worthwhile?
- 4) How do these paintings compare to art in the students' own cultures?
- 5) Which ones do students like? Dislike? Which are the strangest?

3. Writing and speaking

▶ **Practise the vocabulary.**

Each group collectively generates a list of 10 words to describe the paintings in general, consulting a dictionary when needed. Challenge learners to find the most descriptive words they can. Each group then chooses what they consider to be their two most original words and explains them to the class. The word lists are posted around the room for the duration of the unit for easy reference.

4. Speaking

▶ **Work in pairs.**

Tell about the artists and their paintings. (Checking the homework)

5. Listening

Listen to a piece of information about Andy Warhol and answer the questions.

- 1) What is Andy Warhol famous for?
- 2) When and where was he born?
- 3) When did he start drawing?
- 4) What did he study in the institute?
- 5) What was the reason to move to New York?
- 6) Why was he unhappy there?
- 7) What trend made him famous? Why?
- 8) What can be depicted on pieces of Pop Art?

Andy Warhol was born in Pittsburgh, Pennsylvania in 1928. Andy was born with a natural talent for art. His mother encouraged him with his drawings. His teachers thought he had such a good talent for art that he should go to weekend art class. When his family saved enough money to send Andy to art college, he went to Carnegie Institute of Technology, where he studied design and illustration. That's where he developed his unusual art style.

When he graduated from school he went to New York City for a job. He got jobs doing magazine illustrations, decorating department store windows, greeting cards, record albums, book covers, and suns, clouds, and raindrops for television weather reports. He still was not satisfied because he was not famous.

His friend suggested he draw every day items. This was called Popular, or Pop Art. Now, that made him famous! Being famous was his dream. People liked his pictures because they were bright, attractive, and familiar. Warhol liked getting peoples ideas for new drawings.

He also tried making films. One of his films was a man sleeping for six hours. Warhol died in 1987. By that time, he was a famous artist. His artworks made people think of the important, everyday things in their lives. His famous works are *Campbell's Soup Can*, *100 Soup Cans*, *Money*

6. Summary

- 1) Have your attitudes towards modern / contemporary art changed in any way?
- 2) For example, do you like it more / less?
- 3) Do you understand it better?
- 4) Do you think it is worthwhile or not?
- 5) Does it make you think?

SOME IDEAS-IN-BRIEF
ABOUT CONTEMPORARY ART

- It is a form of communication.
- It says something. It's not just pretty.
- It takes into account our senses.
- It reflects society.
- It gives meaning or new understanding to the world.
- It begins inward and moves outward.
- It is the spirit of the time.
- It's about making statements.
- We know it is art by the discussion it generates.
- If it transmits a point or message, it is art.
- We need to understand the context within which the art has emerged to understand it.
- It makes you think.
- It is open to interpretation.
- Understanding modern art is like learning a new language.
- Contemporary art is the art of our times.

7. Homework

Research an artist or a work of contemporary art (from our country) and write a short report using the following layout:

- Title:
- Name of artist:
- Description of the work:
- Your response to the work:

MODERN OR CONTEMPORARY?

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати естетичний смак і загальну культуру учнів.

Procedure

1. Warm-up

Listen to the following information and think out which art is modern and which is contemporary.

Modern art includes artistic works produced during the period extending roughly from the 1860s to the 1970s, and denotes the style and philosophy of the art produced during that era. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation. Modern artists experimented with new ways of seeing and with fresh ideas about the nature of materials and functions of art. A tendency toward abstraction is characteristic of much modern art.

Contemporary art can be defined variously as art produced at this present point in time or art produced since World War II. The definition of the word contemporary would support the first view, but museums of contemporary art commonly define their collections as consisting of art produced since World War II.

Neo-expressionism, Funk art, Street art, Futurism, Impressionism, Virtual art, Symbolism, Cyberarts, Fauvism, Cubism, Pop art, New European Painting, Surrealism, Postmodern art, Graffiti Art, avant-garde.

Key:

Modern art	Contemporary art
Impressionism	Funk art
Futurism	Graffiti Art
Cubism	Neo-expressionism
Symbolism	Cyberarts
Fauvism	New European Painting
Surrealism	Street art
Pop art	Virtual art
avant-garde	Postmodern art

2. Speaking

Presentation of the reports. (Checking the homework)

3. Reading and speaking

► **Work in pairs.**

Read a piece of information from a website and fill in the chart. Then tell your partner shortly about your painter.

Name: _____

Born: _____

Birthplace: _____

Education: _____

Work experience: _____

What painted: _____

Where to find his works: _____

British Art and Artists at Red Rag Gallery

Artist: Michael KIDD

Michael Kidd was born in London in 1937. He studied at Wimbledon School of Art where he gained a scholarship to the Royal College of Arts. Fellow art students included the film director Ridley Scott and artist David Hockney. After leaving the Royal College of Art Kidd worked as an art director in some of London's leading advertising agencies before moving the USA.

In 1966 Michael Kidd moved to New York to work as a creative director. Following his return to the UK he began directing T.V. and Cinema commercials in Europe, America and the UK and undertaking work for British Airways, Coca Cola, Lloyds and Barclays Bank, Ford Motor Company and many more.

From 1981 Michael Kidd began painting between film shoots. Slowly painting became more important to him and more people started to buy his modern art. As a result Kidd eventually gave up directing to become a full-time artist.

All of Michael Kidd's modern art work shows a strong imaginative streak, quirky at times, surreal at others. Kidd tends to produce paintings on themes — gardens, chateaux, coastal, cities, whatever subject holds his interest.

Michael Kidd says he tends to 'think in terms of numbers'. He is fascinated by 'patterns and mathematics, the poetry of the indecipherable'. Kidd's modern art shows his characteristic pleasure with what he calls 'playing with different perspectives — giving the illusion of the reality, and keeping it simple'.

Michael Kidd modern art is available at Red Rag Bath Art Gallery

Latest British Art and Artists at Red Rag Gallery

Artist: Martin LEMAN

Martin Leman has been best known for his exquisite paintings of cats. He is one of the most popular contemporary British artists, he also has an avid following abroad, especially in America and Japan. Leman's illustrated books have sold well over half a million copies and his etching shown at the Royal Academy in 1998 was an instant sell out.

Martin Leman was born in London in 1934. He studied at Worthing School of Art and later at London's Central School of Art. He initially worked as a designer, illustrator and typographer in advertising and publishing.

In the early 60's Martin Leman became a full time professional artist making painting his main occupation. A turning point in Martin's career was a painting of a small tabby cat situated in a decorative interior. It sold immediately and so begun his long association with cats.

Martin Leman is also well known for his often humorous paintings of the female form and American folk art styled paintings. More recently he has turned his undoubted talent to paintings of landscapes, topiary and stones.

Leman has been described as 'the most sophisticated of "naïve" British artists, but unlike many so-called naïve or primitive painters, he had a thorough artistic training.

Although born and still living in London, Martin Leman has a special affinity with Cornwall and in particular St Ives, which forms the background to some of his most notable cat paintings. Leman's design for a signed limited edition campaign poster played a valuable part in fund raising for the Tate St Ives.

Martin Leman has exhibited internationally, and is a regular exhibitor at London's Royal Academy Summer Exhibition. His paintings are held in many private art collections throughout the world.

In addition to Red Rag British Art Gallery Martin Leman art work has been exhibited at other leading British Art Galleries. Each painting at Red Rag is sourced from the Martin Leman artist studio and like all Red Rag British art and Contemporary art it can be shipped worldwide.

4. Summary

Do you agree with the following quote "Art is not what you see, but what you make others see"? (Degas) What do think about it? Express your opinion.

5. Homework

Get ready a piece of information as for contemporary art (artists, paintings, museums)

LESSON 69
ART IN OUR LIFE

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати естетичний смак і загальну культуру учнів.

Procedure

1. Warm-up

- 1) What is art?
- 2) What do you know about pictorial movements? Name some of them.
- 3) What time were they developing?
- 4) What art form do you like best? Why?
- 5) What would life be like without art?

2. Listening

► **Do the quiz.**

- 1) Who painted 'The Scream' (the famous painting of a man screaming the sun set as red as blood behind him.)?
a) Oskar Kokoschka b) Marc Chagall
c) Egon Schiele d) Edvard Munch
- 2) Which famous twentieth century artist painted "100 Cans" (Pop Art)?
a) Andy Warhol b) Roy Lichtenstein
c) Piet Mondrian d) Jeff Koons
- 3) What is Pablo Picasso's style of artwork called?
a) Realism b) Cubism
c) Abstract d) Romanticism
- 4) With which 20th century art movement were Salvador Dali, René Magritte, and André Breton associated?
a) Surrealism b) Dadaism
c) Post-Impressionism d) Outsider
- 5) How many paintings did Van Gogh sell in his lifetime?
a) One hundred b) Fifty-four
c) Sixteen d) One
- 6) This is the combination of pieces of cloth, magazines and other found objects to create artwork. What is it called?
a) Collage b) Found Art
c) Outsider d) Surrealist
- 7) Which type of paint dries the most quickly?
a) Acrylic b) Watercolor
c) Gouache d) Oil
- 8) How long did Leonardo da Vinci spend painting the Mona Lisa's lips?
a) 8 months b) 12 years
c) 10 weeks d) 2 years
- 9) When and where was the first pencil invented?
a) France in the 1300s AD
b) China in 800 AD
c) England in the 1500s AD
d) Egypt in 500 BC

Key: 1 d; 2 a; 3 b; 4 a; 5 d; 6 a; 7 a Acrylic paints are touch-dry in minutes, and fully dry in a week or two (Oil paints are touch-dry in 2–7 days, depending on thickness and climate, and fully dry in 6 months to 2 years.); 8 b; 9 c England in 1565

3. Reading

▶ **Work in pairs.**

Cut out and shuffle the parts of the two biographies. Students in pairs have to sort out the cards to make the biographies complete.

SALVADOR DALI

Salvador Dali was born in Spain in 1904. When he was a child, he
showed strange behavior and often interrupted his class in school. As he got older,
he started to paint pictures that came from his dreams.
His dreams and his paintings were scary and unreal. Dali
went to art school in Madrid, Spain. He got kicked out,
and never finished. He even spent time in jail. However, he continued to paint,
and his art style became known as Surrealism. Salvador Dali drew everyday items,
but changed them in odd ways. For example, one of his paintings is of melting clocks. Before he died
at the age of 85 in 1989, Dali had created works in film, ballet, opera, fashion,
jewelry, and advertising illustrations.

LEONARDO DA VINCI

In 1452, Leonardo Da Vinci was born in an Italian town called Vinci. He
lived in a time period called the Renaissance, when
everyone was interested in art. Even though Da Vinci was a great artist, he
became famous because of all the other things he could do. He
was a sculptor, a scientist, an inventor, an architect, a musician,
and a mathematician. When he was twenty, he
helped his teacher finish a painting called The Baptism of Christ. When
he was thirty, he moved to Milan. That
is where he painted most of his pictures. DaVinci's
paintings were done in the Realist style.

4. Speaking

Do ex. 6, p. 125.

5. Summary

In groups discuss the following quotes briefly and express your opinions as for them.

- 1) There is no must in art because art is free. (*Wassily Kandinsky*)
- 2) We all know that art is not truth. Art is a lie that makes us realize the truth. (*Pablo Picasso*)
- 3) A man paints with his brains and not with his hands. (*Michelangelo*)

6. Homework

Take any of the statements from ex. 6, p. 125 and write a short essay on it.

UKRAINIAN PAINTING

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати естетичний смак і загальну культуру учнів.

Procedure

1. Warm-up
 - 1) What kind of art is your country famous for?
 - 2) What famous art galleries do you know in Ukraine?

2. Reading

Read the text and say if the National Art Museum of Ukraine reflects the history and culture of our country.

NATIONAL ART MUSEUM OF UKRAINE

One hundred years ago, at the beginning of the history of the National Art Museum of Ukraine, which was first called the City Museum of Antiques and Art, there was hardly any concept of Ukrainian professional art. Ukraine was always famous for its national ethnographical applied art. The founders of the museum’s collections decided to prove that this opinion was wrong and defined the list of main representatives of Ukrainian fine art. These scientists have included in the list not only those who were born and worked in Ukraine, but also those national-conscious artists who lived abroad. They thought that foreigners who worked in Ukraine have enriched a national culture too. These principles were the basis of their collective work.

So works of T. Shevchenko, I. Repin, V. Borovikovskiy, V. Tropinin, N. Pimonenko, M. Vrubel, N. Ge, G. Narbut, A. Murashko and V. Krichevskiy became a part of the museum’s collection. The collectors have found even some older works ranging from medieval icons to Cossacks times portraits of military and church leaders and humorous comic pictures “Cossack Mamay”. Things came to collection from different areas ranging from far western Galitsia to eastern Tchernigovshina areas. They looked for masterpieces of Ukrainian art in Moscow and Saint Petersburg and even wrote correspondence to Ukrainian artists living in Europe and America.

Today there are a lot of new works of art coming to museum’s collections. Among these new comings are: unique icon relief “St. George in His Lifetime” dating to the 12th century; works of the founder of international abstractionism Kazimir Malevitch, who was native Ukrainian; masterpiece of Ukrainian rococo “The Great Martyr” icon, graphics of world famous Ukrainian living in the USA, Y. Gnizdovskiy. Now there are thousands of exhibits presented in the museum’s collection.

The 1990s were the time when museum came to an international level. For the first time in the museum’s history its collections were exhibited in famous museums of Canada, France, Denmark, Croatia. The world discovered an advanced culture of the country with 10,000 years of history. As a result, some previously infamous artists became a part of international art elite. For example, A. Petritskiy is considered to be one of the best set designers of the 20th century, V. Yermilov is known as the most laconic constructivist of the 20s, and O. Bogomazov is ranked as one of the best futurists of Europe.

Those exhibitions also have discovered the Ukrainian side of some famous Russian artists as O. Exter, A. Arkhipenko, D. Burluk.

The items from museum’s collections often become the sensations on international exhibitions. In 1997 on “The Fame of Byzantium” exhibition the 12th century icon “St. Gerge in His Lifetime” gained the steadfast attention of the specialists.

3. Reading and speaking

Read the paragraphs about Ukrainian artists and say what art forms they represented.

SERHII VASYLKIVSKY (Izium 1854 — Kharkiv 1917)

Vasylykivsky was one of the most prolific Ukrainian artists of the pre-revolutionary period and an expert on Ukrainian ornamentation and folk art. In 1876 he entered the St. Petersburg Academy of Fine Art. He painted Ukrainian landscapes a lot. He left behind almost 3,000 works of art, sketches, drawings, a great number of which were lost during World War II. He was the first, after Taras Shevchenko, to draw upon subject matter from Ukraine's past and completed a number of works on historical and ethnographic themes.

MYKOLA PYMONENKO (Kiev 1862 — Kiev 1912)

Pymonenko was one of the most popular artists in Ukraine who continued the Realist tradition in Ukrainian genre painting. He studied at the school of iconography of the Kiev Monastery of the Caves, in M. Murashko's school and in the St. Petersburg Academy of Art. Famous Realist artists like Ilya Repin and Arkhyn Kuindzhi influenced his artistic development and world view. From 1893 he participated in traveling exhibitions. His works were displayed in Munich and Paris where he was elected member of the International Union of Art and Literature (sponsored by Auguste Rodin, among others). He painted the mural, Dormition of the Mother of God in the Church of St. Cyril in Kiev at the invitation of Mykhailo Vrubel and was an academician of painting from 1904. His works are often referred to as the encyclopedia of Ukrainian village life. The main theme of Pymonenko's painting is the accurate depiction of that life. He was attracted to folk rituals. Following in the footsteps of Shevchenko, he coloured his realism with the romanticism of Ukrainian ethnography.

FEDIR KRYCHEVSKY (Lbedyn, Sum 1879 — Irypyn', Kiev 1947)

Krychevsky acquired the fundamentals of art at the Moscow School of Painting, Sculpture and Architecture, (1896–1901). He continued his education at the St. Petersburg Academy of Art (1907–1910). Upon graduation, he received a scholarship to travel abroad and he visited Paris, Munich, Vienna, Berlin and Rome. He returned to live and work in Kiev. During the 1920's and 1930's he was professor at the Kharkiv and Kiev Art Institutes. He was an erudite scholar and specialist in folk art. Together with his brother, Vasyl, a distinguished architect and artist, he acquired a collection of works by peasant craftsmen (kylymy — rugs), sheepskin coats, (plakhty — wrap-around skirts) and kerchiefs. Enriched by a great body of knowledge, he developed his own system of art in which he combined Realist principles with a search for new methods of expression.

OLEKSANDR BOHOMAZOV

(Yampil, Sumshchyna 1880 — Kiev 1930)

Bohomazov studied at the Kiev Art School with Murashko and others. He was expelled in 1905 for participating in student strikes. He continued his education in Moscow in private studies. In 1914 he organized the artists' group, Kil'tse (The Circle) which included young Ukrainian avant-garde artists. In the 1920s he became a member of ARMU (the Association of Revolutionary Art of Ukraine). From 1922 he taught at the Kiev Art Institute. Bohomazov, together with Alexander Archipenko (Oleksandr Arkhynpenko) and Alexandra Exter (Oleksandra Ekster), was one of the founders of Ukrainian Cubo-Futurism. Initially attracted to Symbolism, he chose to seek other art forms. His new style he called Spectralism.

4. Summary

If you had to decorate your interior what kind of painting would you like to have there?

5. Homework

Search some information about Ukrainian painters and get ready to present it in the class.

WRITING ESSAYS

Клас
Дата

Цілі: формувати навички письма; вдосконалювати навички усного мовлення, читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) What is an essay?
- 2) What purposes of writing essays can be?
- 3) In your opinion, what should you do to start writing an essay?

2. Speaking

Present your reports about Ukrainian painters. (Checking the homework)

3. Grammar practice

Fill in the correct form (Present Perfect Simple or Present Perfect Continuous).

Tom. Hi Ana. I (try) ___ to ring you several times today. Where (you / be) ___ ?

Ana. I (be) ___ at home all the time. But I (clean) the house all day, so maybe I didn't hear the phone ring.

Tom. (you / clean) ___ everything now?

Ana. No, not yet. I (tidy / not) ___ up the kitchen yet. But why are you here?

Tom. Don't you remember? Jane (invited) ___ us to her birthday party and we (buy / not) ___ a present for her yet.

Ana. Oh, that's right. (you / find out / already) ___ what she wants?

Tom. Well, she (learn) ___ Spanish for a year and wants to spend her next holiday in Mexico. Maybe we could get her a guide book.

Ana. That's a good idea. There is a good bookshop in the big shopping centre. I (see) ___ some nice books about Mexico there recently.

Key:

Tom. Hi Ana. I have tried to ring you several times today. Where have you been ?

Ana. I have been at home all the time. But I have been cleaning the house all day, so maybe I didn't hear the phone ring.

Tom. Have you cleaned everything now?

Ana. No, not yet. I have not tidied up the kitchen yet. But why are you here?

Tom. Don't you remember? Jane has invited us to her birthday party and we have not bought a present for her yet.

Ana. Oh, that's right. Have you already found out what she wants?

Tom. Well, she has been learning Spanish for a year and wants to spend her next holiday in Mexico. Maybe we could get her a guide book.

Ana. That's a good idea. There is a good bookshop in the big shopping centre. I have seen some nice books about Mexico there recently.

4. Reading and speaking

Do ex. 1, p. 127.

5. Reading

Do ex. 2 (a), p. 128.

6. Speaking

Do ex. 2(b), p.128

▶ **Work in pairs.**

Role-play the situation at the exam. Cut out and shuffle Student B's cards to make him / her choose the correct answer.

Student A
1) What are the main parts of an essay?
2) Why is an essay divided into these parts?
3) What are the parts of an introduction?
4) Why does an introduction have these parts?
5) What kinds of information can be put into each part?
6) What are the main parts of a body paragraph?
7) Why does a body paragraph have these parts?
8) What are some common patterns of information in essays?

Student B
Introduction, body, conclusion
This Arrangement makes the reader's job easier. The information is presented in an order that is clear and logical
General topic, narrowing the focus, thesis
Organized in this way, an introduction gives background to the topic and then focuses more and more on the specific topic. This enables the reader to understand the thesis more easily and completely. The reader can then read the body of the essay while making predictions about the kinds of information that will be given in the body
The general topic contains background information, locating the topic of the essay in a broader context. The next part narrows the focus by providing more specific information that the reader may need in order to understand the thesis. The thesis then appears, giving the main argument of the essay that follows
Topic sentence and support
Beginning with a topic sentence gives the reader a clear idea of what kind of information is to follow. The support gives detailed information relating to the topic sentence
Many longer essays (and letters to the editor, business documents, case studies, etc.) use the pattern: situation, problem, solution, evaluation. Other common patterns also occur

7. Reading

Do ex. 3, 4, p. 129.

8. Speaking

Do ex. 6, p. 129.

9. Summary

Do ex, p. 129.

10. Homework

Ex. 7, p. 131.

UNIT 8. DO YOU LIKE SPORTS?

LESSON 72

SPORTS ACTIVITIES

Клас
Дата

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) Do you like sports?
- 2) Do you prefer playing or watching sports?
- 3) Do you have good or bad experiences with sports at school?
- 4) What's your favourite sport?

2. Reading

Do ex. 1, p. 134.

3. Speaking

Do ex. 2, p. 134.

4. Listening

Listen to the dialogue and do the task. Do you agree with the woman as for keeping to healthy lifestyle?

Man. Honey, the basketball game is about to start. And could you bring some chips and a bowl of ice cream? And... uh... a slice of pizza from the fridge.

Woman. Anything else?

Man. None, that's all for now. Hey, hon, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

Woman. Humph

Man. "Humph" What do you mean "Humph". I was the star player in high school.

Woman. Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man. So, what are you suggesting? Should I just abandon the idea? I'm not that out of shape.

Woman. Well... you ought to at least have a physical before you begin. I mean, it HAS been at least five years since you played at all.

Man. Well, okay, but...

Woman. And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh fruits and vegetables.

Man. Yeah, you're probably right.

Woman. And you should take up a little weight training to strengthen your muscles or perhaps try cycling to build up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

Man. Hey, you're starting to sound like my personal fitness instructor!

Woman. No, I just love you, and I want you to be around for a long, long time.

- 1) What does the man want to do?
 - a) play basketball with friends from work
 - b) try out for the company baseball team
 - c) get in shape and compete in a cycling race
- 2) What is the woman's main concern?
 - a) She is worried her husband will spend too much time away from home.
 - b) She is afraid her husband will become a fitness freak.
 - c) She is concerned about her husband's health.
- 3) What is the woman's first suggestion to her husband?
 - a) He should see a doctor.
 - b) Her husband should start with a light workout.
 - c) Her husband needs to visit a fitness trainer.
- 4) What does the woman advise about the man's diet?
 - a) He should consume less salt.
 - b) He should eat less fatty foods.
 - c) He should add more protein products to his diet.
- 5) Why does the man's wife recommend cycling?
 - a) It is good for improving muscle tone.
 - b) It helps strengthen the heart.
 - c) It helps develop mental toughness.

5. Reading

Do ex. 3, p. 134.

▶ **Practice the new vocabulary.**

Find the new words in the text and translate the sentences with them.

Do ex. 4, p. 136.

6. Reading and writing

Do ex. 6, p. 136.

Write down your ideas as for doing sports at school. Is it an important lesson? Why?

Draw your arguments.

7. Speaking

Do ex. 7, p. 136.

8. Summary

- 1) What do you know about sports?
- 2) What sport is played at Wimbledon? (*Tennis*)
- 3) In which country were the 2008 Olympic Games held? (*China*)
- 4) What country does the football player Romario come from? (*Brazil*)
- 5) What is the most popular indoor sport in the U.S.A.? (*Basketball*)
- 6) In which sport was Muhammad Ali the world champion? (*Boxing*)
- 7) Which famous golf player's mother comes from Thailand? (*Tiger Woods*)
- 8) What is longest running race in the Olympic Games called? (*The marathon*)
- 9) Who won the 2003 British Open golf tournament? (*Ben Curtis*)

9. Homework

Ex. 5, p. 136.

CAN WE DO WITHOUT SPORT?

Клас
Дата

Цілі: вдосконалювати лексичні навички та навички вимови, аудіювання, читання й усного мовлення; розвивати логічне мислення; виховувати правильне ставлення до спорту, а також загальну культуру учнів.

Procedure

1. Warm-up
Do ex. 1, 2, 3, p. 137.
2. Speaking
Express your opinion for and against of doing sports. (Checking the homework)
3. Writing
Do ex. 4, p. 137.
4. Reading and speaking
Read the text and answer the questions.

The modern way of life when people have little physical activity, use cars instead of walking, watch television for many hours and work on computers is turning them into legless creatures. Although a lot of people are interested in staying healthy, not many people do very much about it. Only 10 per cent of adults take part in sport more than twice a week.

The majority of people live in towns and cities, where space for team sports is limited. To keep fit, most people take part in individual sports. Taking part in all of these sports is informal and casual. Most people just want to relax. If they do aerobics or go swimming, they usually go to the sports centre, but not many people join a sport club.

Some people argue that sport is not very useful. It takes a lot of energy and time. As a result of going in for sports, people have broken legs and arms and other injuries. Besides, it makes you unhappy when you lose. A lot of people prefer to watch sports competitions rather than take part in sports. Thousands of people go to the stadiums to support their favourite teams and sportsman. The most popular spectator sports are football, hockey and figure skating. Most of the important competitions are televised and people enjoy watching sports programmes on TV. They needn't buy tickets and go to a stadium, especially in cold and rainy weather. But certainly watching sports events and going in for sports are two different things.

In my opinion, people can't do without sport. Sport plays an important role in our lives. I think sport helps us in different ways. First of all, it helps us to stay in good shape, to keep fit and to be healthy. It makes people strong, fast and agile. What is more, sport builds character, it teaches us to win and to lose. It makes us more organized and better disciplined in our daily activities. Besides, it is a good way to meet people and to make new friends. Sport is an essential part of our everyday life. To have a healthy mind you must have a healthy body. But to be healthy, it is not necessary to become a professional sportsman. You may go in for sports just for pleasure when you have free time. Some people jog every morning, some follow fitness classes shown on TV. Young people usually put on their roller-skates and skate in the streets and parks. A lot of young people spend their holidays hiking. It doesn't cost much and it is a really good way of getting away from crowds.

Physical education is an important subject at school. It helps pupils to keep fit and to relax after a hard working day. Each school has good sports facilities. A lot of different competitions are usually held at school and a great number of pupils take part in it. That's why I think sport is so popular in our country.

The most popular sports in Ukraine are football and hockey, skating and skiing, track and field and swimming, tennis and basketball. It is not

always easy to decide which sport to take up. The aim of all sports training is to improve fitness and skills, and to develop training programmes that are both safe and effective. The important thing, however, is that anyone who is not used to exercising should not do too much at the beginning. Moreover, it is better to do a little regularly exercise are a healthier heart, stronger bones, quicker reaction times and lees susceptibility to various illnesses. Scientists believe that if you go in for sports on a regular basis, it could even help you to live longer.

- 1) What kinds of sport are popular in Ukraine?
- 2) Are you against or for sports?
- 3) What are the advantages of going in for sports?
- 4) What are the disadvantages of going in for sports?
- 5) Is sport important to you? Why?
- 6) Do you go in for sports? Why?
- 7) What is your favorite kind sport?
- 8) Do you like to watch sports competitions? What competitions do you like to watch?
- 9) What outstanding sportsman/women do you know?
- 10) What do you prefer: to take part in sport or to watch it on TV? Why?
- 11) Why do some people prefer to watch sports competition and not to go in for sports?

5. Writing

Fill in the gaps with the new words on p. 137.

- 1) This event is the country's leading piano ___.
- 2) Our team ___ twice in the last ten minutes of the game.
- 3) I asked her to ___ her attention to the following points.
- 4) Wilson has ___ considerable success as a sportsman.
- 5) Reyes is an active ___ in different competitions.
- 6) His great ___ is to make all the players into a united team.

6. Reading

Do ex. 5, p. 137.

7. Summary

Fill in the gaps.

DO, PLAY OR GO WITH VARIOUS SPORTS

Use "play" with any competitive game that you can play, "go" with activities that can be done alone, and "do" with groups of related activities.

He used to (1) ___ jogging every day when he was at university.

I love (2) ___ a good game of chess from time to time.

She (3) ___ gymnastics for over five years now.

This summer we (4) ___ windsurfing every day on our vacation.

He's quite the athlete. He (5) ___ basketball, baseball and hockey, too.

My wife (6) ___ horse riding twice a week.

Why don't we (7) ___ a set of tennis?

Some people think that (8) ___ aerobics four times a week is the best possible way of keeping fit.

His idea of the perfect summer holiday is to rent a sailboat and (9) ___ sailing between the islands of the Tuscan archipelago.

He (10) ___ athletics for his local track club.

Key: 1 go; 2 playing; 3 has been doing; 4 are going to go; 5 plays; 6 goes; 7 play; 8 doing; 9 go; 10 does.

8. Homework

Write a short paragraph about the sports activities which you do in your school.

GOING IN FOR SPORTS

Клас
Дата

Цілі: вдосконалювати навички вживання Past Tenses and Future Tenses і навички вимови, аудіювання, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up
 - 1) What nationality is the tennis player Lleyton Hewitt? (*Australian*)
 - 2) In which sport can you throw a ‘curve ball’? (*Baseball*)
 - 3) Which team won the 2003 Formula One car racing championship? (*Ferrari*)
 - 4) In which sport would you use a ‘sand iron’? (*Golf*)
 - 5) In boxing, what do the letters K.O. stand for? (*Knock out*)
 - 6) Baseball originated in the U.S.A. in which century? (*19th century*)
 - 7) How many rings are there in the Olympic Games symbol? (*Five*)

2. Speaking

Tell about the sports activities which you do in your school. (Checking the homework)

3. Reading

Do ex. 1, p. 138.

4. Writing
 - ▶ **Grammar practice**
 - Do ex. 2, 3, p. 138.

5. Listening

Listen to some information about soccer and do the quiz.

Soccer is a ball game played by two teams. The ball is advanced with the feet that’s why the sport is also called football. As not to confuse it with other variants of football, e.g. American football, rugby, or Gaelic football, the official name of this sport is association football (after the London Football Association). But English native speakers usually just call it soccer, football, footie, footy or footer.

Basic rules:

Object: The object is to score goals.

Players: Each team has 11 players:

- a goalkeeper (also called goalie) who tries to block the shots by the opposing team
- the fullbacks (defense) who try to prevent the opposing team from scoring goals
- the halfbacks (or midfielders) who play both offense and defense
- the forwards (or strikers) who try to score goals for their team

Duration: The game is played in two halves of 45 minutes each. At half-time the teams change ends.

Playing: Except for the goalie and at throw ins, players must not touch the ball with their hands or arms. They can, however, use any other part of the body.

Scoring: A goal is scored when the ball has crossed the goal line between the posts and under the crossbar.

▶ **Soccer Quiz**

- 1) What is ‘soccer’ officially called?
 - a) association football b) London Football Association
 - c) Gaelic football
- 2) What does the goalie do?
 - a) He tries to score goals for his team.
 - b) He tries to block shots from the opposing team.
 - c) He controls the game.

SPORTS AROUND THE WORLD

Клас
Дата

Цілі: вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати інтерес до спортивних занять, а також загальну культуру учнів.

Procedure

1. Warm-up
Do ex. 1, p. 140.
2. Speaking
Do ex. 2, p. 140.
3. Reading

WHERE DO YOU PLAY FOOTBALL?

The question above could be answered with ‘pitch’ or ‘field’ depending on whether you are talking about European football or American football. Sports take place on / in all sorts of different areas.

Decide whether the sport is played on / in the following areas. Some of the words are used more than once: *court, rink, table, course, field, ring, pitch, board, track, ring, field, pool*

Key:

American Football: _____	Field
European Football: _____	Pitch
Tennis: _____	Court
Chess: _____	Board
Swimming: _____	Pool
Ping Pong: _____	Table
Horse Racing: _____	Track
Ice Hockey: _____	Rink
Boxing: _____	Ring
Volleyball: _____	Court
Athletics: _____	Track
Motor Racing: _____	Track
Cricket: _____	Pitch
Baseball: _____	Field
Racketball: _____	Court
Squash: _____	Court
Ice Skating: _____	Rink
Golf: _____	Course

4. Listening
Listen to the dialogue and do the task.
 - OK, Kevin, I hear that you’re from Wales.
 - Yes, I’m from Wales.
 - And you’re really into rugby!

Yeah, I love rugby. Um, in Wales everybody plays rugby, in primary school, in junior high school we play rugby. When I was in high school everybody in my high school had to play rugby. All the boys had to play rugby. And it’s our national sport.

..... — OK. Uh, do you still play now?
 — Ah, I played about five years ago. I played in Japan in Kobe. The
 club was called Kobe Regata club.
 — OK.
 — And they were very strong. Yeah, but in this country you play on
 sand, but in
 Wales you play on grass. It's a lot easier to play rugby in Wales.
 — Um, What's the best thing about rugby?
 — Ah, violence. Ah, it's very good because you can run and you can hit
 somebody and you don't go to jail for doing it so...it's the same as if you've
 been to America, the same as American football. Uh, it's very strong and
 when you practice you become stronger. You're body becomes stronger and
 it's just fun to play rugby.
 — Have you ever broken a bone or...?
 — I've broken my nose, I've had about ten stitches in my bottom lip.
 Ah, I've broken a finger. That's not too bad. Many of my friends have bro-
 ken their legs and knees...and problems but not too bad for me.
 — OK. Great. Thanks a lot Kevin.
 — Thank you.

- 1) Does Kevin play now?
 a) Yes, does
 b) Sometimes
 c) Not anymore
 2) What's the best thing about rugby?
 a) The running
 b) The teamwork
 c) The violence
 3) What sport is it similar to?
 a) Soccer
 b) American Football
 c) Hockey
 4) Where did he get stitches?
 a) His leg
 b) His ear
 c) His lip
 5) What has he broken?
 a) His leg
 b) His nose
 c) His arm

..... 5. Speaking
 Do ex. 3, p. 140.

..... 6. Listening
 Do ex. 4, p. 140.

..... 7. Listening and writing
 Do ex. 5, p. 140.

..... 8. Speaking
 Do ex. 8, p. 141.

..... 9. Summary
 Do ex. 6, p. 141.

..... 10. Homework
 Ex. 7, p. 141.

WHAT SPORTS DO YOU DO?

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати правильне ставлення до здорового способу життя.

Procedure

1. Warm-up

- 1) Which country won the 1998 FIFA World Cup football tournament? (*France*)
- 2) Who won the 2003 Wimbledon women’s tennis championship? (*Serena Williams*)
- 3) In which athletic event is a heavy metal ball thrown? (*Shot put*)
- 4) In what sport could you ‘hit a six’ or ‘bowl a leg spinner’? (*Cricket*)
- 5) Golf was first played in which country? (*Scotland*)
- 6) In which sport could you find yourself in a headlock? (*Wrestling*)
- 7) In which sport are a bow and arrow used? (*Archery*)
- 8) What does a third-place getter at the Olympic Games win? (*A bronze medal*)
- 9) What sport uses rackets, shuttlecocks, a net and a court? (*Badminton*)

2. Reading

Do ex. 7, p. 141 (checking the homework)

3. Speaking

Do ex. 1, p. 142.

▶ **Practise the new vocabulary.**

Fill in the gaps with the new words on p. 142.

___ is sliding down hills covered in snow on a light wooden board with a curved front.

They have been ___ to the First Division. (To promote)

In the last 17 games, the Red Wings have outscored the ___ 36-8. (Opposition)

I didn’t know if he had the ball or not, so I just ___ him. (To tackle)

He is ___ by the stronger rival. (To oppose)

The team faced total public ___ after they had lost the game. (Disgrace)

Be careful! You can ___ sliding down this high mountain. (Get injured)

4. Reading and speaking

Do ex. 2, p. 142.

5. Reading

WHICH EQUIPMENT DO YOU USE TO PLAY VARIOUS SPORTS?

We use many various types of equipment and clothing to play different sports. Decide whether the sport is played with the following types of equipment and clothing. Some of the words are used more than once: *ball, puck, racket, stick, piece, paddle, gloves, board, bat, cleats, pads (knee-pad, shoulder-pad, etc.), clubs, saddle, suit*

Key:

American Football: _____	ball, protective pads, cleats
European Football: _____	cleats, ball, net
Tennis: _____	ball, racket

Key:

Chess: _____	board, piece
Swimming: _____	suit
Horse Racing: _____	saddle
Ice Hockey: _____	puck, stick, net, pads
Boxing: _____	gloves
Volleyball: _____	ball, net
Athletics: _____	cleats
Baseball: _____	bat, glove, ball, pads
Ping Pong: _____	paddle, ball, net
Racketball: _____	racket, ball
Squash: _____	racket, ball
Golf: _____	clubs, ball

6. Speaking

▶ **Work in pairs.**

Do ex. 3, p. 143.

Make up your own dialogue changing the underlined expressions.

A GREAT WORKOUT

(Two friends at the gym)

S1. Wow, this gym is great! What a fantastic workout!

S2. Yes, I like coming here very much. What other sports can you do?

S1. Well, I can play tennis, I can do a little karate and I go windsurfing in the summer.

S2. You're very fit! I can't do many sports. I like coming to the gym because the exercises are easy.

S1. Listen, I have an idea. Why don't you come to karate class with me?

S2. No, I can't do karate...

S1. ... but you can learn! Karate is a great sport. How about coming with me on Saturday?

S2. Well, OK.

S1. Great, why don't we meet at my house at 10 in the morning?

S2. Sure, that's a good idea. (changing subjects) By the way, what other hobbies do you have?

S1. I like going to the cinema, and reading a little.

S2. Do you like cooking, or baking?

S1. No, I can't cook. I'm a horrible cook!

S2. Oh, I love cooking. I tell you what. Why don't I cook lunch after karate class?

S1. Now that's a great idea!

S2. OK, karate and lunch on Saturday. It's a date!

7. Summary

Do ex. 4, p. 143.

8. Homework

Ex. 5, p. 143.

SPORT IN OUR LIFE

Клас
Дата

Цілі: вдосконалювати лексичні навички й навички читання, аудіювання і говоріння; розвивати логічне мислення; виховувати здорового способу життя.

Procedure

1. Warm-up
Do ex. 1, p. 144.
2. Speaking
Present the sports. (Checking the homework ex. 5, p. 143)
3. Reading
Do ex. 2, p. 144.
4. Writing
Do ex. 3, p. 144.
5. Reading and speaking
Read the text and say why many people are so fond of Chinese sports activities.
 - 1) Do you like tai chi?
 - 2) Would you like to go in for it? Why?

TAI CHI

Have you noticed that quite a few Chinese words have recently entered the English language as well? In spite of the famous saying “East is East and West is West,” western people are becoming more and more interested in eastern philosophies, religions, culture...

One of the new words that appeared in Europe is Tai Chi.

Tai Chi is a system of slow, graceful and rhythmic exercise. The word is translated as ‘supreme fist,’ but specialists prefer to describe the system as “strength within softness,” “poetry in motion” and “moving harmony”.

Some people say that Tai Chi is 6,000 years old, some say it began only a few centuries ago. Everybody agrees however that it originated in China and it is still extremely popular there. A lot of Chinese people practice it together in parks in the morning. It is said that the founder of Tai Chi was a Taoist monk. Once he saw a fight between a crane and a snake and was inspired by the soft and gentle movements of the snake which eventually out-manuevered the crane and its hard beak.

Tai Chi can be described as a system of health, medicine, relaxation and self-defense. It teaches patience and helps to understand the co-ordination of body and mind. In Chinese medicine the interdependence of body, mind and spirit is considered integral to well-being. The movements of Tai chi tone and strengthen the organs and muscles, improve circulation and posture and relax both mind and body. They help to increase alertness, to develop concentration and to improve balance and posture.

Tai Chi can be used in self-defense but it is usually practiced for its health-giving benefits. Martial arts rely mostly on force and speed, Tai Chi is “soft,” but its gentleness does not prevent it from being a very effective form of self-defense.

One of the advantages of Tai Chi is that it can be practiced by people of all ages and abilities and it does not need any special equipment or clothing — just a small well-ventilated area, some loose and comfortable

clothes and flat-soled shoes. Or you can practice it bare feet. But you cannot learn Tai Chi from a book or a video alone, you should find a class, because only a teacher can correct your postures. Once learned it is with you for the rest of your life. It does not require much time — just a few minutes, but it should be practiced regularly, preferably every day. It is considered to be a perfect antidote to stresses and strains of modern life.

6. Speaking

▶ **Work in pairs.**

What makes people go in for sport?

Look through the reasons below. Add to this list your own ideas. Tell the class what you think.

- to keep fit
- to improve one / s health
- to have fun
- to get the best of it
- to follow new trends
- to find new friends

7. Reading

HOW DO YOU MEASURE THINGS IN VARIOUS SPORTS?

Time, the score and distance are measured in various ways depending on which type of sport you are speaking about. Decide which time, score and / or distance measurement is used in each of the sports below. Some of the words are used more than once: *game, point, set, mile, inning, strokes, yard, round, move, match, meter, round, quarter, out, half, lap, down, length.*

	<i>Key:</i>
American Football: _____	point, down, quarter, half, yard
European Football: _____	point, meter, half
Tennis: _____	point, game, set, match
Chess: _____	move, game
Swimming: _____	length, meter
Ping Pong: _____	point, game
Horse Racing: _____	lap, length
Ice Hockey: _____	point, quarter, half, game
Boxing: _____	round
Volleyball: _____	point, game
Athletics: _____	meter, yard
Motor Racing: _____	lap, miles, meters
Baseball: _____	point, inning, out
Racketball: _____	point, game
Squash: _____	point, game
Golf: _____	stroke

8. Summary

- 1) What sports do you like to play?
- 2) What sports do you like to watch live?
- 3) What sports do you like to watch on TV?
- 4) What sports do you think are the best?
- 5) What's a sport that you don't like? Why don't you like it?

9. Homework

Ex. 4, p. 144.

TO WATCH OR TO PARTICIPATE?

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати правильне ставлення до здорового способу життя.

Клас
Дата

Procedure

1. Warm-up

- 1) Do you prefer watching sports at the stadium, at home on TV, or in a bar on a giant screen?
- 2) What sports do you like to watch?
- 3) What sports do you hate to watch?

2. Reading and speaking

Check ex. 4, p. 144 (homework)

3. Reading and speaking

Read the dialogue and express your attitude to going in for sports. Do you agree with everything what is written here.

- Do you like playing sports?
- No, I don't. It takes a lot of time and energy. Going in for sports only means to work and to work hard.
- I wouldn't say that. It is not necessary to become a professional sportsman. You may go in for sports when you have free time. You can swim in summer and go skiing or skating in winter. Sport is very important for our health.
- Why are you so sure? As a result of sport people have broken legs and arms and other injuries. Some kinds of sport are really dangerous, for example, rock climbing or parachuting. Besides, sport makes me unhappy when I lose.
- On the contrary, sport can be fun as well. I particularly enjoy playing football with my classmates after classes. There is a sports ground outside our school and we usually go in for sports in the open air. And at our PE lessons we usually play volleyball and basketball.
- I can't stand taking part in school contests. To be a good sportsman doesn't suit everyone. If everybody takes part in competitions who will have fun? As for me, I prefer to watch sports programmes on TV. I am a viewer rather than a participant.
- Really? Which sports do you like watching?
- I enjoy watching team sports such as football and hockey. The matches are always exciting. Sometimes I go to the stadium with my friends to support my favourite teams.
- I also like to watch sports programmes on TV. But watching sports events and going in for sports are two different things. Sport helps us to stay in good shape, to keep fit and to be healthy. It make us more organized and better disciplined in our daily activities. Besides, it is a good way to meet people and to make new friends.
- Do you go in for on a regular basis? What is your favourite sport?
- My favourite sport is swimming. I have already been swimming for 5 years and I go to the swimming pool twice a week. It helps me to keep fit and to stay healthy. I hardly ever catch a cold and I never suffer from anything.

4. Listening

▶ **Do the quiz.**

- 1) I'm a little upset because my team ___ last night.
 - a) lost
 - b) failed
- 2) If you don't want to shoot the ball, ___ it.
 - a) pace
 - b) pass
- 3) Going to the gym will help you get in ___.
 - a) shape
 - b) sharp
- 4) The Canadian hockey team ___ six goals against Switzerland.
 - a) marked
 - b) scored
- 5) Dwayne Wade was trying to score, but he was ___ by another player.
 - a) fouled
 - b) failed
- 6) The person who makes sure that a game is played according to the rules is called a ___.
 - a) rep / representative
 - b) ref / referee
- 7) Nancy is a huge ___ of the San Antonio Spurs. They're her favorite team.
 - a) fanatic
 - b) fan
- 8) The Olympics are ___ every four years.
 - a) happen
 - b) held
- 9) Athletes have to ___ long and hard to achieve success.
 - a) train
 - b) trail
- 10) What is the half-way point of a game called?
 - a) half-game
 - b) halftime

Key: 1 a; 2 b; 3 a; 4 b; 5 a; 6 b; 7 b; 8 b; 9 a; 10 b.

5. Reading and speaking

Do ex. 5, p. 145.

6. Summary

- 1) What do you do to keep fit?
- 2) What do you think the top five most watched sports are in the world?
- 3) Do you think everybody should practice sports?
- 4) Do you think playing sports helps people work better as a team at work?

7. Homework

Ex. 7, p. 146.

EXTREME AND UNUSUAL SPORTS

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; розвивати логічне мислення; виховувати правильне ставлення до спорту, а також загальну культуру учнів.

Procedure

1. Warm-up
 - 1) What sport do you think is the most dangerous?
 - 2) What sport do you think is the most expensive?
 - 3) What extreme sports do you know?

2. Speaking

Do ex. 7, p. 146. (Homework)

3. Reading

Read the text and do the tasks.

HISTORIC JUMPS MADE ABOVE MT. EVEREST

Three skydivers made history over Mount Everest on October 5th by being the first people to parachute above the world’s highest mountain. The parachutists, from New Zealand, Britain and Canada, trained for many years to make their jumps. Their plane flew about 150 metres above Everest’s peak when they leapt out. They had to wear oxygen masks and parachutes that were larger than usual to help them in the thin air. The three were in freefall for 30 seconds before their chutes opened and they glided down to land. A member of the jumpers’ support team Krishna Aryal explained to the Reuters news agency what the jumps looked like from the ground: “They looked like tiny birds flying in the blue sky as they jumped from the plane,” he said.

The skydivers were over the moon with their jump over Everest. New Zealander Wendy Smith said: “It was stunning. I had never seen so many mountains before. To be on top of the world was simply stunning”. Britain’s Holly Budge agreed, saying her jump was “just spectacular”. Their jumps broke several skydiving records. They entered the record books for making the highest skydiving freefall at nearly 8,900 metres. They also landed on the world’s highest drop zone at 3,761 metres. Twenty-nine more daredevils are waiting for favourable weather conditions to make the same jump. The thrill seekers are part of the ‘Everest Skydive 2008’ event organized by the British extreme sports company High and Wild.

► **True or false**

- 1) Three skydivers jumped off the top of Mount Everest.
- 2) The decision to make the jumps was a sudden one taken recently.
- 3) The parachutes used in the jumps were half the usual size.
- 4) An onlooker said the skydivers flew with rare bluebirds in the sky.
- 5) The skydivers were over the moon about their jump.
- 6) The parachutists broke several skydiving records.
- 7) Mount Everest is 3,761 metres high.
- 8) There are nearly 30 jumpers waiting to make the jump above Everest.

Key: 1 F; 2 F; 3 F; 4 F; 5 T; 6 T; 7 F; 8 T.

Match the following synonyms:

1) mountaina	a) number of
2) leapt	b) small
3) chutes	c) very happy
4) glided	d) jumped
5) tiny	e) excitement

6) over the moon	f) floated
7) stunning	g) peak
8) several	h) good
9) favourable	i) parachutes
10) thrill	j) amazing

Key: 1 g; 2 d; 3 i; 4 f; 5 b; 6 c; 7 j; 8 a; 9 h; 10 e.

4. Speaking

▶ **Work in pairs**

SKYDIVING DISCUSSION

Student A

- 1) What did you think when you read the headline?
- 2) What springs to mind when you hear the word 'Everest'?
- 3) Would you like to skydive over Mount Everest?
- 4) What do you think of the tree skydivers in this story?
- 5) What do you think of skydiving as a hobby?
- 6) Why do you think skydivers like skydiving?
- 7) Would you like to be in freefall for 30 seconds?
- 8) What kinds of feelings do you think you'd have floating down to the ground from above Mount Everest?
- 9) What kind of training would the skydivers need to do this?
- 10) Would you like to fly like a bird?

Student B

- 1) Did you like reading this article?
- 2) When was the last time you were over the moon about something?
- 3) What would you do if you were on top of the world?
- 4) What is the most stunning or spectacular thing you've ever seen?
- 5) Would you rather dive in the sky or sea?
- 6) Have you ever done any daredevil things in your life?
- 7) Are you a thrill seeker?
- 8) Would you like to get into extreme sports?
- 9) What three adjectives describe skydiving or skydivers?
- 10) What questions would you like to ask the skydivers?

5. Reading

Read about unusual sports and say if we can call them real kinds of sport.

PANCAKE RACING — In which each participant carries a pancake in a frying pan. All the runners must toss their pancakes as they run and catch them in the frying pan.

WHEELBARROW AND STRAW BALE RACE — Each player in the team races over 50 yards with 4 straw bales on the barrow, then tosses the bales over a 6ft height bar. The quickest team wins.

WELLY / WELLIE WANGING OR THROWING — A freestyle sport that originated in Britain, most likely in the county of Yorkshire. Competitors are required to hurl a Wellington boot as far as possible within boundary lines, from a standing or running start. Each player has three throws, the longest distance thrown within the zone wins. Note that the word wellie is also often spelt as welly.

6. Summary

- 1) What is your country's national sport? Do you like it?
- 2) What are blood sports and extreme sports? Do you like them?

7. Homework

Look for some information and write a short paragraph about an extreme or unusual sport.

WORLD FAMOUS SPORTSMEN

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; розвивати логічне мислення; виховувати правильне ставлення до спорту, а також загальну культуру учнів.

Procedure

1. Warm-up
 - 1) Do you know many world famous sportsmen?
 - 2) What sports do they represent?
 - 3) Why are they famous all over the world?
2. Speaking

Presentation of extreme or unusual sports. (Checking the homework)

3. Listening

Listen to the text and do the task.

David Beckham is an English footballer who has played for Manchester United and Real Madrid, as well as representing his country 100 times. He moved to the Los Angeles Galaxy in 2007 to increase the profile of football in America. He married Spice Girl Victoria Beckham and has become a worldwide celebrity, an advertising brand and a fashion icon.

Beckham was born in London in 1975. His parents were fanatical Manchester United supporters. His talent was obvious from an early age and he signed with Manchester United on his fourteenth birthday. He helped the youth team win several trophies and made his first team debut in 1995. He helped his team achieve considerable success in his eleven seasons with them.

Beckham has been runner-up twice as world football's best player. He won many trophies with Manchester United, including the Champions League, and won a league title with Real Madrid. He also captained his club and country. He was famously sent off in a match against Argentina in the 1998 World Cup. In 2003, Beckham received an honour for services to football from Britain's Queen.

Beckham has many interests off the soccer pitch and is rarely out of the headlines, especially concerning his marriage and children. He has established football academies in Los Angeles and London. In 2006 he was named a judge for the British Book Awards. He lives near Tom Cruise and the two are best buddies. Beckham is also a United Nations Goodwill Ambassador.

Put the lines in the correct order according to the text.

	marriage and children. He has established football academies in Los Angeles and London. In 2006 he was named a
	Beckham has been runner-up twice as world football's best player. He won many trophies with
	buddies. Beckham is also a United Nations Goodwill Ambassador.
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1	David Beckham is an English footballer who has played for Manchester United and Real Madrid, as well
	worldwide celebrity, an advertising brand and a fashion icon
	achieve considerable success in his eleven seasons with them

4. Reading and speaking

Read some information about Tiger Woods.

Tiger Woods is one of the most successful golfers ever. He has the potential to be the greatest of all time. He has been number one in the world for most of the past decade and looks like hanging on to that position for a while to come. His real name is Eldrick; Tiger is a nickname his father gave him.

Tiger shot to fame as a two-year-old. He showed off his skills on television in 1978 with comedian Bob Hope. In 1990, aged 15, he became the youngest ever U.S. Junior Amateur Champion. There were dozens of records and victories in between. In 1994, Woods became the youngest ever winner of the U.S. Amateur Championship. He turned professional two years later.

Sports experts predict he will become sports first billionaire. He cannot stop winning. He has the second highest number of major golf championships of any male player, and he's still young. His career is full of impressive records. He's the youngest player to win the US Open and the youngest and fastest to win 50 tournaments. It seems likely he'll break more records.

Woods is a Buddhist. He got his faith from his Thai mother. He said it helps control his stubbornness and impatience. It perhaps also explains his charity work. He has set up many projects to help disadvantaged youngsters. He believes being a good role model is much more important than golf and has helped thousands of teenagers around the world.

▶ **Work in pairs.**

Write five questions about Tiger Woods to ask your partner.

5. Speaking

Do ex. 8, p. 146.

6. Summary

- 1) Do you think professional sportsmen earn too much money?
- 2) Who do you think is the best all around athlete in the world?
- 3) Is it good that professional sports are so commercial nowadays?

7. Homework

Look for some information and write a short paragraph about a world famous sportsman.

UKRAINIAN FAMOUS SPORTSMEN

Клас
Дата

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування, мовленнєву реакцію й логічне мислення учнів; виховувати правильне ставлення до спорту, а також загальну культуру учнів.

Procedure

1. Warm-up
 - 1) Do you know many Ukrainian famous sportsmen?
 - 2) What sports do they represent? Why are they famous all over the world?

2. Speaking

Presentation of a world famous sportsman. (Checking the homework)

3. Reading

Read some information from the Internet page about sport in Ukraine and say if people in our country have got many opportunities to keep active with sport. Can we be proud of our sports achievements?

SPORTS IN UKRAINE, SPORTING NATION

When it comes to sport, most Ukrainians are very serious. Especially when you mention soccer and the Olympic Games. When driving through the streets of Ukraine you will see many youngsters playing especially soccer and rugby, most of them play with the goal to join one of the Ukrainian clubs or teams one day.

Ukraine has made a big name for itself so far on soccer levels. In fact, Ukraine's soccer is so impressive that they have even been the first soccer team that qualified for the 2006 World Cup Finals in Germany.

Ukraine usually also does very well at the summer Olympic Games. At the 2008 summer Olympic games, Ukraine managed to get a marvelous total of 27 medals. They managed to get 7 gold medals, 5 silver medals and 15 bronze medals.

For the more adventurous people living in Ukraine there are many opportunities waiting on weekends and in free time. Sports and activities such as diving, snow skiing, mountain climbing, mountain biking, swimming, trekking and horse riding is becoming more and more popular by the day.

Sports such as football and arm wrestling have been popular in Ukraine since the 19th century, when strongman Ukrainian wrestler Ivan Piddubny was a real legend throughout Europe. Legends of the 20th century include such names as pole vault champion Sergey Bubka (35 world records), and footballers like Oleg Blohin, twice European Footballer of the Year. Ukrainian gymnasts like Larisa Latynina and Iryna Deryugina both took a haul of Olympic medals in their time. Latynina won 9 gold, 5 silver and 4 bronze medals! Altogether Ukrainian sportsmen have won over 400 Olympic medals so far.

Today Ukraine gives the international sports scene such names as boxers Vitaly and Vladimir Klichko, track and field athlete Zhanna Pintusevich, tennis player Andriy Medvedev, swimmer Yana Klochkova, gymnast Anna Bezsonova, and footballer Andriy Shevchenko, who is considered something of a national hero in Ukraine.

4. Speaking
 - ▶ **Work in pairs.**

What do you need to be a winner?

Look through the phrases below. Add to this list your own ideas and share them with your partner.

It is important...

I think one of the most important things is...

 - to be confident
 - to be at one's best in all situations
 - to be an active participant
 - to do morning exercises
 - to train hard

5. Reading

Read some information about the most famous Ukrainian sportsmen and discuss what lead them to success.

ANDRIY SHEVCHENKO

Date of birth: 29 September 1976 (Dvirkivshchyna, Kyivska oblast, Ukrainian SSR).

Andriy Shevchenko is a Ukrainian footballer who plays for Dynamo Kyiv and the Ukraine national team as a striker. He is the third-highest scorer in the history of European club competition with 63 goals. The most prestigious of Andriy's awards were the Golden Ball and the UEFA Champions League in 2003 with Milan.

KLITSCHKO BROTHERS

Dates of birth: Vladimir — 25 March 1976 (Semipalatinsk, Kazakh SSR), Vitali — 19 July 1971 (Belovodsk, Kirghiz SSR) in family of Ukrainians.

Vitali Klitschko, older brother, is the current WBC world heavyweight champion. He has the highest knockout percentage (95%) of any heavyweight boxing champion in overall fights and has never been knocked out or knocked down in any professional boxing bout. His younger brother, Vladimir Klitschko, is a Ukrainian heavyweight boxer.

LILIYA PODKOPAYEVA

Date of birth: 15 August 1978 (Donetsk, Ukrainian SSR).

Liliya Podkopayeva is the 1996 Olympic all-around champion. She is widely regarded as one of the best gymnasts in history. She is the proud owner of 45 gold, 21 silver and 14 bronze medals.

ANNA BESSONOVA

Date of birth: 29 July 1984 (Kyiv, Ukrainian SSR).

Anna Bessonova is the number one rhythmic gymnast in Ukraine. She won the bronze individual all around medals at the 2008 Beijing and 2004 Athens Olympics. Over the course of her career she has won 24 World Championship medals, 2 Olympic medals, 24 European Championship medals and 10 World Cup medals (60 in total).

SERGEY BUBKA

Date of birth: 4 December 1963 (Lugansk, Ukrainian SSR).

Serhiy Bubka is six times world champion (between 1983 and 1997), European champion in 1986 and Olympic champion in 1988. He broke the world record for men's pole vaulting 35 times. He was the first to clear 6.0 metres and the first and only to clear 6.10 metres (20 ft). He holds the current outdoor world record of 6.14 metres in 1994 in Italy and the current indoor world record of 6.15 meters, set in 1993 in Donetsk, Ukraine.

YANA KLOCHKOVA

Date of birth: 7 August 1982 (Simferopol, Crimea, Ukrainian SSR).

Yana Klochkova is a Ukrainian swimmer, who has won five Olympic medals. 4 gold medals came in the 200 meter individual medley and the 400 meter individual medley at the 2000 and 2004 Summer Olympics. Her silver medal came in the 800 meter freestyle at the 2000 Summer Olympics.

VASYL VIRASTYUK

Date of birth: 22 April 1974 (Ivano-Frankivsk, Ukrainian SSR).

Vasyl Virastyuk is a strongman competitor from Ukraine. He competed in the finals of the World's Strongest Man contest in 2003 (3rd place) and 2004 (1st place). As well he won the 2007 IFSA Strongman World Championship.

6. Summary

What is the most popular sport in your country?

7. Homework

Look for some information and write a short paragraph about a Ukrainian famous sportsman.

HOW TO WRITE A GOOD ESSAY

Клас
Дата

Цілі: формувати навички письма; вдосконалювати навички усного мовлення, читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Procedure

1. Warm-up

- 1) What parts does an essay consist of?
- 2) What is in each part of an essay?

2. Speaking

Presentation of a Ukrainian famous sportsman. (Checking the homework)

3. Writing

▶ **Grammar practice**

Choose the correct answer.

- 1) I never __ you that I loved her, I only said that I liked her. (To tell)
a) told b) have told c) was telling
 - 2) I __ to Greece until Sally and I went there last summer. (To be)
a) have never been b) had never been c) was never being
 - 3) By the time I'm 50, I __ a million dollars. (To make)
a) will make b) would make c) will have made
 - 4) I want __ the exercises for advanced students. (To try)
a) try b) to try c) to have tried
 - 5) Hey, you __ at the computer all day. You should really take a break. (To sit)
a) have been sitting b) were sitting c) did sit
 - 6) He claimed that he had never seen that man, but I know that __.
a) he did b) he had c) he was
 - 7) What __ to her about last night? (To speak)
a) have you spoken b) you spoke c) did you speak
 - 8) What have you been doing all day? __ TV? (To watch)
a) watch b) watching c) have watched
 - 9) She __ lunch when someone rang the doorbell. (To prepare)
a) was preparing b) prepared c) has been preparing
 - 10) She never __ when someone leaves her a message. (To call back)
a) has called back b) calls back c) will call back
- Key:* 1 a; 2 b; 3 c; 4 b; 5 a; 6 b; 7 c; 8 b; 9 a; 10 b.

4. Reading

Do ex. 1, 2. p. 147.

5. Writing

Do ex. 3, p. 147.

6. Speaking

Do ex. 4, 5, p. 148.

7. Writing

▶ **Grammar practice**

Choose the correct answer.

- 1) By the time I'm 60, I ___ (lose) all my hair.
a) will have lost b) will lose
 - 2) I won't be able to talk to you in 15 minutes because I ___ (do) my homework.
a) will do b) will be doing
 - 3) By the time I get home, my wife ___ (eat) the whole cake.
a) will have eaten b) will be eating
 - 4) I ___ (talk) to my son about his poor test results.
a) will talk b) will be talking
 - 5) This time tomorrow I ___ (swim) in the ocean.
a) will swim b) will be swimming
 - 6) I ___ (see) you at 7.
a) will have seen b) will see
 - 7) By the time the guests arrive, I ___ (clean) the room.
a) will have cleaned b) will clean
 - 8) I decided that I ___ (become) a doctor.
a) will be becoming b) will become
 - 9) I ___ (travel) for the next month.
a) will travel b) will be traveling
 - 10) I'm really tired today — I ___ (do) my exercises tomorrow.
a) will do b) will be doing
- Key:* 1 a; 2 b; 3 a; 4 a; 5 b; 6 b; 7 a; 8 b; 9 b; 10 a.

8. Reading and speaking

Do ex. 6, 7, p. 148–149.

9. Summary

Try to persuade your friend to go in for sport. Add to the following list your own ideas.

- Sport is very important in our life.
- To do sport is rather important today than it used to be.
- One can choose what he likes.
- It's hard work but it's worth it.
- Sport can help you to be more confident and succeed in your life.

10. Homework

Ex. 8, p. 149.

Цілі: перевірити рівень умінь учнів з читання.

Клас
Дата

Procedure

Read the text and do the task.

BASE JUMPING

Twenty-six years ago Carl Boenish took a team of skydivers to Yosemite National Park, USA, and jumped with them from EL Captain’s summit. The sport developed into BASE jumping, named after the four types of fixed objects people jump from: Building, Antenna, Span (bridge) and Earth (cliff).

Due to the legislation surrounding it, many BASE jumpers keep their hobby a secret, so it’s difficult to say how many are involved in the sport. Estimated figures are very low — there are probably fewer than 1500 across the world.

Different countries have different attitudes towards BASE jumping. In the USA, the act of BASE jumping is not illegal, although the owners of high bridges and buildings do not usually permit people to jump from them. There are tight regulations against the sport in American and Australian national parks. One of the few countries that welcomes BASE jumping is Malaysia, home to two of the world’s highest buildings.

It is the danger of the sport that lures people to it. Comparably, skydiving is very safe. For some people skydiving begins to feel too safe and they move on to BASE jumping to recapture the sense of excitement.

The main thrill experienced is a sensation called ground rush. BASE jumpers fall from heights much lower than those considered safe by sky divers. Though they do not reach the same speeds, they accelerate more quickly during their fall. At the fastest part of a skydiver’s fall the ground is still distant, but BASE jumpers see it approaching them at an incredible speed.

Maybe BASE jumpers are mad, but they also have great skill and focus. They have to know how to manoeuvre and land with total accuracy, as there no room for mistakes. Anyone considering BASE jumping should already be an experienced skydiver. Attempting a BASE jump without necessary knowledge or experience is suicidal.

No one can deny that BASE jumping is an incredibly dangerous sport. The jumpers are much shorter than those undertaken by skydivers, leaving little time to open the parachute, or sort out problems if the arise. Such problems can often be fatal.

However, some BASE jumping enthusiasts insist that the risks are exaggerated, and can be kept to a minimum if the jumps are carried out correctly. Many claim that strict laws against jumping in national parks force them to jump in unsafe conditions, often from very dangerous low cliff edges with unsuitable equipment.

But even at organized jumps, casualties are expected with ambulances on stand-by for anticipated broken ankles or more serious injuries.

Match.

1) BASE jumping is...	a) because it’s permitted not everywhere
2) BASE jumpers keep their hobby a secret...	b) and approach the ground at the highest speed
3) Malaysia is home to...	c) if the jumps are carried out correctly
4) BASE jumpers fall from heights...	d) so they land with total accuracy

5) BASE jumpers have great skill...	e) an acronym for building, antenna, span and earth
6) The risks can be kept to a minimum ...	f) two of the world's highest buildings

Key: 1 e; 2 a; 3 f; 4 b; 5 d; 6 c.

Read the text. Match choices (A–G) to (1–6). There is one extra choice.

BRITISH PAINTING

During the 18th and 19th centuries, young members of the British upper classes extended their education with the Grand Tour of continental Europe. There they were introduced to a sophisticated level of artistic achievement (1) __. To ensure such high standards in the visual arts, the Royal Academy opened in London in 1769; until the 1800s virtually every major artist in Britain was elected a member or, at least, submitted work for its annual exhibitions.

The history of British painting is intimately linked with the broader traditions of European painting. Kings and queens commissioned portraits from German, Dutch, and Flemish artists. Holbein, Van Dyck, and other eminent foreign portraitists imparted an aura of perfection even to the most insipid of their sitters. British painters found inspiration and guidance from their journeys abroad, in Italy especially.

Beginning in the early eighteenth century, English artists began to develop their own styles in marine and allegorical painting. In William Hogarth's satirical and moralizing scenes of contemporary life one senses the evolution of a new and inherently British idiom. Emphatically propounding the Englishness of his art, Hogarth promoted an academy for the arts, the predecessor of the Royal Academy of Arts. The latter was founded by Sir Joshua Reynolds, (2) __. Ironically, perhaps the key figure in the development of English history painting was the American-born Benjamin West, (3) __ after Reynolds' death. Other American painters, such as John Singleton Copley, followed West's example and relocated to London. Copley became one of the most celebrated artists of the day and painter to the king.

The late eighteenth century saw a growing interest in landscape painting. Some artists, such as Richard Wilson, (4) __ while others, such as Joseph Wright of Derby, pursued more individual and personal visions of the natural world. Thomas Gainsborough, although known best for his fashionable portraits, painted highly imaginative landscapes and seascapes that relate to no specific time or place.

The great flowering of English landscape painting came during the first half of the nineteenth century, primarily in the works of two masters, John Constable and J. M. W. Turner. Constable's true-to-life views of the English countryside (5) __ of nature. Turner, on the other hand, was a romantic who sought to project the way in which sun, fire, smoke, wind, and water affected and transformed the physical world. With their fresh vision and powerfully original styles, Constable and Turner profoundly (6) __, but of countless American and European artists as well.

- A painted idealized scenes imbued with the spirit of the classical past,
- B influenced the work not only of many subsequent British painters
- C whose influential Discourses stressed the preeminence of history painting
- D whose art works had great success among aristocracy.
- E that influenced their tastes as adult art patrons
- F who became the second president of the Royal Academy
- G expressed romantic ideals about the essential harmony and purity

Key: 1 E; 2 C; 3 F; 4 F; 5 G; 6 B.

Купуйте у вашому місті!

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