

Т. М. Кіктенко

Англійська МОВА

РІВЕНЬ – СТАНДАРТ
за підручником О. Д. Карп'юк

11

Книга скачана с сайта http://e_kniga.in.ua



Издательская группа «Основа» —
«Электронные книги»

Харків
Видавничча група «Основа»
2012

УДК 372.8=111
ББК 74.268.1Англ
К38

Серія «Мій конспект»
Заснована 2008 року

Кіктенко Т. М.
К38 Англійська мова. 11 клас (за підручником О. Д. Карп'юк). Рівень — стандарт. До програми 2010. — Х.: Вид. група «Основа», 2012.— 191 [1] с. — (Серія «Мій конспект»).

ISBN 978-617-00-1413-9.

Видання «Мій конспект» — це серія посібників, які ставлять за мету надати допомогу вчителеві в підготовці та проведенні уроку. Автори пропонують базову основу конспектів уроків англійської мови на відривних аркушах із використанням додаткових матеріалів та підручника О. Д. Карп'юк за програмою 2010 року. Узявшися за основу посібника, учитель може створити власний конспект уроку.

Для вчителів загальноосвітніх навчальних закладів.

УДК 372.8=111
ББК 74.268.1Англ

Навчальне видання

Серія «Мій конспект»

КІКТЕНКО Тамара Миколаївна

АНГЛІЙСЬКА МОВА.
11 клас (за підручником О. Д. Карп'юк).
Рівень — стандарт. До програми 2010

Головний редактор *O. С. Любченко*

Редактор *A. Л. Мирошніченко*

Відповідальний за видання *Ю. М. Афанасенко*

Технічний редактор *O. В. Лебедєва*

Коректор *O. М. Журенко*

Підп. до друку 10.07.2012. Формат 60×90/8.

Папір офсет. Гарнітура Шкільна. Друк офсет.

Ум. друк. арк. 24,00. Зам. № 12-07/16-06.

ТОВ «Видавнича група “Основа”»

61001 м. Харків, вул. Плеханівська, 66

тел. (057) 731-96-33

e-mail: office@osnova.com.ua

Свідоцтво суб'єкта видавничої справи

Свідоцтво ДК № 2911 від 25.07.2007 р.

ISBN 978-617-00-1413-9

© Кіктенко Т. М., 2012

© ТОВ «Видавнича група “Основа”», 2012

CONTENT

Introduction

Lesson 1.	Back to school	5
Lesson 2.	Last Year at school	7
Lesson 3.	Learning English	9
Lesson 4.	English is the language of international communication	11

Unit 1. Being a student

Lesson 5.	Independent learning	13
Lesson 6.	Vocabulary extension	15
Lesson 7.	You can do it if you try	17
Lesson 8.	Are you good at taking exams?	19
Lesson 9.	How to do well in school exams	21
Lesson 10.	International exams in English	23
Lesson 11.	International exams in English	25
Lesson 12.	The Importance of note-taking skills	27

Unit 2. Make up your mind

Lesson 13.	Future perspectives	29
Lesson 14.	Summer jobs	31
Lesson 15.	Work or job?	33
Lesson 16.	How long have you been doing it?	35
Lesson 17.	Reasons to study abroad	37
Lesson 18.	It's important to make a right choice	39
Lesson 19.	Starting a business	41
Lesson 20.	Job hunting	43
Lesson 21.	Writing formal letters	45
Lesson 22.	Writing CV	47

Unit 3. Family relationship

Lesson 23.	Parenting	49
Lesson 24.	Parents and adolescents	51
Lesson 25.	Conflicts in families	53
Lesson 26.	I'd have helped you if you'd asked	55
Lesson 27.	Successful family	57
Lesson 28.	Friends help you live longer	59
Lesson 29.	What would you do?	61
Lesson 30.	Reasons of conflicts	63
Lesson 31.	Family values	65
Lesson 32.	Writing formal letters	67

Unit 4. Eating out

Lesson 33.	Ukrainian cuisine	69
Lesson 34.	Food, meals, dishes	71
Lesson 35.	Let's eat	73
Lesson 36.	Eating out	75
Lesson 37.	Eating habits: what and where?	77
Lesson 38.	Eating habits: what and where?	79
Lesson 39.	What is on the menu?	81
Lesson 40.	What to eat in Paris	83
Lesson 41.	Countries and tastes	85
Lesson 42.	Writing reports	87
Lesson 43.	Listening comprehension	89
Lesson 44.	Speaking	91
Lesson 45.	Reading	93
Lesson 46.	Writing	95

Unit 5. It's your planet!

Lesson 47.	Do we need much?	97
Lesson 48.	What does the future hold for us?	99
Lesson 49.	What's happening to our environment?	101
Lesson 50.	It shouldn't be destroyed!	103
Lesson 51.	Environmental problems	105
Lesson 52.	Solving problems	107
Lesson 53.	How much do you know about recycling?	109
Lesson 54.	Why doesn't the Earth feel well?	111
Lesson 55.	It's high time to act!	113
Lesson 56.	Greenpeace protects the environment	115
Lesson 57.	Writing essays	117

Unit 6. Speaking about art...

Lesson 58.	Are you interested in art?	119
Lesson 59.	Types of art	121
Lesson 60.	Describing pictures	123
Lesson 61.	Painted or painting?	125
Lesson 62.	Filmmaking	127
Lesson 63.	A matter of taste	129
Lesson 64.	Entertaining films	131
Lesson 65.	Modern and contemporary art	133
Lesson 66.	Art is various	135
Lesson 67.	You should know it	137
Lesson 68.	Writing reviews	139

Unit 7. Focus on youth

Lesson 69.	Youth and society	141
Lesson 70.	HIV and AIDS	143
Lesson 71.	Are you a "typical teenager"?	145
Lesson 72.	Youth is wondering	147
Lesson 73.	Emotions	149
Lesson 74.	How to control emotions	151
Lesson 75.	The problems of teenagers	153
Lesson 76.	Youth problems	155
Lesson 77.	Role of youth in society	157
Lesson 78.	Life of youth in Ukraine	159
Lesson 79.	Writing essays	161

Unit 8. People and society

Lesson 80.	A glimpse of Ukraine	163
Lesson 81.	Political system of Ukraine	165
Lesson 82.	Policy, politics and politicians	167
Lesson 83.	Constitution of Ukraine	169
Lesson 84.	International organizations	171
Lesson 85.	Society and its people	173
Lesson 86.	International organizations	175
Lesson 87.	International organizations	177
Lesson 88.	Voting in Ukraine	179
Lesson 89.	Citizenship	181
Lesson 90.	Writing articles	183
Lesson 91.	Listening comprehension	185
Lesson 92.	Speaking	187
Lesson 93.	Reading	189
Lesson 94.	Writing	191

INTRODUCTION

LESSON 1

BACK TO SCHOOL

Цілі: вдосконалювати навички читання й усного мовлення; формувати навички вимови; вдосконалювати навички монологічного висловлювання з опорою на лексико-граматичну структуру; розвивати мовну здогадку; виховувати увагу, інтерес до англійської мови.

Клас
Дата

Procedure

1. Warm-up

- 1) Are you happy to be back to school again?
- 2) Do you think your 11th form will be the best days of your life?
- 3) Do you enjoy studying English?

2. Reading and speaking

Do ex. 1, p. 4.

3. Listening and speaking

Listen to a short story and answer the questions.

The annual teachers' meeting was the only time that all the teachers got together in one place at one time. It was a 3-hour meeting, from 7 to 10 p.m. Lecturers talked on various subjects. Each talk was followed by a question and answer period. It was an informal, pleasant evening.

The evening always began with a delicious dinner catered by a local restaurant. This year's host was a Middle Eastern restaurant. Teachers piled as much as they wanted on their paper plates and found a seat outdoors or in the auditorium. Most teachers really seemed to appreciate the food.

For Shane, this evening was his opportunity to check out the female teachers. This year, a beauty walked into the auditorium about 10 minutes late. She sat in the row in front of Shane, just two seats away. Shane couldn't believe it. She was not only the best-looking woman in the auditorium, but she smiled at him before she sat down. She was tall and had long red hair. She was wearing a sexy black cocktail dress.

Shane could not focus on the meeting anymore. He looked at the lecturers less than he looked at the redhead. He was enveloped in her perfume. She took notes right-handed. She ran her fingers through her hair. She crossed and uncrossed her legs. Shane was going crazy. Plus, there was no ring on her left hand.

The meeting ended. The dean thanked everyone for attending. Everybody applauded the presenters. The redhead stood up. Shane stood up. She smiled at him, and then walked out. Shane walked out. She went to the restroom. Shane waited. When she came out, he walked up to her.

"Hi", he smiled. "My name's Shane. I was wondering if you have time for a cup of coffee. I was hoping we could share some of our teaching experiences".

She smiled. "Why, thank you. That's sweet of you. I appreciate your offer, but I've got to get home. My husband is babysitting tonight, and I'm sure he's pretty tired. Maybe another time?" She smiled, and walked away.

- 1) Was the teachers' meeting an annual event?
- 2) Did all the teachers get together in the same place?
- 3) How long was the meeting?
- 4) What time did the meeting start?
- 5) Did lecturers talk on just one subject?

- 6) What followed each talk?
 - 7) Was it a formal evening?
 - 8) Did the evening always begin with a Middle Eastern dinner?
 - 9) Who was this year's host?
 - 10) Who catered the dinner?

4. Vocabulary practice

Do ex. 2, p. 4.

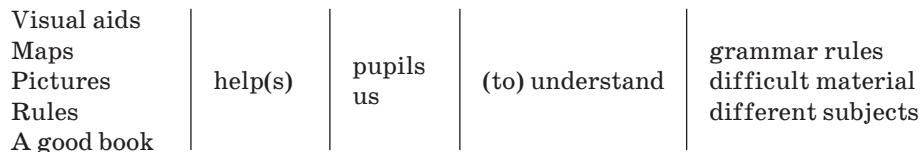
5. Speaking

Do ex. 3, p. 5.

6. Writing

Make up some sentences about learning process.

What and who help(s) you to study?



7. Grammar practice

Do ex. 1, p. 9.

8. Reading

Do ex. 4 (a), p. 5.

9. Writing

Do ex. 4 (b), p. 6.

10. Summary

What do you like best about your school?

What advice would you give to junior pupils about school? Share your school experience.

11. Homework

Ex. 5, p. 6.

LESSON 2

LAST YEAR AT SCHOOL

Цілі: вдосконалювати навички читання й усного мовлення; формувати навички вимови; вдосконалювати навички монологічного висловлювання; розвивати мовну здогадку; виховувати увагу, інтерес до англійської мови.

Клас
Дата

Procedure

1. Warm-up

Do SCHOOL SUBJECTS quiz

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

2. Writing

Make up some sentences about school.

What is school for us?

	learn demonstrate realize gain develop get	to respect each other their talents. different things themselves knowledge their relationship education	..............................
It is a place where pupils			

3. Speaking

Do ex. 4 (b), p. 6.

4. Reading
Do ex. 5, p. 6 (homework)
 5. Grammar practice
Do ex. 2, p. 9.
 6. Speaking
Do ex. 6, p. 8.
 7. Summary
 - 1) What are the good and bad things about your language?
 - 2) What three languages would you really like to speak, and why?
 - 3) How many languages do you think a person must know? Why?
 - 4) What school subjects would you remove from the curriculum? Why?
 - 5) Would you introduce any new subjects for the last year at school? What would they be?
 - 6) What would you change in school if you had enough authority for that?
 - 7) How do teachers influence the students' interest for learning? Do you know any teachers like that?
 8. Homework
Write a short paragraph about the importance of learning foreign languages using the prompts in ex. 6, p. 8.

Write a short paragraph about the importance of learning foreign languages using the prompts in ex. 6, p. 8.

LESSON 3
LEARNING ENGLISH

Цілі: вдосконалювати навички читання, письма й усного мовлення; формувати навички вимови; вдосконалювати навички монологічного висловлювання; розвивати мовну здогадку; виховувати увагу, інтерес до англійської мови.

Клас
Дата

Procedure

1. Warm-up

- 1) How is communication changing between people?
- 2) It used to be common to talk to strangers. Do you think it's okay to talk to people you don't know?
- 3) How often do you start up a conversation with people you don't know?

2. Reading

Do ex. 1, p. 13.

3. Speaking

Do ex. 2, p. 13.

4. Writing

Express your ideas as for your attitude to school. You may add some more of your own.

Do children like to go to school?

We	like(s)	to go to	they	can	develop our (my) abilities
I	dislike(s)	school	I	cannot	play interesting games
Children			we		choose different kind of activities there

.....

.....

.....

.....

.....

.....

5. Grammar practice

Do ex. 3, 4, p. 10–11.

6. Reading

Practise the Past Simple

Read the text and fill in the gap with the words from the box.

Melissa	afraid	came	heard	much	noise	open
opened	said	shouted	was	went	were	

THE CASTLE ON THE HILL

Maggie, Martin and Melissa (1) ... on holiday with their parents. They were staying at an old house in the country. Near the house (2) ... a castle. One day Maggie and Martin (3) ... to the castle. They (4) ... the door and went in. After a while they (5) ... to a staircase and went down. Suddenly they heard a (6) But it was only a mouse or rat and so they went on. They came to an old door. Maggie was (7) ... and didn't want to open it but Martin said: "I'm not afraid of ghosts", and wanted to open it. Suddenly they (8) ... a funny noise. "Let's run!" Martin (9) "But Martin you said you weren't afraid of ghosts. Open the door!" Maggie said. But Martin was too scared to (10) ... it and then there was the same noise again — (11) ... but louder. Maggie went to the door. "Don't open it!" Martin (12) ... , but it was too late. Maggie opened it and behind it was (13)

7. Listening

Do the Quiz United Kingdom

Heg. 1-3, 2-a, 3-a, 4-a, 5-b, 5-c, 7-a, 8-b, 8-c, 10-e.

o. Summary

Do ex. 3, p. 13.

9. Homework

Ex. 4, p. 14.

LESSON 4

ENGLISH IS THE LANGUAGE OF INTERNATIONAL COMMUNICATION

Цілі: вдосконалювати навички аудіювання, читання й усного мовлення; вдосконалювати навички монологічного висловлювання з опорою на лексико-граматичну структуру; розвивати мовну здогадку; виховувати увагу, інтерес до англійської мови.

Клас
Дата

Procedure

1. Warm-up
Do ex. 1, p. 16.
2. Reading and speaking
Do ex. 2, p. 16.
3. Grammar practice
Do ex. 5, p. 11.
4. Reading

Match the headings (1–8) with the paragraphs (A–G). There is one extra heading.

WHO SPEAKS ENGLISH?

- A. Today, English is the second or third most popular mother tongue in the world, with an estimated 350–400 million native speakers. But, crucially, it is also the common tongue for many non-English speakers the world over, and almost a quarter of the globe's population — maybe 1.5–2 billion people — can understand it and have at least some basic competence in its use, whether written or spoken.
- B. It should be noted here that statistics on the numbers around the world who speak English are unreliable at best. It is notoriously difficult to define quite what is meant by “English speaker”, let alone the definitions of first language, second language, mother tongue, native speaker, etc. What level of competency counts? Does a thick creole (English-based, but completely incomprehensible to a native English speaker) count? Just to add to the confusion, there are at least 40 million people in the nominally English-speaking United States who do NOT speak English. In addition, the figures, of necessity, combine statistics from different sources, different dates, etc. You may well see large variations on any statistics quoted here.
- C. But best recent estimates of first languages suggest that Mandarin Chinese has around 800–850 million native speakers, while English and Spanish both have about 330–350 million each. If second-language speakers are included, Mandarin increases to around 1 billion, English to over 500 million, Spanish to 420–500 million and so on, although some estimates for English as a first or second language rise to over a billion. In fact, among English speakers, non-native speakers may now outnumber native speakers by as much as three to one.
- D. In terms of total population, in a world approaching 7 billion, the top three countries by population are China (1.3 billion), India (1.2 billion) and USA (about 310 million), followed by Indonesia, Brazil, Pakistan, Bangladesh, Nigeria, Russia and Japan. Thus, the USA is by far the most populous English-speaking country and accounts for almost 70 % of native English speakers (Britain, by comparison has a population of just over 60 million, and ranks 22nd in the world). India represents the third largest group of English speakers after the USA and UK, even though only 4–5 % of its population speaks English (4 % of over

1.2 billion is still almost 50 million). However, by some counts as many as 23 % of Indians speak English, which would put it firmly in second place, well above Britain. Even Nigeria may have more English speakers than Britain according to some estimates.

- E. English is the native mother-tongue of only Britain, Ireland, USA, Canada, Australia, New Zealand and a handful of Caribbean countries. But in 57 countries (including Ghana, Nigeria, Uganda, South Africa, India, Pakistan, Singapore, Philippines, Fiji, Vanuatu, etc.), English is either as its “official language” or a majority of its inhabitants speak it as a first language. These are largely ex-colonial countries which have thoroughly integrated English into its chief institutions. The next most popular official language is French (which applies in some 31 countries), followed by Spanish (25), Arabic (25), Portuguese (13) and Russian (10).
 - F. Although falling short of official status, English is also an important language in at least twenty other countries, including several former British colonies and protectorates, such as Bahrain, Bangladesh, Brunei, Cyprus, Malaysia and the United Arab Emirates. It is the most commonly used unofficial language in Israel and an increasing number of other countries such as Switzerland, the Netherlands, Norway and Germany. Within Europe, an estimated 85 % of Swedes can comfortably converse in English, 83 % of Danes, 79 % of Dutch, 66 % in Luxembourg and over 50 % in countries such as Finland, Slovenia, Austria, Belgium, and Germany.
 - G. Many countries recognize the importance of English as an international language and teach it in schools as their foreign language of choice. English is the most widely taught foreign language in schools across the globe, with over 100 countries — from China to Russia to Israel, Germany, Spain, Egypt, Brazil, etc., — teaching it to at least a working level. Over 1 billion people throughout the world are currently learning English, and there are estimated to be more students of English in China alone than there are inhabitants of the USA. A 2006 report by the British Council suggests that the number of people learning English is likely to continue to increase over the next 10–15 years, peaking at around 2 billion, after which a decline is predicted.
- 1) We can't estimate the real number of non-native English speakers now.
 - 2) Why English is the main language in many countries.
 - 3) English is going on to expand and is used in more and more countries.
 - 4) We can't estimate the importance of using English at all.
 - 5) It is understood at the present time that English has become the first language for many people in many countries.
 - 6) There are some countries where English is used more than in Britain where English is the mother-tongue.
 - 7) The number of English learners is increasing year by year.
 - 8) Nowadays it is quite difficult to differ level of ability in using foreign languages.

Key: 5 A, 8 B, 1 C, 6 D, 2 E, 3 F, 7 G.

- 5. Grammar practice
Do ex. 6, 7, p. 12.
- 6. Reading and speaking
Do ex. 4, p. 18.
- 7. Summary
Do ex. 5, p. 18.
- 8. Homework
Do ex. 3, p. 17.

UNIT 1. BEING A STUDENT

LESSON 5 INDEPENDENT LEARNING

Клас
Дата

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

Procedure

1. Warm-up

Name at least 10 forms of communication.

How has communication changed through human history?

What is the most basic form of communication?

2. Speaking

Do ex. 1, p. 20.

3. Reading

Do ex. 2, p. 20–21.

Key: 1 B, 2 D, 3 C, 4 A, 5 E, 6 F, 7 H.

4. Vocabulary practice

Do ex. 3, p. 23.

Key: 1 autonomous, 2 to access, 3 a target, 4 to get exposure, 5 favoured, 6 a resource, 7 to take responsibility (for), 8 a strategy, 9 precisely, 10 memorable.

Fill in the gaps with the new words:

- 1) What's your most ... moment from your school years?
- 2) I set myself ... of learning 20 new words each week.
- 3) The police used every available ... to track down the killer.
- 4) Can you tell us more ... what happened?
- 5) Who do you trust ... your child's health?
- 6) Note that you may only ... the oldest 16 mail messages.
- 7) The Crimea is ... holiday destination for families.

5. Speaking

Give survey

Make sure students understand that they should answer honestly and that this exercise is intended to help them improve their dictionary usage skills — NOT to see if they actually use a dictionary.

Once students have answered the questions, ask students to gather in small groups for a discussion and comparison of their answers.

After students have discussed their answers together, ask students to make a list of the three most confusing questions on the survey.

Discuss the students answers in general, focus especially on the list of three confusing questions.

Dictionary Survey

- 1) Do you use a dictionary?
- 2) Do you use a monolingual or bilingual dictionary, or both?
- 3) In which setting do you use your dictionary? (i.e. while reading, in the classroom etc.)
- 4) Do you look at all of the meanings of the word, the collocations etc. or do you just look at the first plausible meaning?

-
- 5) Do you use the phonological information?
 - 6) If you use the phonological information, do you speak aloud and practice the pronunciation?
 - 7) Do you look at the contextual usage that the dictionary provides (if it indeed provides it)?
 - 8) How often do you use your dictionary?
 - 9) Do you keep notes of the information you retrieve from the dictionary?
 - 10) Do you ever just peruse the dictionary?
 - 11) Do you sometimes let yourself make connections to other words, phrases etc. by information found in the dictionary?
 - 12) Do you use any of the information found at the beginning and the end of the dictionary? (i.e. grammar reference materials, measurements etc.)
 - 13) If you have both a monolingual and bilingual dictionary, which do you prefer to use and in which situations?
 - 14) Do you think that you should look up every word that you don't know while reading?
 - 15) Can you understand the abbreviations and what they mean? Do they help your understanding?
-

Opening a discussion

You may use the following phrases:

- 1) To begin with,
- 2) We need to discuss...
- 3) Let's start by (V ing)
- 4) We'll start by (V ing)
- 5) The problem here is...
- 6) The important thing (here) is...
- 7) The main thing we need to discuss is...
- 8) Let's look at...
- 9) It looks like...
- 10) What do you think?
- 11) How about you?
- 12) How do you feel about that?
- 13) Any ideas on that?
- 14) That sounds like a good idea.
- 15) Sounds good.
- 16) The problem with that is...

6. Reading

Do ex. 5, p. 23.

Key: 1 E, 2 B, 3 D, 4 F, 5 A, 6 G, 7 C.

7. Summary

Do ex. 6, p. 24.

8. Homework

Ex. 5, p. 23.

LESSON 6
VOCABULARY EXTENSION

Цілі: вдосконалювати лексичні навички й навички вимови; вдосконалювати навички аудіювання й усного мовлення; розвивати логічне мислення; виховувати зацікавленість у розширенні своїх знань, а також загальну культуру учнів.

Клас
Дата

Procedure

1. Warm-up

What is your favourite subject and why? You may add some more ideas of your own.

My favourite subject(s)	is are	Maths Literature PE Art Russian English Nature Study					
		I we	is are am	fond of interested in good at	reading books doing sums running jumping		

2. Writing

Do ex. 1, p. 26.

3. Listening and speaking

Listen to the text and answer the question: What are the ways to improve our English?

PRACTISING ENGLISH OUTSIDE SCHOOL

When you are learning English, it is very important to use and practise your English as often as possible. If you are studying in a school, you have some good opportunities to practise. But what can you do after school, or if you are studying alone, to continue practising?

In fact there are many things that you can do outside school to improve your English. Let us consider the 4 skills that you need to develop to use a language well: listening, speaking, reading and writing.

Here are some of the ways you can improve these skills outside school.

Listening to English is one of the most important things you can do to improve your English. Do not try too hard to understand everything. Just listen and you will soon understand. You have several possibilities: cassettes and CDs. Listening to songs (on cassette or compact disc) can be useful in helping you to “feel” the language. It does not matter if you do not understand everything. On television, you have a big choice of programmes: films, chat shows, documentaries, news. In many parts of the world you can watch English-language television, for example: BBC, CNN. Many television stations have Internet sites which give details of frequencies. Radio is another excellent way to practise your English. You can watch films in English on video at home. Watching with video is a very good method because you can replay parts that you do not understand. If you watch a video with English sub-titles, you can cover the sub-titles with paper. Then, if there are some words that you really do not understand, you can remove the paper and look at the sub-title. But be careful! The sub-titles are not always an exact translation.

Speaking English is one thing that you cannot do alone! You can listen to English alone.

You can read English alone. You can write English alone. But, you run a serious risk if you speak to yourself in English! That is why you should speak as much as possible at school where there are people to speak to.

How can you speak English outside school? That depends on where you are. But you should make a big effort to find somebody for conversation practice. In a large city, it should not be difficult to find people who speak good English. You can put an advertisement in a local newspaper. You may find an English person, for example, who wants to practise your language. Then you can do a conversation exchange.

Reading is an excellent way to learn new vocabulary. But you need to read the right level of English. If it is too difficult, you may become discouraged. If it is too easy, you will make no progress. Try to read something that is slightly above your level. Try to understand the meaning of a new word from the context. If you really cannot understand, use a dictionary and record the word. What can you read? Well, there is no shortage of reading material: books, poetry, newspapers, magazines, Internet.

Practise your English by writing letters to a pen friend. Today, with the Internet, this is very easy. You can exchange letters by email. To find a pen friend from anywhere in the world, check out English Club ESL Forums.

4. Vocabulary practice

Do ex. 2, p. 26.

5. Grammar practice

Do ex. 1, p. 27.

6. Writing

Unreal Conditionals — Scrambled Sentences

Write the words for one sentence on the board in mixed-up order. You may use a single column format, with all the nouns together, pronouns together, etc. Students work individually to arrange the words into a grammatically correct sentence.

Ifchickenshad lips,thenthey'd beableto whistle	Iwouldn't eat thatifI were you
Iwouldn'tmarry youifyou werethelast persononearth!	IfIasked youout ona date,whatwould yousay?
I wouldn'thave saidthatif Iwereyou	Iwouldif Icould,but Ican't,so Iwon't
Ifyoureally lovedme,you wouldn'thavedone that	Ifyoucould haveseenthe lookonhis face,youwould havedied

7. Summary

Say what would happen if you...

- 1) ...were a computer.
- 2) ...were a bird.
- 3) ...could speak many languages.

8. Homework

Do ex. 3, p. 26.

LESSON 7
YOU CAN DO IT IF YOU TRY

Цілі: вдосконалювати навички вживання 1st and 2nd Conditionals; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up

If you started studying at school again, what would you do differently?

2. Listening

Do the quiz to check your vocabulary.

Are the following statements True or False?

- 1) A RIVER is bigger than a STREAM.
- 2) There are one thousand years in a CENTURY.
- 3) FOUNDED is the past tense of FOUND.
- 4) ANSWER can be used as a noun and a verb.
- 5) SCARLET is a brilliant red colour.
- 6) USED TO DOING and USED TO DO mean the same thing.
- 7) You can use IMPROVE as a noun and as a verb.
- 8) DOZEN is equivalent to 20.
- 9) The past tense of FIND is FOUND.
- 10) EQUIVALENT TO is (more or less) the same as EQUAL TO.

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

3. Grammar practice

Do ex. 2, p. 27.

4. Reading and writing

Grammar and Vocabulary — Conditional Sentences

Joe and Alex are talking on the phone. Alex has a girl problem. It's not a serious girl problem. They're not planning a wedding, and Alex doesn't have plans to buy matching tungsten rings just yet, but who knows what will happen if Alex follows Joe's advice.

Each of conditional sentences is missing a verb. Use the words after each sentence and write the correct form. Notice that some of the sentences are real conditionals and others are unreal.

Joe. Hey, Alex, what's up?

Alex. Nothing... you know, I really like this girl, and I want to ask her out.

Joe. So, what's the problem?

Alex. Well, what if I (1) ... her and she said no? (Ask)

Joe. Why would she say no?

Alex. Well, maybe if I (2) ... in a band, she'd go out with me. Do you want to start a band? (Play)

Joe. No. You don't even play an instrument. That's crazy.

Alex. Yeah. Well, I think her last boyfriend had a really cool car. Maybe if I (3) ... a nicer car, she'd say yes. (Have)

Joe. You're lucky to have a car.

Alex. I don't know. She's really pretty. If I (4) ... better-looking, she might say yes. (Be)

Joe. You look fine. You can't worry about that.

Alex. Well, if I (5) ... more money, I could take her to a really nice restaurant. Hey, could I borrow some money? (Have)

Joe. No way, then she'd expect you to take her to nice restaurants all the time.

Alex. Yeah, you're right.

Joe. Look, maybe if you (6) ... so nervous about it, she'd say yes. Just be yourself and ask her out. If she (7) ... you, she'll go out with you.

(Be, like)

Alex. Yeah, you're right. I'll call her and ask her out.

Joe. Great. I'll see you later. Let me know what happens.

Alex. Okay... Wait Joe. Wait. What if she (8) ... yes, but she really doesn't like me? Joe? Joe?

(Say)

Key: 1 asked, 2 played, 3 had, 4 were, 5 had, 6 weren't, 7 likes, 8 says.

5. Grammar practice

Do ex.3, 4, p. 28.

6. Writing

Put in the verbs in brackets and form Conditional sentences type I or type II.

- 1) If you come with me, I ... (to do) the shopping with you.
- 2) Walter ... (to help) his mother in the garden if she reads him a story this evening.
- 3) If it ... (to rain), I will stay at home.
- 4) Our teacher will be happy if we ... (to learn) the poem by heart.
- 5) If they had enough money, they ... (to buy) a new car.
- 6) We ... (to pass) the exam if we studied harder.
- 7) If Pat ... (to repair) his bike, he could go on a bicycle tour with us.
- 8) She would get 100 pounds if she ... (to sell) this old shelf.
- 9) If I was / were you, I ... (to invite) Jack to the party.
- 10) If the weather ... (to be) fine, the children can walk to school.

7. Summary

- 1) If you could be anyone in the world, who would you be?
- 2) If you went back in time, what year would you go to?
- 3) If you had a special power, what would you be able to do?
- 4) If you could change something about your past, what would you change?
- 5) If you could go on a date with anyone in the world, who would it be?
- 6) If you stopped studying English, would your life change?

8. Homework

Ex. 5, p. 28.

LESSON 8

ARE YOU GOOD AT TAKING EXAMS?

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати зацікавленість у розширенні своїх знань.

--	--

Procedure

1. Warm-up

- 1) What images spring to mind when you hear the word ‘exam’?
- 2) Are there too many exams in school?

2. Speaking

Do ex. 1, p. 29.

Use the following questions:

- 1) Do you get nervous when you take tests?
- 2) Are there any kinds of tests / exams that you love?
- 3) Do you have any special routines you follow before you take a test / exam?
- 4) What test has made you most nervous?
- 5) What do you think about while you wait for the result of a test?
- 6) Have you ever cheated on a test?

3. Reading and speaking

Do ex. 2, p. 29.

4. Vocabulary practice

Before listening

Match the words and their definitions.

1) suppose	a) to cause to make mistakes
2) butter up	b) give something to each member of a group
3) blow up	c) no problem, something that is easy to do
4) trip up	d) to flatter with the purpose of getting something
5) ace	e) do what you should do based on rules or expectations
6) no sweat	f) do very well on an assignment or test
7) pass out	g) to get angry suddenly

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

5. Listening

Listen to the dialogue and do the tasks.

SCHOOL REPORT

G i r l. Dad, can I go to a movie with Sharon?

D a d. Yeah, sure, but wait. Weren’t you supposed to get a report card sometime this past week?

G i r l. Well, oh yeah. Can I call Sharon now?

D a d. Uh-hum. You didn’t answer my question. Did you receive it or not?

G i r l. I love you Dad! You’re the best!

D a d. Don’t try to butter me up. I can guess that your answer means that you didn’t do well in some of your classes?

G i r l. Well, my English teacher is soooo boring, and he blows up every time someone talks.

D a d. In other words, you’re not doing so well?

G i r l. Uh, a C... minus.

D a d. Oh. Well, how are you doing in your Spanish class? You said you liked that one.

Girl. Well, I do, but I forgot to turn in a couple of assignments, and I had problems on the last test. All those verbs tripped me up. I get them all mixed up in my head!

Dad. Okay, and what about algebra?

Girl. Ah, I'm acing that class. No sweat.

Dad, Oh!

Girl. Can I go now?

Dad. And how are you doing in history?

G i r l. Oh, that's my favorite class. Mr. Jones is always passing out candy if you know the answers to his questions.

Dad. Great. Now, I have a bright daughter with tooth decay.

Girl. Ah, Dad. Can I go now?

Dad. You can go if you answer my history question. How old am I?

Girl. Uh, fifty-five?

D a d. Fifty-five! You just failed a math and history test at the same time!
G i r l. Dad...

Dad. Well, okay, but you need to co-

and you need to practice your clarinet.

Girl. Oh, I f-

Dad. What?

Girl. Gotta run, Dad.

- Choose the correct word.

 - 1) Based on the girl's statements, how would you describe her English teacher?
 - a) irritable
 - b) fascinating
 - c) considerate
 - 2) How does she feel about her Spanish class?
 - a) She finds that the exams are quite confusing.
 - b) She says that the assignments require too much time.
 - c) She feels the teacher doesn't spend enough time explaining verbs.
 - 3) How is she doing in her algebra class?
 - a) She is getting excellent grades.
 - b) She is doing average work.
 - c) She is failing the class.
 - 4) Why does the girl like her history class?
 - a) The teacher gives easy questions on tests.
 - b) The teacher rewards students who can handle his questions.
 - c) The teacher gives candy to all of the students.
 - 5) What does the girl have to do after she returns from the movie?
 - a) She has to finish her algebra homework.
 - b) She must read her history book.
 - c) She needs to practice her instrument.

Choose the correct word

1)	The teacher ... when she caught students cheating on the test	a)	supposed
2)	If you study hard, you should be able to ... the test	b)	tripped me up
3)	Students sometimes try to ... the teacher by saying nice things about him, but they just want a good grade	c)	ace
4)	I was ... to take a test today, but I was sick	d)	butter up
5)	There were two trick questions on the test that ... , and I chose the wrong answer	e)	blew up

6 Summary

What was the hardest class you took in high school? What made the class difficult? What are the keys to passing exams?

7 Homework

Express your own opinion as for statements in ex. 5, p. 30

LESSON 9

HOW TO DO WELL IN SCHOOL EXAMS

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

Клас
Дата

Procedure

1. Warm-up

- 1) In your country, what percentage do you need to pass exams?
- 2) Do teachers allow you to retake tests if you fail them because of poor performance or even cheating?
- 3) Do you think testing is useful or a waste of time?
- 4) Do you think your test scores reflect your true ability and intelligence?

2. Reading and speaking

Do ex. 1, p. 31.

3. Listening and speaking

Listen to the story and discuss with your classmates if Blair was right not to be interested in people who didn't speak English. Why do you think he did in such way?

Use the following phrases to start speaking.

Asking for Opinions	Giving Opinions
What do you think?	I think we should get a new car.
What's your opinion?	I don't think we need one.
What are your ideas?	I believe (that) smoking should be outlawed.
Do you have any thoughts on that?	I don't believe (that) it should be illegal.
How do you feel about that?	In my opinion, ... is the best ... ever (made). I feel that it's the right thing to do. I don't feel that it's such a good idea

ENGLISH ONLY

Blair needed a break from the indoor life. Sometimes it seemed like he was in his apartment 24 / 7. He had recently found a perfect outdoor cure. It was a new coffeehouse which served 45 kinds of coffee and tea. He liked it because the coffee was good and the place was never overcrowded.

The coffeehouse was only a 10-minute walk, which Blair now took. There were three female customers in the coffeehouse. None of them were young and pretty. Blair was a little disappointed. He'd prefer to see good-looking women while he was drinking good coffee, but you can't have everything.

He ordered a large "coffee of the day", which was \$1.70. He gave the clerk two dollars. He put the change in the tip jar and took his coffee outside. Blair preferred to drink outside. That way he could watch the traffic on the street. He liked to try to spot British motorcycles and 1960 station wagons.

He sat at a table under an umbrella, opened his book, and began reading. The book was a self-improvement book. Blair had been reading it on and off for about two years. He hadn't noticed any improvement. A woman was approaching the patio. Blair looked up to see if she was attractive. She was. And she was by herself. He returned to the book as she passed by him. Blair kept looking at the pages, but his mind was on the woman.

A few minutes later, she came outside holding a cup of coffee and sat at the table right next to Blair's. Her chair was so close to his that he could have reached over and touched her on her right shoulder. There were four

other empty tables on the patio. Why had she sat at this one, so close to him? Was she telling him that she was available? Was she hoping that he would make a move?

Blair went back to his book. But he wasn't reading the words; he was thinking about the woman. What could he say to her? How could he break the ice? What was a good line? "What blend are you drinking?" "Your perfume smells nice". "Weren't we in the same art class?"

But maybe she wasn't interested in him at all. Maybe she just wanted to sit and drink in peace. Yet why would she sit right here? His head was spinning. He must say something.

Just then, her cell phone rang. She answered it, then laughed, then started talking animatedly. That's got to be her boyfriend, Blair thought.

But from the moment she answered the phone, it didn't matter if she had a boyfriend or not, because she was speaking another language. Blair was not interested in a girl who didn't speak English. He went back to his book and his coffee. It tasted good.

4. Speaking

Do ex. 2, p. 31.

5. Writing

Read these statements of advice and rewrite them as if conditional sentences with if clauses in the simple present and result clauses with will. Notice that the meaning is the same.

- 1) Take my advice and your troubles will be over.
- 2) Go to sleep early and you'll feel better in the morning.
- 3) Listen to the radio, watch a show on TV, for example, a talk show, a children's show for easy English, a documentary or a soap opera. This review can improve your comprehension and increase your vocabulary.
- 4) Go to the Learning Centre and use listening materials to test your understanding.
- 5) Learn songs in English. It can improve your pronunciation.
- 6) Try a practice test in class before the final, so you know what to expect.
- 7) Take a deep breath. Calm yourself before the test begins.

6. Speaking

Do ex. 4, p. 32.

7. Summary

- 1) Do you have standardized exams for students in your country?
- 2) Have you taken a standardized exam?
- 3) Why did you take it?
- 4) Were you happy with the results?

8. Homework

Education around the world is testing more and more. School and study can seem like just a series of tests, and the wonder of learning forgotten. If you fail a test, can't you still succeed? If you pass a test, can't you still fail? And what about your life, isn't it also a series of tests, moving towards a greater goal?

Write about what tests mean to you.

LESSON 10

INTERNATIONAL EXAMS IN ENGLISH

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

Клас
Дата

Procedure

1. Warm-up

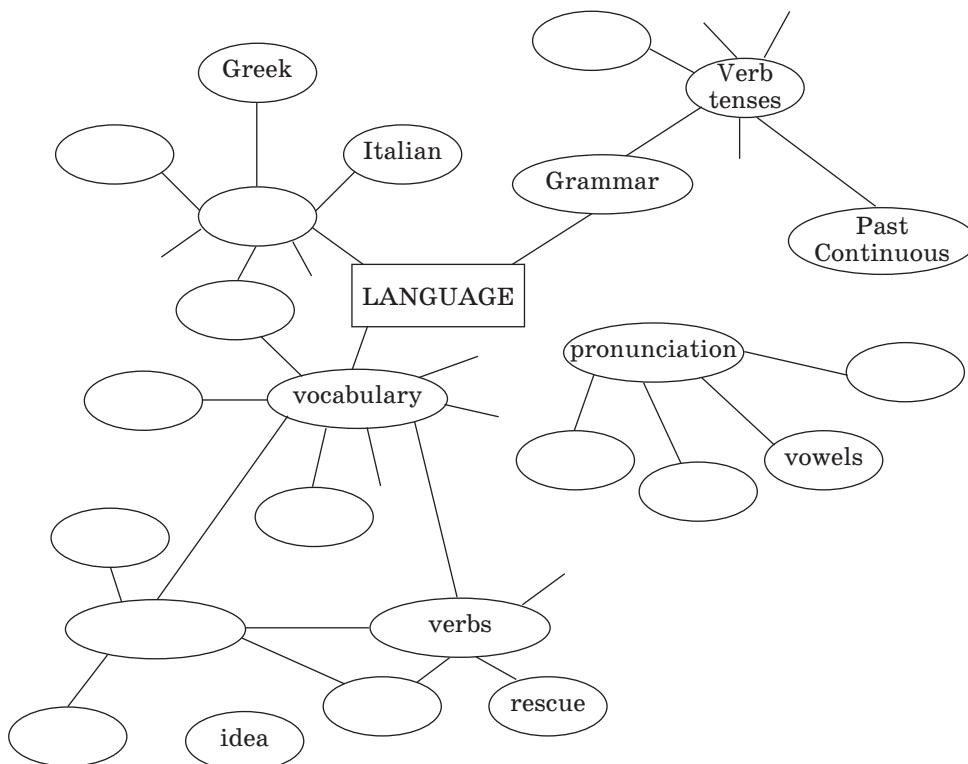
Answer the questions.

- 1) Why do tourists go to France?
- 2) Why do tourists go to Italy / Spain / the USA / Ukraine?
- 3) Why do people go to banks?
- 4) Why do people go to post offices?
- 5) Why do people go to airports?
- 6) Why do children go to school?
- 7) Why are you learning English?
- 8) Why do you pass exams?

2. Writing and speaking

Put the words and expressions from the list in suitable places in the network. Can you add some more?

adjectives target consonants Ukrainian intonation German languages
 prepositions present perfect search simple past stress resource achieve



3. Reading

Do ex. 1, p. 33.

Key: 1 method, 2 record, 3 teacher, 4 adjustment, 5 progress, 6 reports, 7 colleges, 8 admit, 9 common, 10 marking, 11 percentage, 12 perfect, 13 pass, 14 minimum 15 average, 16 occasionally, 17 failure, 18 achievement 19 school, 20 letter, 21 grade, 22 attitude.

4. Speaking
Do ex. 2, p. 34.

5. Writing and speaking
How do you feel about subjects in the box? Use the following expressions to answer this question.

 - 1) I really enjoy...
 - 2) I'm extremely interested in...
 - 3) I'm fascinated by...
 - 4) I'm quite interested in...
 - 5) I'd like to know more about...
 - 6) I don't know anything about...
 - 7) I've always wanted to learn something about...
 - 8) I'm not very interested in...
 - 9) I don't much like...
 - 10) I don't like... at all.
 - 11) I'm bored with
 - 12) I hate...
 - 13) I think... is a complete waste of time.
 - 14) I used to like..., but I've lost interest in it.
 - 15) I used to think... was boring, but now I'm getting interested in it.

6. Reading and speaking
Do ex. 3, p. 35.

7. Summary

 - 1) What is your favourite subject?
 - 2) What subjects are you best at?
 - 3) What subjects are you worst at?
 - 4) What is the most difficult subject?
 - 5) What is the easiest subject?
 - 6) What foreign languages do you learn?
 - 7) Who is your favourite teacher? Why?

8. Homework
Ex. 5, p. 37.

LESSON 11
INTERNATIONAL EXAMS IN ENGLISH

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

Клас
Дата

Procedure

1. Warm-up

- 1) If you were the world's best at something, what would you like to be best at?
- 2) If you could decide what happens in your life tomorrow, what would you want to happen?

2. Speaking

Do ex.5, p. 37 (Homework)

3. Reading and speaking

Discuss the following questions before reading.

- 1) What do you think people study in gender studies classes?
- 2) Do you think men and women have different brains?

Do ex. 4, p. 35.

Key: a 3, b 1, c 4, d 2.

Vocabulary practice

Give Ukrainian equivalents to the following words:

Gender differences, in favour of, coeducational schools, attain, coed schools, superior performance, due to, score, crucial, attitude, subject preferences, constrained, reinforce.

In groups discuss advantages and disadvantages of mixed schooling.
You may use the expressions below.

Opinions, Preferences	Disagreeing	Giving reasons and offering explanations
I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt,...,	I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...	To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

4. Listening, writing and speaking

Listen to the article from the Internet, write down the tips for successful passing of tests which are mentioned in the text and give some pieces of advice to your partner using your notes.

HOW TO TAKE TESTS

Doing well on English examinations — or any examination for that matter — depends not only on your knowledge, but also on having a good strategy.

Here's How:

Do not insist on completing each question before going to the next. By insisting on completing each question, you lose time and become nervous.

If possible, go through the entire test answering the questions you are sure you know.

Go through the test a second time working out the answers to more difficult questions.

Once you have gone through the test twice, see if any of the questions asked can help you answer any really difficult questions.

If you have a strong feeling about a question when you first answer it, don't go back and change it later.

Play the odds:

If you don't know the answer, write something. In a 4 choice multiple choice question you have a 25 % chance of being right.

Do not cheat! Taking a test is as much for you as it is for your teacher. If you cheat, you won't help yourself in the long run.

Do not translate from your mother tongue!

Don't block when listening.

Limit yourself to what you know.

Look for time signifiers when having to conjugate.

Throw out the ridiculous answers in a multiple choice question.

Don't try to be too funny or clever.

Tips:

If you don't know an answer, don't worry about it. Worrying about what you don't know keeps you from showing what you do know.

Remember that tests not only given to test your ability, but also to help you learn what you need to focus on to improve your English.

If you don't understand why you have made a mistake, make sure to ask the teacher about that mistake in a latter session. Being embarrassed about mistakes will never help you improve, so ask!

5. Reading

Do ex. 6, p. 38.

6. Summary

Listen to the exam strategies and say if you accept them or not. Do you think if they are useful?

EXAM STRATEGIES

Five important points to remember on exam day.

- 1) Get there on time — make arriving at the exam on time as simple and straightforward as possible so you feel relaxed.
- 2) Take care of the technicalities — budgeting time, bringing the right equipment, writing legibly, improving weaker answers before polishing good ones.
- 3) Read the instructions.
- 4) Breathe deeply and don't panic.
- 5) Answer the question. Establish what it asks for; then recall, select the relevant material, organise it, and formulate your answer.

7. Homework

Write down your own strategies how to pass exams successfully.

LESSON 12

THE IMPORTANCE OF NOTE-TAKING SKILLS

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
 - 1) What comes to your mind when you hear the word ‘writing’?
 - 2) When do you need to write in your everyday life?
 - 3) Do you prefer writing or typing?
2. Reading
Do ex. 1, p. 39.
3. Reading and writing
Think out the best heading for each passage and make up the plan.

NOTE-TAKING STRATEGIES IN READING

Note-taking is often associated with writing down information from a lecture or a meeting, listening to a speaker and recording the words used by him. It can be particularly challenging for students approaching the English language for the first time. Taking notes from a written source can be just as difficult, despite information being already within the student’s reach. Taking notes from a text is not just copying and transcribing information; it also involves reading comprehension, a good level of attention, the ability to take accurate notes and identify key points. As students become more familiarized with note-taking from reading, they progressively become more attentive to the argument provided in a text. Although students often know what writing techniques better work for them, there are common note-taking strategies that are useful if they are seeking to improve their reading comprehension and organizational skills, instead of focusing on “copying and pasting” an author’s words.

Two of the biggest problems in note-taking from a written source are to select what information to write down and to understand how they help develop the author’s argument. Sequence lists (bullet points or numbering of information), however, provide a good writing strategy for note-taking that is particularly useful to readers. When students are not as familiar with the writing style of the English language, comprehending the sequence of thoughts in a text can be challenging. A useful way, then, to break down and dissect the text is to underline key points and write them down using sequence lists in a way that shows how the author’s argument progresses.

Many students have trouble writing grammatically and spelling correctly, particularly when they are starting to learn a language. Taking notes carelessly, however, can be a dangerous way to reinforce a certain writing pattern that is problematic. Under the guidance of a tutor, students know to some extent what are the most challenging words and sentences for them, therefore registering them down on a personal notebook often helps students monitor their notes and improves their attention on the text they are reading, as they search for mistakes they could be making while note-taking. This personal notebook, then, becomes a private dictionary that records the student’s most common mistakes.

Note-taking requires a considerable level of attention on the student’s part. Notes, then, often gradually improve when the reader is more attentive to the text he is reading. A strategy to allow the student to self-scrutinize

his understanding of the text, however, is to read it as carefully as possible and then to write down what he thought were the key points, though without searching in the text while note taking. These key points should match in content the argument in the text, if the reader carefully read the text.

Writing down notes as the student reads it might be a good learning strategy to understand and imitate how the writing was structured, but it can be challenging for students who are not as confident about the meaning of certain words and what was the author's argument. Note-taking often improves, however, when students learn to be more familiarized with the text they want to take notes from. Reading it at least twice and trying to mentally process the information taken from it allows students more confidence in recognizing key points and writing them down for future reference.

Sample variants:

Note-taking is quite a useful thing
Sequence lists
Personal notebook
Key points
Familiarity with the text

4. Reading, speaking and writing

Work in pairs

Do ex. 2, p. 39.

5. Writing

Do ex. 3, p. 40.

6. Reading and speaking

Do ex. 4, p. 40.

7. Summary

- 1) Are you a good writer in your own language?
- 2) Is writing in your language different from writing in English?
- 3) What are your biggest problems with writing?
- 4) What writing skills do you need to be able to write well?
- 5) Why should we pay more attention to key points preparing for writing?

8. Homework

Ex. 5, p. 40.

UNIT 2. MAKE UP YOUR MIND

LESSON 13

FUTURE PERSPECTIVES

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

Do the quiz.

PERSONS

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

2. Speaking

Do ex. 1, p. 44.

3. Reading

Do ex. 2, p. 44.

4. Reading and speaking

Do ex. 3, p. 46.

5. Vocabulary practice
Do ex. 4, p. 47.
 6. Speaking
Do ex. 5, p. 47.
 7. Reading and speaking
Do ex. 6, p. 47.
 8. Summary
Do ex. 7, p. 48.
 9. Homework
Ex. 8, p. 48.

Additional material

Yesterday is now today by now!
Yesterday is now today!
Yesterdays' today is in the past.
Yesterdays past is today's past,
But yesterdays' tomorrow is today's past, and its' future.
Tomorrow's past is today's future,
And tomorrow is today by now.
Tomorrow doesn't know yesterday,
But tomorrow's yesterday knows the future and the past.
Today is the future and the past.
Today's' future is now the past.
Today's' past is in the future,
But today's' future is tomorrow's past and future.
The futures past can be today.
The future is tomorrow and today.
The futures future is in the future,
But the future knows the past, tomorrow, today, and yesterday.

LESSON 14
SUMMER JOBS

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

Клас
Дата

Procedure

1. Warm-up

- 1) At what age do people usually begin to work in your country?
- 2) Have you ever done volunteer work?

2. Reading

Do ex. 9, p. 49.

3. Speaking

Work in pairs

Do the Summer Job Quiz and discuss the answers with your partner.

Summer jobs are not just about the cash! In fact, there are countless ways they can help shape your future career. Try this quick quiz on the benefits summer employment can deliver. You may learn a thing or two by the time you're done!

- 1) Summer jobs are great for:
 - a) Sleeping in on mornings
 - b) Getting away from little sisters or nosy roommates
 - c) Getting valuable work experience and forging professional ties
- 2) If your employer asks you to do something you've never done before, you should:
 - a) Fake it. What's the worst that could happen?
 - b) Ask someone to show you how it's done
 - c) Call Mom
- 3) When looking for a summer job, you should target positions that:
 - a) Are in line with your career aspirations and build on past experience
 - b) Introduce you to a new field you want to try out
 - c) Let you focus on kicking back and having fun
- 4) A summer job is a wonderful opportunity to decide whether you prefer:
 - a) Brown bagging it or buying the cafeteria's daily special
 - b) Keeping regular hours or doing lots of overtime
 - c) Using brightly coloured paper clips or the plain metal ones
- 5) What type of summer job is most valuable?
 - a) A job you can't wait to go to every morning where your colleagues are great, you have an office to yourself and the pay is generous.
 - b) A job you dislike, where your colleagues get on your nerves, your workspace is lime green and bubble-gum pink and your wages won't cover any more than two toppings when you order pizza.
 - c) A run-of-the-mill job where your colleagues are mostly okay, your desk is in an abandoned supply room and the money is so-so.
- 6) On the last day of your summer job, it's a good idea to:
 - a) Make a photocopy of your backside and post it on the company bulletin board
 - b) Shout "Hallelujah, I'm free!" and get while the getting's good
 - c) Offer your boss \$50 to hire you back next summer

Answers:

- 1) We're starting off with an easy one. While answers (a) and (b) may be tempting, they're never the best reasons to take a summer job. Work

experience and professional ties are much more important in the long run, so take your job seriously. You'll develop successful work habits to last a lifetime!

- 2) Did you choose answer (b)? Don't worry if you don't know everything right off the bat. Most employers know student workers are young and inexperienced, and will probably provide training. If not, there's no shame in asking for a little help.
- 3) This one's a little tougher. All three are valid goals, so the answer that's right for you depends on several factors, including your age, your experience and how your career is progressing. For instance, if you're dead set on being a florist but haven't got any experience, you're probably best to look for summer employment in a flower shop. Alternatively, if you're not sure what career path to take, you may want to find a job that lets you explore an occupation you've never been exposed to before.
- 4) Answer (b) makes most sense here. One of the best things about summer jobs is that they give you the opportunity to decide what kind of job best suits you before you begin your career. Do you prefer sticking to a routine or constantly changing projects? Do you like to be part of a team or are you happier working on your own? Are you more motivated by wages or flexible hours? Take advantage of the freedom summer jobs offer and find out!
- 5) While job (a) is probably the one most of us would pick, every job is a great opportunity to define your likes and dislikes and narrow down future career choices. Depending on your own circumstances, it may even be worthwhile choosing job (c) over job (a) just so you have more to think about!
- 6) It's a trick question: the answer is "None of the above". Even though summer jobs are temporary, they're a great opportunity to build professional ties. Never burn your bridges when you leave: not only may you want to return to the same job next year, but any one of your co-workers could turn out to be your supervisor one day. Always be professional and you'll never have any regrets.

4. Reading and writing

Read the commentary from the net page as for summer work in Alaska and take notes if such work suits or doesn't suit you.

SEAFOOD PROCESSORS HIRE CONTINUOUSLY THROUGHOUT SEASON

If you've dreamt of a trip to Alaska summer is the right time to visit the 49th state.

Seafood processors in coastal communities are always looking for workers who don't mind the long hours and working conditions. Work as little or as long as you choose. Some folks arrive on vacation and stay the entire summer.

Most processors usually offer housing and meals at a minimal cost. Hostels, B & Bs, RV parks, campgrounds, and wilderness camps are available if you prefer to find your own accommodations.

Most of these communities offer sport fishing charters, marine and glacier tours, flight-seeing, kayak rentals, and hiking to name a few.

To work you will need your social security card and state I.D. or driver's license. You must either be a U.S. citizen or obtain a work visa and be at least 18.

Wages vary from about \$6 to \$7.50 per hour. Any time worked over an 8-hour period is considered overtime. Most processors work very long shifts.

5. Summary

Do you think young people care enough about their employment prospects?

6. Homework

Ex. 2, p. 71.

LESSON 15
WORK OR JOB?

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

Клас
Дата

Procedure

1. Warm-up

- 1) What are some jobs that you think would be boring?
- 2) What are some jobs that you think would be fun?

2. Listening

Listen to the joke and retell it sentence by sentence one by one.

AGE

Have you ever been guilty of looking at others your own age and thinking, surely I can't look that old. Well, you'll love this one...

My name is Alice Smith and I was sitting in the waiting room for my first appointment with a new dentist. I noticed his diploma, which had his full name.

Suddenly, I remembered a tall, handsome, dark-haired boy with the same name had been in my high school class some 30-odd years ago. Could he be the same guy that I had a secret crush on, way back then?

Upon seeing him, however, I quickly discarded any such thought. This balding, gray-haired man with the deeply lined face was way too old to have been my classmate.

After he examined my teeth, I asked him if he had attended Morgan Park High school.

'Yes. Yes, I did'. he gleamed with pride.

'When did you graduate?' I asked.

He answered, 'In 1967. Why do you ask?'

'You were in my class!' I exclaimed.

He looked at me closely. Then, that ugly, old, bald, wrinkled, fat, gray-haired man asked, 'What did you teach?'

3. Vocabulary practice

Do ex. 1, p. 51.

4. Reading

An American lawyer who worked as a volunteer in London shares some information about his taking part in the 7-Week Programme. Read the text and make up a list of suggestions which this programme provides.

SUMMER VOLUNTEER WORK IN LONDON

Each summer, the Winant and Clayton Volunteer program sends a group of Americans to volunteer in London for seven weeks and provides housing and a small stipend to help defray the high cost of living. After seven weeks of volunteering, participants have two weeks to travel independently before returning to London to evaluate the program and get their flight back to the States.

The application includes a few short essays, a series of questions about the type of placement one would prefer, and an informal interview with former volunteers that gives applicants a chance to find out more about the program.

Deciding to participate takes a small leap of faith. The roster of volunteer placements and housing options can change from year to year and volunteers can't choose their placement in advance. But once you're accepted you instantly feel that you've joined a close-knit group. The volunteer co-ordinator is in frequent contact through mailings and e-mails to help you prepare for the trip, and there is a daylong orientation in New York that bring all the volunteers together before departure for London.

We were well cared for once we reached the U.K., too: our group was picked up from the airport and taken to our accommodation, a historic settlement house in London's east end by Brits who had participated in the English counterpart to our program; they offered to mentor us during our stay in London. After an orientation and a weekend to get settled we began our placements, nearly all of which were in London's east end.

My placement was at a youth and community project, an organization that served mostly Bangladeshi and Somali immigrants. Part of the appeal of my work was that it took me to places that casual visitors never see, like the community law center and the public housing office—places that affect the lives of most Londoners more than anything on the tourist trail. Although I had been to the city many times before, living in London allowed me to see it as a local.

For my 2-week independent travel period I visited Barcelona, Holland, and Copenhagen but was happiest of all to return to London for a few days before my flight back to the States; it had become my home away from home.

5. Vocabulary practice

Do ex. 2, p. 52.

6. Writing

Complete the table with your own examples.

Suffix	Meaning	Example
-ance, -ence	state or quality of	maintenance, eminence, ... , ... , ...
-sion, -tion	state of being	concession, transition, ... , ... , ...
-ment	condition of	argument, ... , ... , ...
-er, -or	one who	trainer, protector, ... , ... , ...
-ist	one who	chemist, ... , ... , ...
-ful	notable for	fanciful, ... , ... , ...

7. Summary

- 1) What job(s) do you wish to have in the future?
- 2) What jobs in your country are considered to be good jobs? Why?

8. Homework

Ex. 3, p. 52.

LESSON 16

HOW LONG HAVE YOU BEEN DOING IT?

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

Клас

Дата

Procedure

1. Warm-up

What is the difference in meaning between these words?

- | | |
|------------------------------------|---------------------------------|
| 1) a company / a factory | 2) a salary / a wage |
| 3) an application form / a resume | 4) a receptionist / a secretary |
| 5) an interviewer / an interviewee | 6) an employer / an employee |
| 7) a job / work | |

2. Listening

Do the quiz

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

3 Grammar practice

Do ex 1 n 53

4 Writing

Writing Fill in the gaps with the correct Present Continuous and Present Perfect Continuous forms.

Mr. Smith. So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris. I (1) ... (work) in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (2) ... (apply) for the new sales position.

Mr. Smith. Tell me a little about your hobbies and interests.

Mr. Harris. In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (3) ... (compete) in a tennis tournament this weekend.

Mr. Smith. Really, how long 4 ... (you, play) tennis?

Mr. Harris. I (5) ... (play) since high school. I love the sport.

Mr. Smith. Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (6) ... (work, currently) with them on the sea turtle project. We(7)...(try) to create a wildlife sanctuary near the bay.

Mr. Harris. Do you know Frank Harris? He's my brother. He (8) ... (work, presently) on the same project.

Mr. Smith. I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (9) ... (look) for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris. No problem. I (10) ... (study) Spanish since elementary school.

Mr. Smith. Sounds like you are the perfect candidate.

Key: 1 have been working, 2 am applying, 3 am competing, 4 have you been, 5 have been playing, 6 am currently working, 7 are trying, 8 is presently working, 9 are looking, 10 have been studying.

4. Grammar practice

Do ex. 2, p. 54.

5. Writing

Fill in the correct form (Present Perfect Simple or Present Perfect Continuous).

Tom. Hi Ana. I (1) ... (try) to ring you several times today. Where (2) ... (you / be) ?

Ana. I (3) ... (be) at home all the time. But I (4) ... (clean) the house all day, so maybe I didn't hear the phone ring.

Tom. (5) ... (you / clean) everything now?

Ana. No, not yet. I (6) ... (tidy / not) up the kitchen yet. But why are you here?

Tom. Don't you remember? Jane (7) ... (invited) us to her birthday party and we (8) ... (buy / not) a present for her yet.

Ana. Oh, that's right. (9) ... (you / find out / already) what she wants?

Tom. Well, she (10) ... (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 (11) ... (see) some nice books about Mexico there recently.

Key: 1 have tried, 2 have you been, 3 have been, 4 have been cleaning, 5 Have you cleaned, 6 have not tidied, 7 has invited, 8 have not bought, 9 Have you already found out, 10 has been learning, 11 have seen.

6. Reading

Do ex. 4, p. 55.

7. Summary

- 1) Have you got any working experience?
- 2) Have you ever had any summer work?
- 3) What did you do? Did you work only for earning some money or try yourself for your future profession?

8. Homework

Do ex. 3, p. 54.

LESSON 17

REASONS TO STUDY ABROAD

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.

Клас
Дата

Procedure

1. Warm-up

Fill in the chart.

Jobs	Actions	Things
Captain	Steers	ship

1) Architect, 2) Buildings, 3) Captain, 4) Computer programmer, 5) Design, 6) Engineer, 7) Interview, 8) Journalist, 9) Machines, 10) Matches, 11) Mechanic, 12) Perform, 13) Photographer, 14) Photos, 15) Pop-singer, 16) Programs, 17) Repair, 18) Reporter, 19) Ship, 20) Songs, 21) Steers, 22) Tennis player.

2. Speaking

Do ex. 1, p. 56.

3. Listening and speaking

What questions would you ask if you called a language program overseas to find out more about it? Think of five questions and rank them in order of importance to you.

Listen carefully to the following discussion. Compare your questions to the ones asked in the conversation.

ENGLISH LANGUAGE CENTER

Listen to the conversation and answer the questions.

Receptionist. English Language Center. How may I help you?

Caller. Yes. I'm calling to find out more information about your program. For example, what kind of courses do you offer?

Receptionist. Well, first of all, the purpose of our program is to provide language learning opportunities to this area's community [Uh-hum], whether a student's goal is to master basic functional language skills, let's say, for his or her job, or to study intensively to enter a US college or university.

Caller. Okay. I'm calling for a friend who is interested in attending a US university.

Receptionist. And that's the kind of, uh, instruction that we provide, from basic communication courses to content-based classes such as computer literacy, intercultural communication, and business English.

Caller. Great. What are your application deadlines for the next semester?

Receptionist. Well, we ask applicants to apply no later than two months before the semester begins. [Uh-hum] This gives us time to process the application and issue the student's I-20.

Caller. An I-20?

Receptionist. Oh, an I-20 is a form that indicates that we are giving permission for the student to study in our program, and then the student takes this form to the US embassy in his or her country to apply for the F-1 student visa.

Caller. Alright. What is the tuition for a full-time student?

Receptionist. It's two thousand thirty dollars.

Caller. And how does one apply?

Receptionist. Well, we can send you an application and you can mail it back to us, or you can fill out our application that's online at our Web site.

Caller. And are there other materials I would need to send in addition to the application form?

Receptionist. Uh, yes. You would need to send in a \$35 non-refundable application fee, a sponsorship form indicating who will be responsible financially for the student while studying in our program, and a bank statement showing that you or your sponsor has sufficient funds to cover tuition expenses and living costs for the entire year of study.

Caller. And how can I send these materials to you?

Receptionist. You can either send the application packet by regular mail or you can fax it.

Caller. And the application fee?

Receptionist. We accept money orders, travelers checks, or credit cards.

Caller. Alright. I think that's about it.

Receptionist. Okay great.

Caller. Oh and what is your name?

Receptionist. Ok. My name is Tony Nelson. You can just call and ask for me.

Caller. Great. Thank you for help.

Receptionist. No problem and please don't hesitate to call again if you have any other questions.

Caller. Okay. Goodbye.

- 1) Which was NOT mentioned as part of the purpose of the English Language Center?
 - a) to help international students prepare to enter institutions of higher learning
 - b) to teach students how to use English in their daily lives and at work
 - c) to provide work opportunities for graduating students in the community
- 2) What is one course taught at the English Language Center?
 - a) business English
 - b) US Culture
 - c) TOEFL
- 3) If the Fall semester begins on August 29th, by what date should one apply to the program?
 - a) May 29th
 - b) June 29th
 - c) July 29th
- 4) What is the tuition for a full-time student?
 - a) \$2030
 - b) \$2300
 - c) \$2013
- 5) Which one was NOT mentioned as part of the application packet a student must send to the center?
 - a) sponsorship form
 - b) high school transcripts
 - c) application fee

4. Summary

Explain and discuss problems related to choosing a school overseas with your partner.

5. Homework

Write a composition about:

- the differences in studying in your home country and in another country
- the difficulties in adjusting to another educational system abroad

LESSON 18

IT'S IMPORTANT TO MAKE A RIGHT CHOICE

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

Клас
Дата

Procedure

1. Warm-up

What can influence the choice of a job or profession?

The teenagers' choice My choice The choice of a job	can be	influenced encouraged	by	your friend's example personal qualities the thing you are good at your ambitions your abilities your skills your bend for a job the necessity wish to study further pressure of your parents, teachers	
---	-----------	--------------------------	----	---	--

2. Speaking

Do ex. 1, p. 58.

3. Writing and speaking

Make up some sentences and express your own ideas as for right choice of a future profession.

Why should teenagers (young people) make a right choice of a future job and profession?

We Teenagers	should must	make a right choice of a future profession	because	better job opportunities realization of our(their) ambitions high living standards our (their) career	depend(s) on it	
The right choice	helps	to avoid		backbreaking monotonous job un respected job unprestigious job tiring job disappointment		

4. Speaking

Do ex. 2, p. 58.

5. Reading and speaking

Do ex. 3, p. 58.

6. Speaking

Work in groups

Using the information from the Internet get ready questions and answers for the interview.

Job Opening

Company:	Kenaz Translations
Job Title:	Business Development Manager
Job Location:	Kharkov — Ukraine
County or nearby cities:	Canada; USA
Employment Category:	Sales
Employment Type:	Full Time
Job Reference Number:	BDM
Posted:	2011-11-29

Job Description

Job Type: Freelance; location is flexible.

Category: Sales / Account / Business Development.

Salary: Wage Rate+ Commission.

*The salary package is highly negotiable for the right people.

Kenaz Translations is currently seeking an enthusiastic and driven person to take the position of Business Development Manager. Formed in 2001, Kenaz Translations specializes in the translation, localization and proofreading of English, French, Spanish and German copy into more than a dozen Eastern European languages.

Kenaz services include software and website localization, linguistic consulting and adaptation, international brand consulting, advertising and presentation materials, voiceovers, transcription services, certified translations and more.

We welcome business development professionals with the relevant experience and expertise.

Position Summary:

The Business Development Manager, under supervision of the CEO is responsible for developing and implementing new business opportunities within Localization & Translation Services which result in successful, profitable and long term client relationships.

Main Responsibilities:

- Maximize the sales revenue from clients to develop strong and profitable business relationships.
- Achieve revenue growth, technology implementations and sale of additional translation / localization services.
- Initiate marketing strategies and coordinate actions to influence the market.
- Locate or propose potential business deals by contacting potential clients; discovering and exploring opportunities.
- Develop negotiating strategies and positions by studying integration of new venture with company strategies and operations; examining risks and potentials; estimating partners' needs and goals.
- Settle new business deals by coordinating requirements; develop and negotiate contracts; integrate contract requirements with business operation.
- Support marketing activities, including trade / scientific shows, mailings, etc.

(See Position Requirements in Lesson 19)

7. Summary

Do ex. 4, p. 58.

8. Homework

Ex. 5, p. 59.

LESSON 19

STARTING A BUSINESS

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

Клас

Дата

Procedure

1. Warm-up

Match the jobs to their definitions.

Journalist	person who drives a bus
Teacher	works in a school and teaches students
police officer	rescues people from burning buildings and helps put out fires
accountant	works in hospital and helps doctors
Business person	defends people's rights in court
doctor	flies an airplane
nurse	takes people's orders in a restaurant and serves them food
pilot	works in a police station and maintains public security
taxi driver	works in a bank and keeps records of money
bus driver	works in a hospital and treats patients
manager	answers phone calls and does office work for his / her boss
chef	drives a taxi
actor	person who reports news on TV, radio or Newspaper
actress	does the cooking in a restaurant or hotel
firefighter	a woman who plays a role in a movie
waiter	manages the affairs of a company or business
lawyer	one who does business
secretary	a man who acts in a movie

2. Speaking

Work in pairs

Using the chart discuss what people should do to make a right choice of profession. Add your own ideas and share them with your class.

We Teenagers	should must	analyze know learn	abilities skills and experience what abilities to develop qualities of jobs, professions advantages disadvantages of jobs, professions
-----------------	----------------	--------------------------	---

3. Grammar practice

Do ex. 1, p. 60.

.....

4. Vocabulary practice

Do ex. 2, p. 60.

.....

5. Reading

Do ex. 3, p. 60.

.....

6. Speaking

Discuss the following questions.

- 1) Are you interested in the world of business?

.....

-
- 2) Do you think you have a good head for business?
 - 3) What kind of business would you like to start?
 - 4) Do you think anyone can start their own business?
 - 5) What are the dangers of having your own business?
 - 6) Do you read any business magazines?
 - 7) Do men or women make more successful business people?
-

7. Reading

Do ex. 4, p. 61.

8. Summary

- 1) Would you like to have your own business?
- 2) What kind of people is good at business?
- 3) Is it easy to start a business in your country?

9. Homework

Describe some jobs for guessing by the class.

.....

To ex.6 in Lesson 18

Position Requirements

Skills / Qualifications Required:	<p>Qualifications: Creative, self-motivated, proactive and highly target driven. Ability to analyze financial data and prepare financial reports, statements, and projections. Excellent organizational and time management skills. Confident negotiator and ability to close the deal. Experience in business management or business development role. Understanding of the translation industry, key players and competitors. Strong verbal and written communication skills (Fluency in English is essential). Must be able to work independently as well as collaboratively with the Kenaz team.</p> <p>Application Instructions: We are accepting applications on a rolling basis and will respond to qualified applicants to schedule interviews and further review. Please send your Resume to (You can apply or contact us by email using the Apply Online Box below) For more information, please contact us via email</p>
Required Language Skills:	English — Very good
Minimum Education Level required:	Bachelor
Minimum Years of Experience required:	1 to 2 Years

Contact Information

Contact Name:	Kenaz Translations
Preferred method of contact:	E-mail via Apply Online Box

LESSON 20
JOB HUNTING

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

Клас
Дата

Procedure

1. Warm-up

Read the joke and have fun.

READING BETWEEN THE LINES

- 1) Bob Smith, my assistant programmer, can always be found
- 2) hard at work at his desk. He works independently, without
- 3) wasting company time talking to colleagues. Bob never
- 4) thinks twice about assisting fellow employees, and always
- 5) finishes given assignments on time. Often he takes extended
- 6) measures to complete his work, sometimes skipping coffee
- 7) breaks. Bob is a dedicated individual who has absolutely no
- 8) vanity in spite of his high accomplishments and profound
- 9) knowledge in his field. I firmly believe that Bob can be
- 10) classed as an asset employee, the type which cannot be
- 11) dispensed with. Consequently, I duly recommend that Bob be
- 12) promoted to executive management, and a proposal will be
- 13) executed as soon as possible

Addendum:

That idiot was standing over my shoulder while I wrote the report sent to you earlier today. Kindly re-read only the odd numbered lines.

2. Speaking

Describe some jobs for guessing by the class. (Homework)

3. Speaking

Do ex. 5, p. 63.

4. Listening and speaking

Which factor is most crucial when looking for a new job?

Rank the following points in terms of importance and then discuss your reasons: opportunities for promotion or advancement, working hours, vacation days, pension plan, interest level, salary, benefits such as health and life insurance, sick or maternity leave.

Listen to the conversation and answer the questions.

JOB HUNTING

Kelly. So, have you found a job yet?

Josh. No, but, I have a few leads, so things are looking up.

Kelly. But isn't that what you always say?

Josh. Well... uh... this time is different.

Kelly. What are you looking for this time, then?

Josh. Actually, I want to work for a Web hosting company.

Kelly. What would you do there?

Josh. Well, in a nut shell, Web hosting companies provide space for people to store and run their Websites. Does it sound like I know what I'm talking about?

Kelly. Oh, yeah, sort of.

Josh. Well, and then, sort of? Well, they allow people to run their Web sites without having to buy and maintain their own servers, and I'd like to work in technical support, you know, helping customers resolve computer-related problems with their sites. And you know I'm a good communicator.

Kelly. So, how's the pay for that kind of job?

Josh. Well, most people I know start out with a very reasonable salary; you can earn pay increases depending on your performance.

Kelly. So, what about benefits?

Josh. Oh, the benefits are pretty good. They provide health insurance, two weeks (of) paid vacation a year, and opportunities for advancement. And in the end, I'd like to work in a management position. You know, sitting back, enjoying the view out of the twentieth-story window of the office building. Something like that.

Kelly. Well, is there any long-term job security in a job like that?

Josh. Uhh. That's hard to tell. I mean, the Internet is booming, and these kinds of companies are sprouting up everywhere, which is a good thing, but just like the dot-com era, you never know how long things will last.

Kelly. Well, have you ever thought about going back to school to improve your job skills?

Josh. Wait, wait. What are you suggesting?

Kelly. Well, you know, more training might help you land a better job.

Josh. Wh... wh... Are you trying to say something about my current job? I mean, is there something going on here? I mean, what are you saying?

Kelly. You know, you did drop out of college.

Josh. I know, I know, but I don't know. I'm just seeing my current job at McDonalds as a step up. McDonalds! Yeah, but, you know, I don't have the resources to go back to school at the moment; however, the job I am looking at will pay for some classes after I have been with the company for six months.

Kelly. Well, it looks like you have things planned out this time.

Josh. If I last that long.

- 1) In which field is the man looking for a job?
 - a) education
 - b) medicine
 - c) technology
- 2) Which statement best describes the pay for the job?
 - a) Employees can receive periodic pay increases based on their work.
 - b) The salary for the position is above the industry average.
 - c) Workers are paid on a commission basis depending their sales.
- 3) What are some of the benefits that the company provides?
 - a) insurance, paid vacation, and a company vehicle
 - b) paid vacation, opportunities for promotion, and insurance
 - c) opportunities for advancement, insurance, and a free bus pass
- 4) What does the future hold for the industry that he is considering?
 - a) growing, yet uncertain
 - b) expanding and secure
 - c) contracting, yet stable
- 5) From the conversation, what do we know about the man's educational background?
 - a) He dropped out of high school.
 - b) He has some post-secondary education.
 - c) He has a college degree.

Key: 1 c, 2 a, 3 b, 4 a, 5 b.

5. Speaking

Do ex. 6, p. 63.

6. Summary

- 1) What are ten common questions asked during a job interview in your opinion?
- 2) What questions would you ask the interviewer to show you are informed about the company and you are serious about the position?

7. Homework

Ex. 8, p. 64.

LESSON 21
WRITING FORMAL LETTERS

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

Discuss the differences in layout and language between informal and informal letters (indentation, the use of contracted verb forms, the use of phrasal verbs and idiomatic language, etc.). Fill in the chart with the following expressions, phrasal verbs, idioms and slang, contracted verb forms like we've, I'm, etc., short sentences, polite phrases, fewer passive verb forms:

- 1) I am sorry to inform you that...
- 2) I am very grateful for...
- 3) Why don't we...
- 4) I will not be able to attend the...
- 5) Give my regards to...
- 6) I look forward to hearing from you...
- 7) Let me know as soon as...
- 8) Dear Tom,
- 9) Dear Ms Smithers,
- 10) Best wishes,
- 11) Yours faithfully,
- 12) I'm really sorry I...
- 13) Unfortunately, we will have to postpone...
- 14) We had a little bit of luck...
- 15) Our computers are used for a variety...
- 16) I use my pencil sharpener for...

Formal letter	Informal letter
.....

2. Speaking

Do ex. 1, p. 66.

.....

3. Reading and writing

Do ex. 2, p. 66.

.....

4. Reading

Do ex. 3, p. 67.

.....

5. Writing and speaking

Work in pairs

Finish the sentences and discuss possible variants.

- 1) I would like to thank you for...
- 2) I would like to request that...
- 3) Would it be at all possible for...
- 4) I would be grateful if you could...
- 5) Yours...
- 6) Thank you for your...
- 7) Thanking you in...
- 8) Please find...
- 9) I would like to place an...
- 10) I am sorry to have to inform you that...

.....

.....

.....

.....

.....

6. Reading and writing

Read the text and do the tasks.

.....

The defining feature of distance learning is that you do not need to attend the awarding university institution in person. This style of study is not new. The University of London established its external programme in 1858 to make the degree accessible to students who, for one reason or another, could not come to London to study, and it now offers a range of undergraduate and postgraduate qualifications to almost 24,500 students in over 157 countries around the world. Now, a growing number of other UK institutions are developing distance learning programmes to offer students the chance of studying without leaving home. Distance learning suits people for many different reasons. For Petrakis, “Family and financial circumstances prevent me from studying abroad for extended periods, but I could manage a couple of short visits”. For Teresa, “I now have two small children, it is impossible for me to attend University. I would, therefore, like to study at home”.

Finding the finance to study may be difficult, “Due to financial constraints; I could not further my education in any conventional way, and so I joined the bank, my present employer. My ambition is to improve my career prospects by obtaining a university degree”, said George Morgan.

For some people whose job requires regular travel or irregular working hours, distance learning may be the only way they improve their qualifications and seek promotion. In most cases, students have choice of when to study and how quickly they progress through the programme.

Academic support given to a distance learning student varies from programme to programme and from institution to institution, however, the focus is on self-study. Students may receive basic academic guidance through specially written study guides. Many programmes provide an extensive range of materials including videos, computer disks and audio tapes. Some institutions have introduced programmes of study which can be delivered to a student’s home by internet.

Academic support is not the only support required. Without the support of family, colleagues and friends, studying for a qualification as an external student would be a great deal harder. John Chetcuti says “my wife’s support throughout all these years has been precious. Had it not been for her support when I was down in the dumps I probably would not have persevered to the end”.

True or False

- 1) The Internet is used to mail distance learning materials to students.
- 2) Distant learners need only the academic support.

Write an essay about different forms and tools of learning stating the ones that appeal to you.

Introduction	State the importance of learning in our rapidly changing world Thesis: learning may take different forms using various tools
Body	<p>1) different forms of learning:</p> <ul style="list-style-type: none"> a) Formal referring to learning through a programme of instruction resulting in a qualification or certification. b) Non formal referring to learning through a programme of instruction but doesn’t lead to certification. c) Informal referring to learning resulting from activities in daily work, family or leisure. (give examples of each.) <p>2) tools of learning: give examples (internet, reading, ...)</p>
Conclusion	In a nutshell, learning ...

7. Summary

What main points should you write in your application letter?

8. Homework

Write a letter applying for a job, telling the manager why you would like the position and why you would be good at the job.

LESSON 22
WRITING CV

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

Fill in the chart with the following expressions:

- 1) Yours sincerely (BE) Dear Sir / Madam (BE) (AE) All the best (AE)
Yours truly (AE)
- 2) Dear Sir (BE) (AE) Truly yours (AE) To whom it may concern (AE) Love (BE) Dear Madam (BE) (AE) Yours truly (AE) Very truly yours (AE)
Yours (BE)
- 3) Dear Mr / Mrs / Ms Fisher (BE) (AE) Truly yours (AE) Yours faithfully (BE)
- 4) Yours truly (AE) Kindest / Best regards (AE) Sincerely (yours) (AE)
Truly yours (AE)
- 5) Yours faithfully (BE) Dear Ann / John (BE) (AE) (With) Best wishes (BE) (AE) Dear Sir or Madam (BE) (AE) Yours faithfully (BE)

You write to	How to begin the letter	How to end the letter
an unknown firm / person (BE) (AE)		
a woman whose name you don't know		
a man whose name you don't know		
a person whose name you know		
a person you know personally		

Key:

You write to	How to begin the letter	How to end the letter
an unknown firm / person (BE) (AE)	Dear Sir / Madam (BE) (AE) Dear Sir or Madam (BE) (AE) To whom it may concern (AE)	Yours faithfully (BE) Yours truly (AE) Truly yours (AE)
a woman whose name you don't know	Dear Madam (BE) (AE)	Yours faithfully (BE) Yours truly (AE) Truly yours (AE)
a man whose name you don't know	Dear Sir (BE) (AE)	Yours faithfully (BE) Yours truly (AE) Truly yours (AE)
a person whose name you know	Dear Mr / Mrs / Ms Fisher (BE) (AE)	Yours sincerely (BE) Very truly yours (AE) Sincerely (yours) (AE)
a person you know personally	Dear Ann / John (BE) (AE)	(With) Best wishes (BE) (AE) Yours (BE) Love (BE) All the best (AE) Kindest / Best regards (AE)

2. Reading and speaking

Do ex. 4, p. 69.

3. Reading and writing

Work in pairs

Complete the CV with the suitable expressions:

a — multithreaded programming, b — duties, c — experience, d — name, e — education, f — skills, g — address, h — final software building for testing / customer, i — phones, j — driving license, k — Kharkiv lyceum #174 “Professional”, l — Adobe Photoshop, The GIMP, m — professional knowledge, n — May 2007 – August 2009, o — middle Delphi-developer.

(1) ...	(2) ...
(3) ...	
(4) ...	<p>General knowledge of software development</p> <ul style="list-style-type: none"> • Object-oriented programming • .NET Framework, Java 2 SE, Android SDK, WinAPI • Database design and development • Client-server applications • (5) ... • Design patterns • Team management <p>Programming languages, tools and technologies</p> <ul style="list-style-type: none"> • C#, Java 2 (Eclipse), Delphi • WinForms, Mono, Android SDK, Swing, AWT, VCL • Internet Explorer, Firefox, Opera, Google Chrome • Jira, Rally, Mantis, TrackStudio • (6) ... • Wise InstallMaster, Inno Setup
(7) ...	<p>(8) ...</p> <p><i>“Altron”. Kharkiv, Ukraine.</i></p> <p>Position: (9) ...</p> <p>Duties:</p> <ul style="list-style-type: none"> • Development and support of existing software (code analysis, bugfixing, revision of software parts); • (10) ... • GUI development for COM-server controlling; • SDK development for server side application; • Install system development for final deployment. <p><i>April 2010 – present</i></p> <p><i>MetraTech Corp. Kharkiv, Ukraine.</i></p> <p>Position: Advanced .NET-developer (Scrum master).</p> <p>(11) ...</p> <ul style="list-style-type: none"> • Interface designing and development for WCF-service; • Scrum team management; • Unit tests development (TDD)
(12) ...	<p>Kharkiv National University of Radio Electronics</p> <ul style="list-style-type: none"> • Computer science faculty; • September 2004 - July 2009; • Specialty — computer systems analytic. <p>(13) ...</p> <ul style="list-style-type: none"> • Computer department; • September 2002 – July 2004. <p>(14) ... Languages: Russian, Ukrainian, English (upper-intermediate); (15) ...</p>

Key: 1 g, 2 i, 3 d m, 5 a, 6 l, 7 c, 8 n, 9 o, 10 h, 11 b, 12 e, 13 k, 14 f, 15 j.

4. Reading and speaking

Do ex. 5, p. 69.

5. Summary

Do ex. 6, p. 70.

6. Homework

Ex. 7, p. 70.

UNIT 3. FAMILY RELATIONSHIP

LESSON 23

PARENTING

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.

Клас

Дата

Procedure

1. Warm-up

- 1) What are some of the greatest challenges that face parents when raising children in today's world?
- 2) What are some specific challenges or issues dealing with child rearing that are unique to your culture or part of the world (e.g., education, freedom, religion, dress, discipline, etc.)?

2. Speaking

Do ex. 1 (questions 1–10), p. 74.

3. Listening

Listen to the conversation and answer the questions.

Dad. Hey. Uh, what are you doing home this weekend? I thought classes didn't end until next week.

Daughter. Hi Dad. I love you.

Dad. Ah, the three magic words. I NEED HELP! I've heard those before.

Daughter. Uh, Well, we'd better sit down.

Dad. Uh, this doesn't sound good.

Daughter. Well, first of all... hey, is that painting on the wall new?

Dad. No, no, no, no, no. Let's get back to the conversation now.

Daughter. Okay, first of all, I am failing all of my classes, I lost my job, I wrecked my car, I mean, your car last week. It's at the bottom of the lake... I think, and the laptop I borrowed from you... well, it was in the back-seat of the car. That's all of the good news.

Dad. Uh, wait...

Daughter. Dad. You're not saying anything...

Dad. Okay. Now, what's the bad news?

Daughter. Well, I just found out that my old boyfriend was a member of a gang; he says that he and 20 of his friends are gonna come over here to talk to you about what you posted on their Facebook page.

Dad. I don't even know how to use Facebook!

Daughter. Well, you do now. I have to go. I'd rather not be here in about 20 minutes. Love you. Bye.

Dad. Ugh!!

- 1) Where does this conversation take place?

- a) at the girl's dormitory
- b) at their home
- c) in the car

- 2) What might have happened to the family car?

- a) The woman drove it into some deep water.
- b) Some people stole the vehicle by the lake.
- c) The man's daughter hit a tree on a picnic.

- 3) The father's computer is currently

 - in a repair shop after the woman dumped water on it
 - being stored safely in the vehicle by the lake
 - in serious trouble unless it is in a waterproof container

4) The man's daughter might have been dating a man who was

 - majoring in criminal justice at the university
 - or will be involved in some illegal activity
 - working as an officer in a police gang unit

5) From the conversation, the father's best course of action in the next 20 minutes is to

 - sit on his front porch and watch the sunset
 - plant some new sunflowers in his yard
 - jump in his car and leave home or call the police

Key: 1 b, 2 a, 3 c, 4 b, 5 c.

4. Reading

Do ex. 2, p. 75.

5. Speaking

Do ex. 4, p. 77.

6. Writing

Vocabulary practice

Fill in the gaps with the words from the “Word File” (p. 76)

- 1) The teacher expected her students to ... her.
 - 2) She became a difficult young
 - 3) A few problems ... to be discussed.
 - 4) It was ... that he'd find out her secret sooner or later.
 - 5) It's your idea — don't ... me if it doesn't work.
 - 6) She has no right to ... in her son's marriage.
 - 7) She bitterly ... his mother's influence over him.
 - 8) People are free to accept or ... Stone's interpretation of the facts.
 - 9) Samuel trained every day ... improve his performance.
 - 10) His daughter was headstrong and

Key: 1 obey, 2 adolescent, 3 remain, 4 inevitable, 5 blame, 6 interfere,
7 resented, 8 reject, 9 in order to, 10 rebellious.

7. Summary

Do ex. 1 (questions 11–16), p. 74.

8. Homework

Ex. 5, p. 77.

LESSON 24
PARENTS AND ADOLESCENTS

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

Клас
Дата

Procedure

1. Warm-up

Match.

1) My grandmother's husband is	a) my sister too
2) My mother's grandmother is	b) my uncle
3) My brother's sister is	c) my great grandmother
4) My daughter's son is	d) my cousin
5) My aunt and uncle's daughter is	e) my niece
6) My cousins' father is	f) my mother-in-law
7) My wife's mother is	g) my grandfather
8) My daughter's brother is	h) my grandson
9) My brother's daughter is	i) me, of course
10) My parents' only child is	j) my son

2. Speaking

Do ex. 1 (questions 17–21), p. 74.

3. Writing and speaking

Work in pairs

Do ex. 6, p. 78.

4. Vocabulary practice

Do ex. 1, p. 79.

5. Listening and speaking

Pre-listening. Work in pairs

Match the words and their definitions. Then listen to the text and check.

1) divorce	a) bringing up and educating
2) a huge rise	b) here, to provide with a home and the necessities of life
3) to support	c) is the person who earns the most money in their family
4) here, to provide with a home and the necessities of life	d) is the person who is paid to look after young children while their parents are at work
5) raising	e) places equipped for looking after very young children
6) breadwinner	f) when a marriage ends and the former husband and wife separate from one another
7) nurseries	g) socialising, living together with, joining
8) childminder	h) managing, doing what is necessary to achieve the result you want

9) dealing with	i) a very big increase / growth (opposite to fall / decrease / decline)
10) mixing with	j) special institutions whose job is to look after children while parents are working

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

Listen to the piece of information from the Internet and say if the same situation in Ukraine appears. Do Ukrainian families face similar problems? Discuss it with your partner.

MODERN BRITISH FAMILIES

Father leaves for work in the morning after breakfast. The two children take the bus to school, and mother stays at home cooking and cleaning until father and the kids return home in the evening. This is the traditional picture of a happy family living in Britain. But is it true today? The answer is — no! The past 20 years have seen enormous changes in the lives and structures of families in Britain, and the traditional model is no longer true in many cases.

The biggest change has been caused by divorce. As many as 2 out of 3 marriages now end in divorce, leading to a situation where many children live with one parent and only see the other at weekends or holidays.

There has also been a huge rise in the number of mothers who work. The large rise in divorces has meant many women need to work to support themselves and their children. Even when there is no divorce, many families need both parents to work in order to survive. This has caused an increase in childcare facilities, though they are very expensive and can be difficult to find in many areas. In addition, women are no longer happy to stay at home raising children, and many have careers earning as much as or even more than men, the traditional breadwinners.

There has also been a sharp increase in the number of single mothers, particularly among teenagers. Many of their children grow up never knowing their fathers, and some people feel the lack of a male role model has a damaging effect on their lives.

However, these changes have not had a totally negative effect. For women, it is now much easier to have a career and good salary. Although it is difficult to be a working mother, it has become normal and it's no longer seen as a bad thing for the children. As for children themselves, some argue that modern children grow up to be more independent and mature than in the past. From an early age they have to go to childminders or nurseries, and so they are used to dealing with strangers and mixing with other children.

So while the traditional model of a family may no longer be true in modern Britain, the modern family continues to raise happy, successful children.

6. Reading

Do ex. 2, p. 79.

7. Summary

There is much talk recently of increased social problems due to family breakdown. Is this true in your country?

Is divorce permitted in your culture? Is it common in your country?

8. Homework

Think your ideas out and write them down answering the question “Do you get on well with all of your family members?”

LESSON 25

CONFLICTS IN FAMILIES

Цілі: формувати навички вживання 3rd Conditionals і навички вимови; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up

- 1) Are there any kind of conflicts in the family?
- 2) What kind of conflicts occur in a family?
- 3) Is there any conflict in your family?
- 4) Did you experience any kind of conflict in your family?

2. Reading and speaking

Cut out and shuffle the questions and answers in the 2nd Conditional. Students in pairs have to match them.

What would you do if I left the room now?	I would call you back
What do you do when you don't have enough money for your bills?	I borrow money from another account
What would you do if your favourite singer walked in right now?	I would stand and look in amazement
What do you do when someone cuts themselves?	I clean it up and cover it with a plaster
What would you do if someone in this room kissed you?	I am sure would go very red (blush)
What do you do when you spill coffee on your T-shirt?	I would wash it out
What would you do if you won a lot of money?	I would have a party
What do you do when it's your birthday?	I have a party
What would you do if there were a good film on TV?	I would either watch it or record it
What do you do when there is an interesting documentary on television?	If possible, I watch it; otherwise, I have to record it

3. Reading and writing

Read the article and make up sentences using the 2nd Conditional.

Example: If my son / daughter was scared I would ask him / her about the reason.

I would teach them how to stand up for themselves.

BULLYING

Bullying is when a person deliberately and repeatedly hurts someone else. The hurt can be physical or emotional. Bullying includes hitting, pushing, name calling, leaving people out and teasing. If anyone feels scared or hurt when they are with someone, they may be being bullied. Bullying is a form of aggression that can escalate into violence. Children who are being bullied need adults to intervene and provide support.

If parents don't know whether or not their child is being bullied, the following are warning signs that might indicate that their child is being bullied.

The child:

- gets hurt or bruised;
- is scared or has nightmares;
- loses or has damaged possessions;
- puts him / herself down;
- doesn't want to go to school;
- has no friends or party invitations;
- often feels sick; or
- acts aggressively.

Parents can help their children deal with bullying by:

- Asking their child what is wrong;
- Reminding children that they have a right to feel safe;
- Letting their children know what bullying is and how to spot it;
- Teaching them that telling about bullying is okay;
- Teaching children how to stand up for themselves (for example teaching them to look the person in the eye and say 'stop bullying me');
- Teaching children not to laugh at anyone being bullied, not to join in bullying, not to give a person who is bullying lots of attention and not to leave people out of games;
- Telling the school and demanding action;
- Seeking help for their child to improve his / her social skills. A child who has been bullied can be at greater risk than others of being bullied again (even when the first bully has been dealt with). Children who have been bullied can benefit greatly from additional help, including debriefing about the bullying, and, in particular, making sure they have the social skills necessary to function effectively at school.

Parents can take steps to deal with children who are bullying others:

- Increase supervision when the child is with other children;
- Explain what bullying is and why it is not acceptable;
- Talk with the child about the impact of bullying on others. Try to get them to understand what it is like for the person being bullied;
- Ask how they would feel if they were being bullied;
- Talk about what they think might help them to stop bullying;
- Show them how to join in with other children in a friendly way (For example: first observe a game and the other children, look for a natural break in the game for joining in, choose a person with a friendly face and ask them if you can join);
- Make clear rules and consequences, and be consistent in addressing inappropriate behaviour;
- Praise children when they play cooperatively with others;
- Consider enrolling the child in a group program that helps children learn to manage their behaviour.

4. Grammar practice

Do ex. 1, p. 80.

5. Reading

Do ex. 2, p. 81.

6. Summary

- 1) How can conflicts in the family be solved?
- 2) What strategies do you know to solve conflicts in the family?

7. Homework

Write about the ways how you solve problems in your family.

LESSON 26

I'D HAVE HELPED YOU IF YOU'D ASKED

Цілі: вдосконалювати навички вживання 3rd Conditionals і навички вимови; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up

If you were in a bar and a person offered you \$50 to kiss a complete stranger on the cheek without saying anything first, would you do it? Why or why not?

What would you have done if you hadn't gone to school?

2. Listening

Write on the board three possible options to the following statements. Read the sentences and ask students find the correct conditions.

- a) Type I (probable condition)
- b) Type II (improbable condition)
- c) Type III (impossible condition)

- 1) If it rains, I'll wear a raincoat.
- 2) If we had taken enough water, we wouldn't have been thirsty.
- 3) If the children were older, they would go to the party.
- 4) Harry could fly to Helsinki if he had more money.
- 5) If Mark does the washing up, his mother will have more time for him.
- 6) What would you do if you saw a burglar?
- 7) We might have had a glass of hot chocolate if you had bought some milk.
- 8) If I were you I should keep the secret.
- 9) Ron would understand more if the teacher spoke clearly.
- 10) If Doris had got up earlier, she wouldn't have been late for school.

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

3. Writing

Do ex. 3, p. 81.

4. Reading

Do ex. 4, p. 81.

5. Listening

Listen to the song by Taylor Swift and fill in the gaps.

SHOULD'VE SAID NO

It's strange to think the songs we (1) ... sing
 The smiles, the flowers, everything
 Is (2) ...
 Yesterday I (3) ... about you
 Even now just looking at you
 Feels wrong
 You say
 That you'd take it all back,
 (4) ... one chance
 It was a moment of weakness
 And you (5) ... yes

Chorus:

You should've (6) ... no,
You should've (7) ... home
You should've (8) ... twice 'fore you let it all go
You should've (9) ... the word of what you did with her'd
Get back to me (get back to me)
And I should've (10) ... there,
In the back of your mind
I shouldn't (11) ... asking myself why
You shouldn't (12) ... begging for forgiveness at my feet
You should've (13) ... no,
Baby and you might still have me

You can see that I've (14) ... crying
And baby you know all the right things
To say
But do you honestly expect me to believe
We could ever be the same
You say that the past is the past,
You need one chance
It was a moment of weakness
And you said yes

Chorus.

I can't resist
Before you go, tell me this
Was it worth it?
Was she worth this?
Noooooooo, nooo
No, no, noooooo, noooo...

Chorus.

Key: 1 used to, 2 gone, 3 found out, 4 given, 5 said, 6 said, 7 gone
8 thought, 9 known, 10 been, 11 be, 12 be, 13 said, 14 been.

6. Writing
Do ex. 5, p. 82.
 7. Reading
Do ex. 7, p. 82.
 8. Summary
What would your life be like if you had been born the opposite sex?
 9. Homework
Ex. 6, p. 82.

LESSON 27

SUCCESSFUL FAMILY

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

Клас
Дата

Procedure

1. Warm-up
Do ex. 1, p. 83.
2. Speaking
Do ex. 2, p. 83.
3. Reading

Read the sentences and guess the meaning of the words in italic.

I felt really embarrassed when I couldn't remember her name *off the top of my head*.

If you want to *get ahead* in life, you have to set clear goals.

Many young married couples don't *realize* how challenging raising children can be until they have children of their own.

I can't *recall* a time when my parents argued in front of me and my brothers.

When people *focus* too much *on* their careers, they sometimes neglect their family's needs.

Watching too much TV can be a big *distraction* from building a good relationship with children.

My dad never thought I would *make something of myself* because I didn't graduate from a prestigious university, but I proved him wrong.

Key:

- make something of oneself (idiom): become successful in a career
- off the top of your head (idiom): think of something immediately without preparation
- get ahead (phrasal verb): become successful in the business world
- realize (verb): understand the importance of something
- recall (verb): remember something from the past
- focus on (verb): pay careful and direct attention to a particular person or thing
- distraction (noun): something that takes your attention away from another activity

4. Listening and speaking

Pre-listening

What things can parents do to strengthen the relationship with their children? Discuss your ideas. Then, talk about things parents do or say that damage or hurt the parent-child relationship.

Listen to the interview and answer the questions.

A HIKING FAMILY

My name's Kevin Finer, and I'm originally from the state of Indiana in the United States. When I was 19 years old, I moved to Venezuela in South America, and later returned to the United States, where I attended Brigham Young University in the 1980s. I majored in Spanish education and TESOL, or teaching English as a second language. After graduating from college, my wife and I moved to Japan where we lived for eight years. Now, I work back in the States in Utah.

However, my greatest interests are my family. Years ago, I wanted to make something of myself in my profession... you know... get ahead in life.

However, I realized that the most important things in life lived within the walls of my own home, and today, I try to put them first. My kids wouldn't remember me for the work I did outside of the home; they would only recall the moments we spent together.

Therefore, I enjoy spending time with my family. I have four children, and we go hiking and camping together, usually in Utah. On our hikes, we often talk about life, and I tell stories or share personal experiences. When I do this, I can focus on the kids without the distractions of video games or the Internet. Telling stories sounds easy, but when you have to think of a new story on a hot, 12-kilometer hike through the desert, you have come up with ideas off the top of your head.

Now, this doesn't mean we don't have problems; all families face challenges in their lives, and our family is no exception. However, we try to talk openly about our problems, and we try to solve our problems together. Building a strong family takes time, but it is worth the effort.

- 1) Where did Kevin probably grow up?
 - a) in Indiana
 - b) in Venezuela
 - c) in Utah
 - 2) What was his undergraduate major?
 - a) English
 - b) Spanish
 - c) Japanese
 - 3) How many children does he have?
 - a) two
 - b) three
 - c) four
 - 4) What does Kevin do on his hikes with his children?
 - a) He points out the wildlife and plants along the way.
 - b) He enjoys telling them stories about his life.
 - c) He teaches them how to survive in emergency situations.
 - 5) What point does Kevin make about raising children?
 - a) Enroll kids into schools early to help them learn better.
 - b) Be consistent in the way you administer discipline in the home.
 - c) Talk with your kids about problems so they learn how to solve them.

Key: 1 a, 2 b, 3 c, 4 b, 5 c.

5. Vocabulary practice

Match.

1)	Unfortunately, I can't remember all of my grandchildren's names...	a) make something
2)	His uncle tried to ... of himself by going back to school and getting a university degree	b) realize
3)	I often ... many fond memories of celebrating Christmas together as a family	c) focusing
4)	Instead of ... our energies on our careers, we should dedicate our lives to our families	d) off the top of my head
5)	We often don't ... how important it is to spend time with children until it is too late	e) recall

Key: 1 d, 2 a, 3 e, 4 c, 5 b.

6. Speaking

Do ex. 6, p. 84.

7. Summary

Do ex. 7, p. 85.

8. Homework

Write a short essay about a successful family. What kind should it be in your opinion?

LESSON 28

FRIENDS HELP YOU LIVE LONGER

Цілі: вдосконалювати навички аудіювання, усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати поважне ставлення до людей похилого віку й сімейних цінностей.

Клас
Дата

Procedure

1. Warm-up

Do ex. 1, p. 86.

2. Reading and speaking

Do ex. 2, p. 86.

3. Speaking

Which of these things would you like to do with your friends when you reach your seventies? Talk about how different these things might be at 70.

Hiking, bungee jumping, study English, travel around the world, ballroom dancing, go on dates, talk about the old days.

You may add your own variants.

3. Writing and speaking

Work in pairs

Talk about whether you prefer to do / spend the following activities / occasions with family or friends. Do you think this will change when you are in your seventies?

Activity	Family or friends (now)	Family or friends (in my 70s)
Shopping		
Birthdays		
Go to the movies		
Overseas vacations		
Go to restaurants		
Chat on the phone		
Visit a doctor for a health check		
Christmas, Easter or similar religious event		
E-mail		
Other ...		
Other ...		

Change partners and explain what you discussed with your previous partner.

Talk about whether you will still be doing/celebrating the activities / occasions when you're in your seventies and what difference being older will make.

3. Listening

Listen to a journal article and say if the following statements are true or false.

- a) Friends are more important than family for a longer life.
- b) A study was carried out on 1,500 British 70-year-olds.
- c) Good friends can help you live 22 years longer.
- d) Social activity has positive effects on the body.
- e) A group of 70-year-olds was studied for a period of 10 years.
- f) The group was monitored every year over the 10-year test period.
- g) The death of a spouse greatly affected the test data.
- h) The message is to keep in touch with friends for a longer life.

Key: a T, b F, c F, d T, e T, f F, g F, h T.

FRIENDS HELP YOU LIVE LONGER

A new health report says that having good friends in your old age helps you live longer. The report also says that having close friends may be more important than having close family ties. Researchers interviewed 1,500 Australians over the age of 70 about their social and family ties. The results suggest that people with close friendships were 22 per cent more likely to live longer. The researchers said this is because of the positive effects on the body of social activity and recreation.

The researchers analyzed data from an Australian study, which began in 1992. The 10-year-long study measured how behavioral, economic, environmental and social factors affected the health of 70-year-olds. The senior citizens were monitored annually for four years and then at three-yearly intervals. The team found that those with the strongest network of friends were less likely to die by the end of the ten-year period. This was true even when the senior citizen lost a spouse. The message is to keep in touch if you want to live longer.

4. Vocabulary practice

Match the following phrases from the article (sometimes more than one combination is possible):

a) in your	1) likely to live longer
b) close	2) annually
c) 22 per cent more	3) old age
d) the positive effects	4) and recreation
e) social activity	5) friends
f) researchers	6) intervals
g) environmental	7) in touch
h) senior citizens were monitored	8) on the body
i) three-yearly	9) analyzed data
j) keep	10) and social factors

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

5. Writing and speaking

Work in groups.

Discuss the following statements in your groups.

- 1) I'll have more friends when I'm 70 than I have now.
- 2) I'll see my friends every day when I'm in my seventies.
- 3) When I'm old, my friends will be more important to me than they are now.
- 4) I'll argue a lot less with my friends when we're old.
- 5) I'll still be making new friends even in my seventies.
- 6) All of the friends I have now will still be friends when I'm 70.
- 7) I'm looking forward to being 70 and talking to my friends.
- 8) Write down questions about friendship and old age.
- 9) Ask other classmates your questions and note down their answers.
- 10) Go back to your original partner / group and compare your findings.
- 11) Make mini-presentations to other groups on your findings.

6. Summary

Would you rather be surrounded by family than friends when you are old?

7. Homework

Write an essay on what you think your life will be like when you are in your seventies. Explain the main changes you think will happen. Tell these to your classmates in your next lesson. Did everyone write about similar changes?

LESSON 29

WHAT WOULD YOU DO?

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

Клас
Дата

Procedure

1. Warm-up

Talk with your partner about these situations. Which have you experienced? Which would make your parents really angry?

- a party while parents are away
- crashing the family car
- losing the family's photo albums
- being expelled from school being caught stealing by the police
- taking drugs and underage drinking
- teen pregnancy
- other

2. Reading and speaking

Do ex. 3, p. 86.

What was the biggest thing you did to make your parents furious?

What did they say to you?

3. Speaking

Discuss in groups if adults should try to teach young people lessons, such as the dangers of drinking too much, taking drugs or catch the AIDS virus, or they should leave them alone to find out about these things themselves.

What are the advantages and disadvantages of both approaches?

Use the following expressions:

- To begin with,
- We need to discuss...
- Let's start by (V ing)
- We'll start by (V ing)
- The problem here is...
- One advantage of / Another advantage of / The main advantage of / The greatest advantage of
- The first advantage of teaching... is...
- One disadvantage of / Another disadvantage of / The main disadvantage of / The greatest disadvantage of / The first disadvantage of leaving them alone... is...

GROUP 1	
To teach young people lessons	
advantages	disadvantages

GROUP 2	
To leave young people alone	
advantages	disadvantages

4. Reading and speaking

Read the article and say what you would do in that situation.

- 1) What do you think of Corey's actions?
- 2) What questions would you like to ask Corey and his parents?

‘BEST PARTY EVER’ COSTS PARENTS \$20,000

The parents of an Australian teenager may have a \$20,000 bill to pay for damages caused at a party held by their son. Corey Delaney, 16, decided

to throw a party in his house on Saturday night while his parents were on vacation. He posted an open invitation on the MySpace website, which resulted in 500 teenagers showing up at his Melbourne home. The youths got drunk and started damaging neighbouring properties. After complaints from neighbours, 30 police officers, police dogs and a backup helicopter went to break up the party. The young partygoers threw rocks and stones at the police and their cars. The state police commissioner Christine Nixon told a news conference that Corey “needs to learn a lesson, and one way or another we’ll be making sure that happens”.

Corey seemed proud of his party when reporters interviewed him. Australia's Nine Network TV news asked him what advice he had for other teenagers planning a party. His reply was: "Get me to do it for you!" He added that he had organized the "best party ever". Corey explained how the party grew to be so big: "It was just an open house party and a lot of people came and it overflowed onto the street... The cops came and told all the people to quiet down... There were people bottling cars and the whole streets were flooded with people", he said. His parents were furious at their son's actions: "We're absolutely disgusted that he could do this, not only to us but to our neighbourhood", his mother said. Corey was apologetic towards his neighbours, saying: "It was really unfair what happened to them".

5. Speaking

Do ex. 4, p. 87.

6. Reading

Do ex. 5 (a), p. 88.

7. Vocabulary practice

Fill in the gaps with the words from the Word File (p. 86).

- 1) I'd like to be able to ... that feeling that something is going to be wrong.
 - 2) I hope my snoring won't ... you too much.
 - 3) Over half of the people in my ... have parents who are divorced.
 - 4) Children quickly learn how to ... punishment.
 - 5) She was always looking for ways to ... her students.
 - 6) He drives like a
 - 7) I didn't ... my classmate in that uniform.
 - 8) We meet once a month to discuss ... problems.
 - 9) Can you prove your ... ?

8. Summary

Do ex. 5 (b), p. 88.

9. Homework

Ex. 6, p. 88.

LESSON 30
REASONS OF CONFLICTS

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) Do you get on well with all of your family members?
 - 2) How often do you have big family get-togethers?

2. Reading

Do ex. 1, p. 89.

Key: 1 violence, 2 reasons, 3 get angry, 4 adults, 5 argument, 6 in love, 7 decide, 8 get along with, 9 intolerance, 10 conflicts.

3. Listening and speaking

Listen to the song and answer the following questions.

“FAMILY PORTRAIT”
(BY PINK)

Uh, uh, some deep shit, uh, uh
Momma please stop crying, I can’t stand the sound
Your pain is painful and it’s tearin’ me down
I hear glasses breaking as I sit up in my bed
I told dad you didn’t mean those nasty things you said

You fight about money, bout me and my brother
And this I come home to, this is my shelter
It ain’t easy growing up in World War III
Never knowing what love could be, you’ll see
I don’t want love to destroy me like it has done my family

Can we work it out? Can we be a family?
I promise I’ll be better, Mommy I’ll do anything
Can we work it out? Can we be a family?
I promise I’ll be better, Daddy please don’t leave

Daddy please stop yelling, I can’t stand the sound
Make mama stop crying, cuz I need you around
My mama she loves you, no matter what she says, it’s true
I know that she hurts you, but remember I love you, too

I ran away today, ran from the noise, ran away
Don’t wanna go back to that place, but don’t have no choice, no way
It ain’t easy growing up in World War III
Never knowing what love could be, well I’ve seen
I don’t want love to destroy me like it did my family

Can we work it out? Can we be a family?
I promise I’ll be better, Mommy I’ll do anything
Can we work it out? Can we be a family?
I promise I’ll be better, Daddy please don’t leave

In our family portrait, we look pretty happy
Let’s play pretend, let’s act like it comes naturally
I don’t wanna have to split the holidays
I don’t want two addresses
I don’t want a step-brother anyways
And I don’t want my mom to have to change her last name

In our family portrait we look pretty happy
We look pretty normal, let's go back to that
In our family portrait we look pretty happy
Let's play pretend, act like it goes naturally

In our family portrait we look pretty happy
(Can we work it out? Can we be a family?)
We look pretty normal, let's go back to that
(I promise I'll be better, Mommy I'll do anything)

Daddy don't leave (x3) Turn around please
Remember that the night you left you took my shining star?
Daddy don't leave (x3) Don't leave us here alone

Mom will be nicer
I'll be so much better, I'll tell my brother
Oh, I won't spill the milk at dinner
I'll be so much better, I'll do everything right
I'll be your little girl forever. I'll go to sleep at night

- 1) Who does the singer blame for the problems between her mother and father?
- 2) What solutions does she offer?
- 3) What particularly upsets her?
- 4) What long-term effects does she anticipate?
- 5) What does the singer think will improve the marriage?
- 6) How does she try to intervene?
- 7) How does she feel?
- 8) What is the current situation within the marriage?
(See the answers in Lesson 33)

4. Speaking

Work in groups

Discuss the following questions:

- 1) Is the marriage on the rocks?
- 2) Can it be saved?
- 3) If it cannot be saved, what is the next stage?

5. Summary

- 1) How should people behave to avoid conflicts?
- 2) Should parents stay together for the sake of the children?

6. Homework

Write your recipe for a perfect marriage.

LESSON 31
FAMILY VALUES

Цілі: вдосконалювати навички вживання 3rd Conditionals і навички вимови; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати поважне ставлення до сімейних цінностей.

Клас
Дата

Procedure

1. Warm-up

- 1) How would your life have been different if you had been born a boy / girl?
- 2) How would your life have been different if your family had won the lottery?
- 3) How would your life have been different if you had ten brothers and sisters?
- 4) How would your life have been different if you had never decided to learn English?
- 5) How would your life have been different if you had quit school at ten?
- 6) How would your life have been different if you had never met your best friend?
- 7) How would your life have been different if you had become famous as a child?
- 8) How would your life have been different if you had been born in England?
- 9) How would your life have been different if you had gotten married at sixteen?

2. Writing

Do ex. 2, p. 90.

3. Speaking

Ideas for speaking

FAMILY VALUES

- 1) What values will you pass on to your children?
- 2) Do you think society is losing its values?
- 3) How have values changed in society?
- 4) What is a value other people think is very important which you don't think is important?
- 5) What values did your parents pass on to you?
- 6) Are there any values that your parents tried to make you follow but you weren't good at doing?
- 7) How do society's values hold it together?
- 8) Some people say that poorer societies have stronger values than richer countries. Do you agree?
- 9) What traditional values are not important or not necessary now?
- 10) How do you feel when you see someone not following the values you were brought up with?
- 11) How do members of a family support each other?
- 12) Who do you think has the most power in the family? Why?
- 13) Do you agree with the saying "Children should be seen and not heard"? Why do you agree or disagree?
- 14) Are good family members or good friends more important? Why?
- 15) What problems do parents have to solve as their children grow up?

- 16) How close are you to your extended family? (cousins, aunts, great uncles etc.)
 - 17) What is the perfect number of children a family should have?
 - 18) What do you think of people who marry and decide not to have children?
 - 19) How do you think western families and eastern families differ?
 - 20) What do you think is the most important thing to make a happy family?
 - 21) Is it better for mothers to stay at home with kids or go to work to earn more money for the family?
 - 22) Many families send their children to private institutes or daycares for most of the day. Is this good or bad?
 - 23) How do you define the word “home”? Is it where you live? Where your family lives or where you grew up?
 - 24) When married people talk about having children they talk about “starting a family”. Can two married people be a family if they don’t have kids?
 - 25) How do you think family life is changing in your country? (Example: wife working, husband cleaning, kids at institutes) Is this change good or bad?
 - 26) What do you think of gay marriage?
 - 27) Is spanking or hitting a good way to discipline children? Why or why not?
 - 28) What age is too young to get married?
 - 29) Why do people get married?
 - 30) If you were offered an excellent job abroad could you leave your family and country for 5 years?

4. Writing

Do ex. 3, p. 90.

5. Reading and speaking

Do ex. 4, p. 91.

6. Summary

Do ex. 5, p. 91.

7. Homework

Do ex. 6, p. 91.

LESSON 32
WRITING FORMAL LETTERS

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

What is the difference between families in the past and modern families. (Homework ex. 6, p. 91.)

2. Reading

Do ex. 7, p. 92.
Do ex. 1, p. 95.

3. Reading and speaking

Do ex. 2, p. 96.

4. Speaking

Do ex. 3, 4, p. 97.

5. Writing

Do ex. 5, p. 97.

6. Listening and speaking

Listen to the dialogue and discuss the following questions.

Jill and Martha met last week in class. It's their first time hanging out and they're getting to know each other and talking about families.

Jill. So, where does your family come from?

Martha. Well, my dad's side of the family is from Indiana and my mom's side of the family is from California. My parents met at college in Florida though, so that's where I grew up.

Jill. So do you see your *extended family* a lot then?

Martha. Not really. My family is pretty small and I don't have a lot of living *relatives* left anymore. Actually, I just have one aunt in California and my grandpa in Indiana. I see them maybe once a year.

Jill. I guess it is kind of far to travel to those states frequently. Do you have a lot of *siblings*?

Martha. No, actually, I'm an *only-child*.

Jill. Your family is pretty small then. So, it's just you, your mom, and your dad basically?

Martha. Well, my parents are divorced and my dad moved back to Indiana a few years ago. So, it's basically just my mom and me.

Jill. Oh. I'm sorry to hear that.

Martha. That's OK. My parents fought a lot when they were together, so it's better that they are divorced.

Jill. You and your mom must be *close* then.

Martha. We are. I miss her a lot now that I'm at school. I have a picture of us. Want to see?

Jill. Sure.

Martha. That's my mom and me on vacation last year.

Jill. You really take after your mom! You look like sisters!

M a r t h a . I know. Everyone says we look alike. What about you? Do you have a big family?

J ill. Yeah. I have a really big family. They all live in Florida, so I have six aunts, five uncles, maybe 20 cousins, and two sets of grandparents nearby!

M a r t h a . That sounds like a lot!

J ill. It is. Plus, I have seven siblings. Two sisters and five brothers.

M a r t h a . Your parents had eight children! That's so many!

J ill. I know. Our house is crazy. I'm the oldest and I always had to baby-sit!

M a r t h a . How old are your siblings?

J ill. Let's see... They're 20, 18, 14, 10, 8, 4, and 1 and a half.

M a r t h a . Whoa! That's a pretty big age range.

J ill. I know it's unusual. My parents just love having kids, I guess.

M a r t h a . So, do you see your family often?

J ill. Yeah. They live about 10 minutes from my apartment. I see them almost every weekend. I see my extended family about once a month too.

M a r t h a . That must be so nice to have such a big family close by.

J ill. It is. It can be a little *hectic* sometimes, but it's nice to know that there are so many people who can help you out if you need it.

M a r t h a . That's so different from what I'm used to.

J ill. You should come over for dinner at our house one Sunday. They love to meet my friends.

M a r t h a . Sure. That'd be fun!

J ill. OK. Let me tell my mom and I'll ask her what date will be good and let you know.

M a r t h a . Sounds good.

- 1) Do you come from a large or small family? How many people are in your family?
- 2) Who are your favorite relatives and why?
- 3) What are the advantages and disadvantages of being an only child?

7. Summary

Do ex. 9, p. 93.

8. Homework

Ex. 6, p. 97.

UNIT 4. EATING OUT

LESSON 33

UKRAINIAN CUISINE

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.

Клас
Дата

Procedure

1. Warm-up

Do the food quiz

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

2. Speaking

Do ex. 1, p. 102.

3. Reading

Do ex. 2, p. 102–103.

Key: 1 F, 2 C, 3 A, 4 E, 5 B.

Do ex. 3, p. 105.

4. Vocabulary practice

Fill in the gaps with the words from Word File (p. 104)

- 1) White bread is generally ... in nutritional value.
 - 2) You should add garlic and onion to the ... meat.
 - 3) The food was ... and delicious.
 - 4) This wine possesses a unique

-
- 5) The salad ... with radishes, tomatoes and lettuce looked very colourful.
 - 6) We were presented with the ... bottle of champagne.
 - 7) The ... was cozy but unheated.
 - 8) The dish was making more ... than expected.
 - 9) This French wine has a ... aroma and colour.
 - 10) It's a relatively ... restaurant.

Key: 1 inferior, 2 minced, 3 abundant, 4 quality, 5 garnished, 6 customary, 7 Interior, 8 rapidly, 9 distinctive, 10 inexpensive.

.....

8. Reading and speaking

Do ex. 5, p. 106.

.....

9. Summary

Do ex. 6, p. 106.

.....

10. Homework

.....

Make up your own menu.

.....

Answers to Ex. 3 (Lesson 30)

- 1) she thinks her own behaviour is responsible
she also blames her mother for saying nasty things
- 2) she promises to behave better, she promises not to spill milk at the table
she offers to do anything to save the marriage
- 3) Her mother's crying
Her mother's distress
Her father's threats to leave
The thought of her mother having a new surname
The thought of living between two addresses
The thought of dividing her school holiday time between the two parents
The possibility of a step-brother
- 4) She will sleep properly at night if the marriage is saved.
The current unpleasantness will have a detrimental influence on her future opinion of marriage, She will never trust love
- 5) She wants them to pretend they are happy, rather than split up
- 6) She tells her father that her mother does not mean the nasty things she says
She tells him that her mother really loves him, She tells him that she loves him too
She tells him how she needs him around, She asks him to stop her mother crying
She promises that her mother will be nicer, She promises to do everything right
She promises to be his little girl forever
- 7) She feels it is like growing up in the middle of a battlefield
She feels that she has only seen love as a destructive force
She wants to run away from it all, but can't, just wants a family at any cost
- 8) Father has already left once and the singer has a step-brother somewhere
Mother & Father arguing over money, Mother & Father arguing over the children
Father shouting, Father about to leave, Mother saying nasty things, Mother crying
It is moving beyond the verbal insult stage.
Glasses are being broken at night (possibly throwing them at each other, or at the wall, or down onto the floor)

LESSON 34

FOOD, MEALS, DISHES

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

Клас
Дата

Procedure

1. Warm-up

- 1) What is your favourite food?
- 2) What is your favourite drink?
- 3) What is your favourite dessert?
- 4) What is your favourite type of candy?
- 5) What is the most disgusting food you have ever had to eat?
- 6) Would you ever eat live maggots? What about if I gave you \$1000?
- 7) Which foods are good for you?
- 8) Which foods make you fat?

2. Listening and speaking

Listen to the dialogue and do the task.

HEAVENLY PIES RESTAURANT

Waiter. Hi. Welcome to Heavenly Pies. May I take your order?

Man. Uh... yes. I'd like the chicken fried steak.

Waiter. Okay. Would you like fries, bread, or rice with your meal?

Man. Umm. I'll take the rice?

Waiter. Would you care for anything to drink?

Man. Yeah. I'll take a medium orange juice.

Waiter. I'm sorry. We only have large or small.

Man. Well, in that case, uh, I'll have a small one.

Waiter. Okay. A small juice. And what kind of dressing would you like with your salad. It comes with the fried steak.

Man. What dressings do you have?

Waiter. We have French, Italian, blue cheese, and ranch.

Man. Oh! Ranch, please.

Waiter. Would you like anything else?

Man. Well, I'd like to see your pie menu. That's the main reason why I like to dine here.

Waiter. Oh, I'm so sorry, but we aren't serving pies today.

Man. Huh?

Waiter. Well, it usually is, but, Dave, our baker, slipped in the kitchen two days ago, and hurt his leg. He'll be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.

Man. Wow. I'm sorry to hear that. Well in that case, I'll have an ice cream sundae.

Woman. I'll be back with your order in a few minutes.

- 1) What does the man order?

a) T-bone steak	b) chicken fried steak
c) broiled chicken	
- 2) What does he eat with his meal?

a) fries	b) bread
c) rice	
- 3) What does he have to drink?

a) small juice	b) medium juice
c) large juice	

Work in pairs

Make up your own dialogue using questions and expressions expected to hear between a customer and a server.

- ### 3. Vocabulary practice Do ex. 1, 2, p. 107.

4. Reading and speaking
Do ex. 4, p. 105.

- ## 5. Writing

Make up some sentences using the words from ex. 2, p. 107 and the words below.

- a meal
 - a meal in the morning
 - a meal in the middle of the day
 - a meal in the evening
 - a formal meal
 - a meal outside
 - a meal you buy in a restaurant and eat at home
 - a very large meal
 - a meal in which you choose and serve your own food
 - a small meal
 - part of a meal

- ## 6. Summary

Is there any kind of food that you could eat every day? If yes, please explain.

Is there any kind of food that you cannot eat? If yes, please explain.

Have you ever reluctantly tried something, but then loved it? If yes, what was it? Why didn't you want to try it?

Have you ever wanted to try something, but then hated it? If yes, what was it? Why didn't you like it?

- ## 7. Homework

LESSON 35

LET'S EAT

Цілі: вдосконалювати навички вживання непрямої мови; вдосконалювати навички усного мовлення, 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 like any foreign foods?
- 2) Do you like Chinese food? What? French food? What? Japanese food? What?
- 3) Which fast foods do you like best? hamburgers? pizza? fried chicken?
- 4) Do you often eat out?
- 5) What restaurants do you go to?
- 6) What are your favorite snacks?
- 7) How often do you eat snacks?

2. Reading

Revise the rule and do ex. 1, p. 108.

3. Writing

Do ex. 2, p. 108.

4. Listening

Listen to the dialogue and name the countries mentioned in it and characterize their national cuisines.

A. What do you think of British food?

B. That's a very difficult question to answer, because if you look in two supermarket trolleys, you'll see that what people buy is completely different. Some people will go for fresh vegetables and wholemeal bread, while others prefer tins and packets of highly processed food.

A. Is there such a thing as British food?

B. That's the second problem, because a lot of what we buy comes from other parts of the European Community or further afield. Many trolleys will contain both New Zealand butter and South African fruit.

A. Well, what do people mean when they say they don't like British food?

B. I think it's probably possible to generalize about what is eaten at main mealtimes. Northern Europeans, including the British, tend to eat more potatoes than Asians, who prefer rice.

A. Can you explain why many Asians prefer French or Italian cuisine to British cooking?

B. That's both a question of what different Europeans eat and how it's prepared. For example, pizza has become international. People are accustomed to eating it and Italians prepare it well.

A. Do the British prepare food badly?

B. In fact, we have some of the top chefs in the world, but only people with a lot of money experience British cooking at its best. Students staying in English families often have to put up with convenience foods, quick preparations served up by working couples who have little time for anything other than their jobs.

A. Surely, not all host families offer fast food.

B. No... some are very careful about what they eat. They may buy brown rice, wholemeal bread, muesli and organically grown fruit. They may eat

a mainly vegetarian diet. But this can cause different problems. Japanese students are used to eating white rice, while Southern Europeans are used to eating a lot of meat.

Certain versions of the British diet are probably very healthy, but don't appeal internationally.

People simply aren't used to them.

5. Reading

Do ex. 3, p. 109.

6. Speaking

Work in groups

Example:

Student 1. Do you cook?

Student 2. Yes, I do. (To Student 3) Den wanted to know if I cooked.

Student 3. And I wonder if you are a good cook.

- 1) Do you cook? If yes, are you a good cook?
- 2) Do you have a special dish or something you can cook very well? If yes, what is it?
- 3) Does your country have a special dish? If yes, what is it?
- 4) How often do you go out to restaurants? What kind of restaurants do you usually go to?
- 5) Do you eat healthily? Why / not?
- 6) What is your favorite food? Why do you like it so much?
- 7) What food do you hate? Why do you dislike it so much?
- 8) Which do you prefer, breakfast, lunch, dinner, or dessert? Why?
- 9) Which is the most important meal of the day, breakfast, lunch, dinner, or dessert? Why do you think so?
- 10) How often do you eat dessert? What kind of desserts do you tend to eat?
- 11) How often do you eat snacks? What kind of snacks do you often eat?
- 12) What is the strangest food that you have ever eaten? Why was it so strange? What did it taste like? Please explain.
- 13) What was the best meal you have ever eaten? How about the worst meal you have ever eaten? Please explain.
- 14) Could you eat the same food every day forever and ever? Why / not?

7. Summary

Do ex. 5 (a), p. 110.

8. Homework

Ex. 4, p. 109.

LESSON 36
EATING OUT

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

Клас
Дата

Procedure

1. Warm-up

- 1) Has someone ever bought you a meal at a restaurant? What was the reason?
- 2) What's the most expensive meal you have ever ordered?
- 3) What is one of your favorite things to order at a restaurant?
- 4) What is the worst meal you have eaten in a restaurant?

2. Speaking

Do ex. 1, p. 111.

3. Writing

Do ex. 5(b), p. 110.

4. Listening

Listen to the dialogue and answer the questions.

Waiter. Good afternoon. Table for two?

Dave. Yes, please.

Waiter. Smoking or non-smoking?

Sarah. Non-smoking.

Waiter. Right this way.

They walk to a table. Dave and Sarah sit down and the waiter gives them menus.

Waiter. I'll be back in a few minutes to take your order.

After 7 minutes, the waiter returns.

Waiter. Are you ready to order?

Dave. I think so, but can I ask? What is Beef Stroganoff?

Waiter. It's beef cut into small pieces and served in a sour cream and white wine sauce.

Dave. Ok, that sounds good. I'll have that.

Waiter. Excellent. And that comes with your choice of French fries, fried mushrooms, or rice.

Dave. I'll have rice.

Waiter. Anything to start?

Dave. I'll have the French Onion soup.

Waiter. OK. And what can I get you?

Sarah. Is the Spaghetti and Meatballs very large?

Waiter. Yes, it's a big portion.

Sarah. Oh, I'm not very hungry.

Waiter. Then can I recommend the Chicken with Mushrooms? That comes with noodles, but it's not too big.

Sarah. Ok. I'll take Chicken and Mushrooms. And a salad to start.

Waiter. Very good. And what can I get you to drink?

Dave. A Coke, please.

Sarah. I'll have orange juice.

Waiter. Oh, I'm afraid we're out of orange juice. But we have pear, apple, grape, and kiwi-banana.

Sarah. Kiwi-Banana? That sounds interesting. I'll try that.

Waiter. Excellent. I'll be back with your drinks in a minute.

-
- 1) What does the waiter ask before seating Dave and Sarah?
 - 2) How do Dave and Sarah say what they want to eat?
 - 3) What do Dave and Sarah order for starters? For their main meal? To drink?
 - 4) How does the waiter suggest a meal for Sarah?
 - 5) What problems do the diners have?
 - 6) Is the conversation formal or informal?
-

5. Reading
Ex. 4, p. 113.

6. Speaking

Work in pairs

Make up your own dialogue using the one below.

Ordering lunch and dinner. What else do you recommend?

Waiter. Are you ready to order, sir?

Mr Ryefield. Yes. I'll have the beef stew for starters and my wife would like tomato soup.

Waiter. One beef stew and one tomato soup. What would you like for the main course?

Mr Ryefield. I'll have the Cayenne Pepper Steak and my wife would like the Fried Trout with mashed potatoes.

Waiter. I'm afraid the trout is off.

Mrs Ryefield. Oh dear. Err... What else do you recommend?

Waiter. The sole is very good.

Mrs Ryefield. OK. I'll have that. Do you have any coleslaw?

Waiter. No, I'm sorry, we don't.

Mrs Ryefield. Just give me a small mixed salad then.

Mr Ryefield. Same for me.

Waiter. Certainly. (...) Would you like something to drink?

Mr Ryefield. Yes, please. May I see the wine list?

Waiter. Certainly. Here you are. (...)

Mr Ryefield. A bottle of Chablis '99, please.

Waiter. Excellent choice!

7. Summary

- 1) Do you like to eat out?
- 2) What's your favorite restaurant? Where is it?
- 3) Why do you like that restaurant?
- 4) How often do you go there?
- 5) Who do you usually go with?
- 6) What's your favorite item on the menu?
- 7) What's the atmosphere like?
- 8) What's the service like?
- 9) What recipes can you cook?
- 10) Do you prefer cooking for yourself or going to a restaurant?

8. Homework

Find a piece of information about any restaurant and write a short review about it. Use the prompts in ex. 3, p. 112.

.....

.....

.....

LESSON 37

EATING HABITS: WHAT AND WHERE?

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати правильну поведінку в суспільних місцях.

--	--

Procedure

1. Warm-up

Answer the questions in ex. 1, p. 114.

2. Reading and speaking

Do ex. 2, p. 114.

3. Reading and speaking

Read a review of an American restaurant and do the tasks.

Before reading

In your opinion, what qualities make a restaurant good? Other than serving good food, how important are service and atmosphere?

Practice your vocabulary

The ambience there is great. I always feel really comfortable and at ease.

- a really good emotion; happiness
- a feeling or mood; atmosphere
- the way a place is decorated

I like that room because of the sky lights. They let in a lot of sunlight in the late afternoon.

- a “window” in the roof or ceiling
- a very large window
- a big lamp in the center of a room.

SLANTED DOOR

584 Valencia Street

San Francisco, California 94110–1115 ph: 415.861.8032

One of San Francisco’s newest and most popular restaurants, The Slanted Door serves Vietnamese cuisine in a whimsical and elegant setting. Notice the graceful, mismatched chairs, the sea-green dishes that perfectly match the color of the walls, and the gentle, diffused sunlight coming in through the skylights. Great dishes include the very fresh imperial rolls, the green papaya salad, and the grilled whole pompano. Here you’ll find a restaurant that serves a Vietnamese menu. Expect to pay under \$8 per person.

Atmosphere: Table talk is no problem here — noise level is unobtrusive.

Eating & Drinking: Open for lunch and dinner. You’ll find that there is a good selection of wines.

Notable Mention: Being a good value for your dollar.

Details to Note: Entrances and walkways are wheelchair friendly.

Ways to Pay: Cash, MasterCard and Visa

Hours of Operation: Tue–Sun 11:30a–3:30p, 5:30–10p, Closed on Mondays and major holidays. Closed on Mondays.

1) Where is the Slanted Door located?

- a) 18th Street
- b) Valencia Street
- c) 17th Street
- d) 584th Street

LESSON 38

EATING HABITS: WHAT AND WHERE?

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати правильну поведінку в суспільних місцях.

Клас

Дата

Procedure

1. Warm-up

Dictation

Write down the following words in the correct columns.

Parts of a Menu	Places to Eat Out

- 1) Starters, 2) Appetizers, 3) Entrees, 4) Hors D'oeuvres, 5) Snack Bar,
 6) Main Courses (Meat / Fish / Vegetarian), 7) Hotel Restaurant, 8) Bistro,
 9) Beverages (Coffee etc.), 10) Pub, 11) Wine / Drinks List (sometimes on
 a separate menu), 12) Fast Food Restaurant, 13) Cafe Desserts, 14) Restaurant,
 15) Soups.

2. Speaking

Work in groups

Use the expressions from the table below and act out the dialogues.

Booking a Table	Placing Your Order	Complaining
I'd like to reserve / book a table for four at 8 pm, please.	I'd like the..., please.	Excuse me, but my meal is cold.
I'd like to reserve / book a table for a party of six at 8 pm, please.	For starters I'll have the soup and for the main course I'd like the roast beef.	Excuse me, we've been waiting for over half an hour for our drinks.
I'd like to book a table for two at 8 in the name of Hand, please.	Could I have chips instead of new potatoes, please?	I'm sorry but I ordered the side salad not the vegetables.
Could we have a table by the window, please?	What is the house special today?	Excuse me, this steak is over done, I ordered rare.
Could we have a non-smoking table, please?	Is there anything you would recommend?	I'm afraid this wine tastes corked.
Could we have a table away from the kitchen / toilets, please?	Could I see the wine menu, please?	Excuse me this wine isn't chilled properly.
Could we have a booth, please?	I'll have a bottle of the South African Cabernet Sauvignon.	
Could you make sure it's a quiet table, please?	I'll have a glass of house red / white, please.	
	Which wine would you recommend?	

Arriving at the Restaurant	During / After the Meal	Paying
Good evening, the name is Hand.	Could we have some more bread, please?	Could I have the bill, please?
I have a table booked for six.	Do you have a pepper mill?	Do you take Visa?
Do you have the menu in English / German / French ..., please?	Could I have some dressing, please?	We'd like separate bills, please.
Do you have a high chair for young children, please?	Could you pass me the salt, please?	Is service included?
Could we have a table over there, please?	That was delicious. My compliments to the chef.	No, please. This is on me. (When you wish to pay for everyone.)
I'm sorry but I asked for a table by the window.		
Could we have an extra chair, please?		

It's 8 pm. Mr Smith (Jack) and Mrs Smith (Jill) are celebrating their 10th wedding anniversary. They have just arrived at the restaurant.

Mr Smith. Well here we are. What do you think?

Mrs Smith. It's lovely, Jack. Are you sure we can afford it?

Mr Smith. Well I may have to do some washing up, but you're worth it.

The waiter arrives.

Waiter. Good evening sir, madame.

Mr Smith. Good evening. We have a reservation for a table for two in the name of Smith.

Waiter. Yes sir. May I take your coats?

Waiter takes their coats and hangs them up.

Mr & Mrs Smith. Thank you.

Waiter. Your welcome. Would you like to come to the table or would you prefer to order in the bar?

Mr Smith. I wouldn't mind an aperitif. We'll order in the bar.

Waiter. Please follow me, I'll bring you the menu in a moment.

Mr & Mrs Smith order their drinks at the bar and sit down to look at the menu.

Mrs Smith. Oh dear Jack, it's all in French!

Mr Smith. Well that's what we're paying for. Don't worry I've got an idea.

Waiter. Are you ready to order sir?

Mr Smith. Not really. Could you recommend something.

Waiter. Certainly sir. The fresh lobster is particularly good this evening, and for starters may I recommend a light consomme?

Mr Smith. Sounds lovely, what do you think dear?

Mrs Smith. Oh yes, I love lobster.

Waiter. So, that's two consomme and two lobsters. Would you like to look at the wine menu?

Mr Smith. Why don't you bring us what you think will go best. Nothing too expensive though.

Waiter. No problem sir. I'll call you as soon as your table is ready.

The waiter walks away.

Mrs Smith. You are clever Jack, but what about dessert.

Mr Smith. Don't worry, they bring round a sweet trolley, so we just point at what we fancy!

A while later Mr & Mrs Smith have finished eating and are drinking their coffee.

Waiter. Was everything to your satisfaction?

Mr & Mrs Smith. Yes, lovely thank you.

Mr Smith. The whole meal was delicious, our compliments to the chef. Unfortunately we have to be back for the baby-sitter so could we pay now?

Waiter. Certainly sir, I'll bring you the bill. Would you like me to order you a taxi.

Mr Smith. Yes that would be great, thank you.

Mrs Smith. What a nice man, we must leave him a good tip.

Mr Smith. Yes, of course.

3. Summary

Discuss the following questions:

- 1) How often do you go to a restaurant? Do you like eating out or at home?
- 2) What is your favorite restaurant? What is your favorite food to order there?
- 3) When was the last time you went to a restaurant?
- 4) Is there any difference between a restaurant, café, bar, pub, cafeteria?

4. Homework

Ex. 5, p. 116.

LESSON 39

WHAT IS ON THE MENU?

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

Клас
Дата

Procedure

1. Warm-up

Have you ever been to a Western or an Eastern restaurant? Are there any differences in customs between your country and the West or East?

2. Reading

Read the menu and fill in the gaps with suitable words.

- Burgers Desserts Chef Salad Drinks Sandwiches Grilled Cheese
- Appetizers Milk, White or Chocolate Sundae Olive Burger Deluxe

Colonial Coney Island — Open 24 hours every day	
(1) ...	(5) ...
Cheese Sticks 3.99	Hamburger $\frac{1}{4}$ pound 2.29
Onion Rings 2.70	Mustard, Pickle & Onion or Mayo, Lettuce & Tomato
French Fries 1.90	Double Hamburger $\frac{1}{2}$ pound 3.49
Baked or Mashed Potato 1.90	Cheeseburger $\frac{1}{4}$ pound 2.54
Chicken Strips (5 Pieces) 5.50	(6) ... 2.74
Bowl of Soup 2.12	Mushroom Swiss Burger 2.99
Bowl of Chili 2.59	Bacon Burger Deluxe 3.21
Taco Salad 4.99	Chef Burger Deluxe 3.21
Flour Shell, with Chili Meat, Tomatoes, Cheese & Onions	Topped with Ham, Swiss & American Cheese
(2) ... 5.99	(7) ...
Ham, Turkey, Swiss & American Cheese, Tomato, Egg, Olive, Onion	Piece of Pie 2.82
Large Veggy Salad 3.75	Pie A la Mode 3.30
Swiss & American Cheese, Egg, Tomato, Pickle, Onion, Carrot, Olive	Strawberry Shortcake 3.49
(3) ...	(8) ... 3.20
Hot Dog 1.50	Hot Fudge, Chocolate, Cherry, or Strawberry
Taco 1.50	Ice Cream One Scoop 0.94
Patti Melt 2.99	Ice Cream Two Scoops 1.88
On Rye bread with Swiss cheese	Cheese Cake 2.59
BBQ Beef Sandwich 3.50	Plain, Strawberry or Cherry topping
BLT Sandwich 3.76	(9) ...
Fish Sandwich 3.76	Pop 1.49
Chicken Breast Sandwich 3.50	Pepsi, Coke, Cherry Coke, Vanilla Coke, Diet Coke, Sprite, Diet Sprite, Mt. Dew, Root Beer, Orange, Squirt, Vernors, Dr. Pepper
Grilled Ham & Cheese 3.50	(10) ... 1.70
(4) ... 2.40	Shake 2.40
Ham & Swiss Sandwich 3.50	Chocolate, Strawberry, Vanilla, or Cherry
Turkey Deluxe Sandwich 3.50	Iced Tea 1.49
Club Sandwich 5.65	Coffee, DeCaf, Hot Chocolate, or Hot Tea 1.23
Two Cheeses, Ham & Turkey	Orange Juice 1.40
Ham & Egg Sandwich 2.99	*Free refills on all drinks, except shakes
Fried Egg Sandwich 2.20	
Egg Salad Sandwich 2.20	

Key: 1 Appetizers, 2 Chef Salad, 3 Sandwiches, 4 Grilled Cheese, 5 Burgers, 6 Olive Burger Deluxe, 7 Desserts, 8 Sundae, 9 Drinks, 10 Milk, White or Chocolate.

3. Vocabulary practice

Read the explanations below and then fill in the gaps.

have a seat

Come along and have a seat right here.

“Have a seat” is a formal and polite way to ask someone to sit down. It is usually used as a polite command. *If you don’t have a seat right now, you will be in trouble.*

house wine

What’s your house wine?

The ‘house wine’ is the basic wine served in a restaurant and is also usually the cheapest. In most restaurants you can choose between a red or white house wine.

Your meal comes with a glass of our house wine. The red house wine is a Merlot. Appetizer.

Can I take your order for an appetizer?

An appetizer is food that is served before the main entree. It is usually smaller than a full meal and is something to eat while the other food is being prepared.

We are going to share the lettuce wraps as an appetizer.

come with

Now the melon, does that come with anything else?

An hamburger usually “comes with” French fries, meaning the fries are included for no extra money.

The fish fillet came with a huge salad. The soup was very expensive and didn’t even come with bread.

side order

It comes with a side order of rice or potatoes.

A side order is a small amount of food that comes with an entree or can be ordered alone. Rice, potatoes, steamed vegetables, beans, fruit, salad and French fries are all common side orders.

I’m not very hungry, but I really want a side order of potato salad.

seat house appetizers come with side order

Good afternoon. If you would like to have a (1) ... , the doctor will be with you soon.

I just want a (2) ... of French fries.

Does the salad (3) ... the dressing already on it?

Our special for this evening is half off our (4) ... wine.

My friends and I like to go out for drinks and (5)

4. Speaking

Work in pairs

Make up a dialogue using the menu in ex. 2 and the following phrases.

- 1) May I see the menu, please?
- 2) Would you like...?
- 3) Will you be having...?
- 4) For..., we have...
- 5) What do you recommend?
- 6) I’d like / I’ll have...
- 7) May I have the check, please?
- 8) How much is...?

5. Summary

- 1) What kind of restaurant would you like to open?
- 2) If you could have your own restaurant, what would you call it?

6. Homework

Pretend you’re a restaurant critic. Write a short review about the restaurant Colonial Coney Island.

LESSON 40

WHAT TO EAT IN PARIS

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

Клас

Дата

Procedure

1. Warm-up

- 1) Do you like some cuisines more than others? If yes, which cuisines do you like? Which cuisines do you dislike?
- 2) Do you often skip meals? If yes, why? Is this healthy?
- 3) Do you often overeat? If yes, why? Is this healthy?

2. Speaking

Rank the following cuisines, from best to worst from your point of view. Prove your choice using the following phrases:

- I think...
- I don't think...
- I believe (that)...
- I don't believe (that)...
- In my opinion,...
- I feel that...
- I don't feel that...

- 1) Mexican
- 2) Chinese
- 3) French
- 4) Russian
- 5) British

3. Reading

Do ex. 1, p. 117.

4. Grammar practice

Do ex. 2, p. 118.

5. Vocabulary practice

Choose the right word from the list to fill in the gaps.

Fast food, cookbook, recipe, dish, menu, cocktail, bill, ingredients, service, wait person, tip, dessert, bar, lounge, restaurant, order

I really hate (1) I prefer to go to a good (2) ... that serves everything, including the (3) ... , using the best (4) Sometimes, I like to (5) ... something that I have tried at home. First, I look up the (6) ... in the (7) ... and then I cook the (8) Next, I go to the restaurant, and when the (9) ... comes to my table I ask for the (10) ... and order what I have already cooked at home! Sometimes, I like to go out for a (11) You can have a drink in either a (12) ... or a (13) ... , which are usually nicer. At the end of the evening, it's time to ask for the (14) ... and, usually, if the (15) ... has been good, it's a good idea to leave a 15–20 % (16)

Key: 1 fast food, 2 restaurant, 3 dessert, 4 ingredients, 5 order, 6 recipe, 7 cookbook, 8 dish, 9 wait person, 10 menu, 11 cocktail, 12 bar, 13 lounge, 14 bill, 15 service, 16 tip.

6. Listening

Listen and fill in the chart.

Payment	
Reservations	
Serving alcohol	
Tipping	

EATING OUT

All restaurants in America accept cash for payment, and most (even some fast food restaurants) also accept credit cards. A few restaurants also accept ATM cards for payment. You will rarely find a restaurant that accepts checks.

It is common to have to wait for a table at a popular restaurant. There are many popular restaurants that do not accept reservations, or will only accept reservations for large parties (for example, six or more people). At these restaurants, the wait can be very long on a weekend night, sometimes up to 1 hour. However, almost all upscale, or more formal, restaurants will accept reservations.

Many restaurants in America (except for fast food restaurants) have a license to serve alcohol. Beer and wine are always available, and at some restaurants hard liquor (such as vodka or whisky) is also available. Restaurants that serve hard liquor are said to have "a full bar". The drinking age in America is 21. If you look young, be prepared to show proof of your age when ordering alcohol.

TIPPING

There are only a few situations where tipping is expected. The one you will encounter most often is at restaurants. American restaurants do not add a service charge to the bill. Therefore it is expected that the customer will leave a tip for the server. Common practice is to leave a tip that is equal to 15 % of the total bill for acceptable service, and about 20 % for superior service. If the service was unusually poor, then you could leave a smaller tip, about 10 %.

Other professions where tipping is expected include hairdressers, taxi drivers, hotel porters, parking valets, and bartenders. The general rule is to tip approximately 15 % of the bill. In situations where there is no bill (as with hotel porters and parking valets), the tip may range from \$1 to \$5, depending on the type of establishment and on how good the service was.

7. Speaking

Do ex. 3, p. 118.

8. Summary

- 1) Can you name restaurants in your area that serve food from other countries?
- 2) What kinds of foods do these restaurants serve?
- 3) Have you ever eaten at any of them?

9. Homework

Ex. 4, p. 119.

LESSON 41

COUNTRIES AND TASTES

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

Клас

Дата

Procedure

1. Warm-up

Fill in the chart.

- 1) barbecue, 2) snack, 3) brunch, 4) appetizer (the first course), 5) pudding, 6) a bite, 7) picnic, 8) breakfast, 9) side dish, 10) sweet, 11) cookout, 12) lunch, 13) starter, 14) banquet, 15) tea, 16) feast, 17) dinner.

Meals at different times of day	
A meal outside	
When you quickly eat a little food	
A very big meal for a lot of people	
Parts of a meal	
Main course / entree	
Dessert	

2. Grammar practice

Fill the gaps with the correct forms of the verbs.

AT A RESTAURANT

Karin. This is one of my favorite restaurants in San Francisco. (1) ... here before? (Eat)

Ken. Yeah, actually I ate dinner here last week when my sister (2) (Visit)

Karin. Yeah, it's a nice place to bring out of town guests. What (3) ... you and your sister ... ? (Order)

Ken. We (4) ... the Vietnamese spring rolls, the caramelized shrimp, and the vegetarian noodles. (Have)

Karin. I always (5) ... the Vietnamese spring rolls. Let's get an order now. (Get)

Ken. Yeah, and let's get the caramelized shrimp. It (6) ... excellent. (Be)

Karin. (7) ... that ... enough food or should we order something else? (Be)

Ken. Well, I'm pretty hungry. Maybe we should get the spicy green beans too. I (8) ... to try them last week, but my sister hates green beans. (Want)

Karin. That sounds good! I (9) ... we're ready to order. (Think)

Key: 1 Have you eaten, 2 was visiting, 3 did... order, 4 had, 5 get, 6 is, 7 Will... be, 8 wanted, 9 think.

3. Reading and speaking

Do ex. 5, p. 119.

4. Speaking

Do ex. 6, p. 120.

Sample dialogue

Waiter. Would you like tap or bottled water?

Customer. Tap is fine.

Waiter. Would you like to hear our specials for today?

Customer. Just your entrée specials, please.

Waiter. For a main course, we have stuffed flounder, filet mignon and roast duck.

Customer. How much is the stuffed flounder?

Waiter. It's \$17.99 and comes with two side dishes.

Customer. What are the side dishes?

Waiter. You have a choice of sautéed spinach, lemon potatoes, mixed vegetables, or broccoli.

Customer. I'd like the spinach and potatoes.

Waiter. Will you be having any wine with dinner?

Customer. Yes, I'll have a glass of pinot grigio, please.

Waiter. How is everything?

Customer. Delicious. May I see the dessert menu?

Waiter. Certainly.

Customer. What do you recommend?

Waiter. The chocolate mousse. It's the best in NYC!

Customer. Okay, I'll have the mousse, please. Also, may I have the check?

Waiter. Coming right up.

5. Reading

Do ex. 7 (a), p. 120.

6. Writing

Do ex. 7 (b), p. 122.

7. Reading and speaking

Do ex. 8, p. 122.

8. Summary

- 1) Which country do you think has the strangest eating habits?
- 2) What is your favorite dish?
- 3) What would you do if you were invited to dinner but you didn't like the food? Would you eat the food regardless?
- 4) Could you ever be vegetarian?
- 5) What foods are traditionally eaten at: births / weddings / funerals in your country?
- 6) Which food could you NEVER give up?
- 7) What is the worst meal you have ever eaten and where was it?
- 8) What's your favourite cuisine?
- 9) Have you ever eaten something and then had to spit it out again? What was it?
- 10) What is the best meal you have ever eaten and where was it?

9. Homework

Ex. 9, p. 122.

LESSON 42

WRITING REPORTS

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

- 1) Would you like to eat at a different restaurant every night for the rest of your life?
- 2) Have you ever complained about the food or service in a restaurant?

2. Speaking

Discuss any questions you like.

FOOD FOR THOUGHT, THOUGHTS ON FOOD

- 1) Is there any kind of food that you could eat every day? If yes, please explain.
- 2) Is there any kind of food that you cannot eat? If yes, please explain.
- 3) Have you ever reluctantly tried something, but then loved it? If yes, what was it? Why didn't you want to try it?
- 4) Have you ever wanted to try something, but then hated it? If yes, what was it? Why didn't you like it?
- 5) Are you a picky eater? How about when you were younger?
- 6) What kind of food do you like? How about hate? Why?
- 7) Do you agree or disagree? English cuisine is the worst in the world? Why / not?
- 8) Do you agree or disagree? French cuisine is the best in the world? Why / not?
- 9) Which is your favorite meal of the day? Is it breakfast, lunch, or dinner? Why?
- 10) What is the best meal that you have ever eaten? Why was it so good?
- 11) What is the strangest dish you have ever tried? How was it?
- 12) What is the most disgusting dish you have ever tried? Why was it so bad?
- 13) How often do you cook? What can you cook well?
- 14) If you had to give up meat in your diet, could you? Why / not?
- 15) If you could take a pill as a substitute for food every day, would you? Why / not?
- 16) Do you regularly eat a well-balanced diet? Why / not?
- 17) What kind of food can't you go without for a long time? Why?
- 18) What dish (or dishes) is your country or hometown famous for? Please explain.
- 19) How often do you eat sweets? Do you think this is too much, or could you eat them more often?
- 20) How often do you go out to restaurants? What kind of places do you usually go to? Please explain.

3. Reading

Do ex. 1, p. 123.

4. Speaking

Do ex. 2, p. 124.

5. Reading and speaking

Do ex. 3, p. 126.

6. Writing

You are working in a local tourist office. You have to write a report for your manager comparing two very different restaurants in your area. Say what each centre is like, compare their facilities and comment on their particular good or bad points as tourist attractions.

Answer the following questions using your imagination.

- 1) What's the name of your manager?
- 2) What's the name of the first restaurant?
- 3) What is it like? (modern, old-fashioned, large, cosy, etc.)
- 4) What kind of facilities does it provide?
- 5) How popular is it with tourists? Why?
- 6) What's the name of the second restaurant?
- 7) What is it like? Remember it must be very different from the first one.
- 8) What kind of facilities does it provide?
- 9) How popular is it with tourists? Why?
- 10) Is one restaurant better for tourists, or do they both attract different kinds of tourists?
- 11) Do you need to make any recommendations?

You may start like this: As requested I have compare... and... both in... in terms of their popularity as tourist attractions. My findings are presented below...

7. Reading

Do ex. 4, p. 127.

8. Writing

Pretend that you have visited this restaurant and write a report about it. Especially emphasize good or bad points of it.

EL PORTO FAMILY STYLE MEXICAN CUISINE

Offering lunch, dinner and brunch, El Potro is the place to go if you're looking for a wide selection of Mexican style food. Their menu includes everything from nachos to Bistec A La Mexicana RibEye to hamburgers, hot dogs and chicken fingers for the children.

While you wait on your food you can tap your feet to the Latin infused songs played by the restaurant's live entertainment at both the Winter Park and Oviedo locations, visit their Full-Service Bar, or head to their buffet to make your own feast.

Prices: Lunch Specials for under \$5.

Location: El Potro has four locations in the area, Apopka on Orange Blossom trail, Sanford on South Orlando Drive, Winter Park on North Orlando Drive, and Oviedo on Alafaya Woods Boulevard.

Extras: Their Apopka location also offers catering for small get-togethers and large events such as wedding receptions, company picnics, and holiday parties. You can create your own custom menu using with the dishes they offer at the restaurant, or you can choose meals from their International menu, which consists of American, Greek, and Italian cuisine.

9. Summary

- 1) What's the best restaurant name you've heard of?
- 2) Are you happy with the restaurants in your town?

10. Homework

Do ex. 5, p. 128.

LESSON 43
LISTENING COMPREHENSION

Цілі: перевірити рівень умінь учнів з аудіювання.

	Клас
	Дата

Procedure

Listen to the text and do the task.

An Ipswich mother, who allowed her son to go on holiday during school term, has been fined £400 after her son repeatedly refused to go to school. The 36-year-old mother, who cannot be named for legal reasons, appeared before South East Suffolk Magistrates Court yesterday where magistrates heard her 14-year-old son was currently on holiday in Spain. She told that court: "He just does not like going to school. Although he is getting better now and seems to be enjoying it".

The boy has had 145 unauthorised absences between October 15 last year and March 22 this year. His absences were blamed on a late-night life style. The mother has been attending parenting classes voluntarily and told the court that she thought they were helping her. Out of the last eight school sessions — there are two a day — he has attended five. Chairman of the bench David Coe asked her if she thought she could get her son to school in future.

"Yes I think I can with some help", she said. She told the court that he was on holiday during the time other pupils were doing work experience because he had not been given a place.

On sentencing Mr Coe said: "He is not in school and then he disappears on holiday. We would expect the local authority to bring this back to court quickly if there are further problems". She was fined £400 and ordered to pay £50. Yesterday's case is the second to be dealt with by south east Suffolk magistrates recently. Last month a 37-year-old was fined £50 after her son had attended just 16 out of 182 sessions. And the cases follow national concern after Oxfordshire mother Patricia Amos was jailed for allowing her children to miss school. She was originally sentenced to 60 days' jail, but this was reduced on appeal.

True or False

- 1) The boy had returned to school when his mother was in court.
- 2) The main reason for his absences was the fact that he went out late every night.
- 3) The mother has to go to parenting classes.
- 4) The mother claims her son is not currently missing school lessons.
- 5) The mother may find herself in court again soon.
- 6) There have been other similar cases nationwide but this is the first in this area.
- 7) There was national support for the tough treatment of Patricia Amos.

Key: 1 F, 2 T, 3 F, 4 T, 5 T, 6 F, 7 F.

Listen to some information and give short answers.

HOW TO BE HEALTHY WHEN EATING OUT

Whether you're following a healthy food plan, staying on a diet, or simply watching what you eat, dining out no longer has to be a challenge. Restaurants, bistros, even take-away and fast food outlets have a vast range of tasty products geared towards the weight conscious eater, but even if a "healthy option" isn't on the menu there are still many ways to eat well, without resorting to calorie counting every meal.

Before you order avoid nibbling while you wait! If you have no self control then simply ask that the free nibbles are taken away.

Don't be rushed. Take your time over your choices and don't be impulsive. Imagine what eating it will do to you if you regret it for the rest of the afternoon was it really worth it? You may want a taste of something but would you be happy with just a forkful of someone else's meal to satisfy your taste buds?

Look in every section of the menu (not just the healthy eating option) as some healthy eating options contain more calories than the regular menu! (Strange but true.)

Choose meals high in vegetable content. Vegetables contain far less calories than anything else on the menu, but remember: your choice isn't necessarily vegetarian, even fajitas contain a lot more vegetables than steak pie!

Look at cooking methods. Grilled steak has less calories than pan fried.

Look for hidden calories, the salad dressing, the sauce etc. If possible ask for these to be served separately or left off altogether.

And finally avoid pastry it contains a LOT of calories.

Order just 1 or 2 courses not three. You may desperately want that chocolate pudding, so why not have a starter and pudding instead of a main course?

Order a smaller portion or a portion to share.

Ask for the sauce / dressing to be served separately so you can reduce the amount you eat yourself. Also check any vegetables aren't going to arrive coated in butter.

If you meal doesn't come with vegetables ask for a side order of some so you can fill up on the good stuff.

Avoid chips and roast potatoes boiled ones are just fine.

Order drinks with low calorific content. Fruit juice may seem healthy, but it is packed with calories! Remember there is nothing wrong with water, and if you have to have something a little more tasty than go for the low cal soft drink options or tea / coffee.

When the meal arrives eat the vegetables first to fill yourself up on the lowest calorie foods.

Eat slowly to allow time for your stomach to tell your brain it is full. That way you'll eat less.

Don't eat everything on the plate! Either ask for a box so you can take some home for later, or simply leave it behind.

Armed with these simple tips you can never go wrong. Healthy eating challenge? What challenge?

- 1) Is healthy eating a challenge when you are on diet?
 - 2) Should you eat small amounts of food while you're waiting for your order?
 - 3) How should you eat to enjoy your meal?
 - 4) What should your meals contain in great amount?
 - 5) Does the number of calories depend on the cooking method?
 - 6) What should we avoid?
 - 7) Are there any calories in packed fruit juice?
 - 8) Should we eat everything we order?

LESSON 44

SPEAKING

Цілі: перевірити рівень умінь учнів з усного мовлення.

Клас

Дата

Procedure

Choose any of the following topics and speak of it.

Being a student

- 1) What is your favourite subject?
- 2) What subjects are you best at?
- 3) What subjects are you worst at?
- 4) What foreign languages do you learn?
- 5) Who is your favourite teacher? Why?
- 6) What is the most difficult subject?
- 7) What is the easiest subject?
- 8) How many days a week do you go to school?
- 9) How much homework do you have to do? How do you get to school?
- 10) Do you want to go to university? Which university do you want to go to?
- 11) What do you want to be when you grow up?
- 12) What time do you start school? What time do you finish school?
- 13) Who is your best friend at school?
- 14) How often do you have exams?
- 15) What is your happiest school life memory?
- 16) What is your worst school life memory?
- 17) What do you know about learning?
- 18) When do you think we first start learning?
- 19) What kinds or methods of learning do you like best?
- 20) Why are some people better at learning than others?
- 21) Do you have any learning difficulties?
- 22) What is the best learning experience you've had?
- 23) How can you make sure learning is always fun?
- 24) Are you good at learning new things?

Make up your mind

- 1) What is your dream job?
- 2) What jobs do you do at home?
- 3) Are there jobs that are only for women or only for men?
- 4) How many jobs do you think you'll have in your life?
- 5) Are there any jobs you would refuse to do, regardless of the pay?
- 6) Is being a rock star or sports star a job?
- 7) What do you think the job of being an English teacher is like?
- 8) Who has the best job in the world? Why do you think so?
- 9) Does everyone have equal job opportunities in your country?
- 10) What's the best way to pass job interviews?
- 11) If money weren't a problem for you, which job would you prefer to have?
- 12) How does money affect your decisions?
- 13) Is it common for people from your country to have one job for life?
- 14) Would you consider yourself to be an ambitious person at work?
- 15) Would you describe yourself as a workaholic?
- 16) Would you like a job in which you traveled a lot?
- 17) Would you like a job that required you to sit at a computer all day?
- 18) Would you like to do the same job for the rest of your life?

Family relationship

- 1) Can you describe a typical family in your country?
- 2) Who is the head of the household in a typical family in your country?

- 3) Do many wives work in your country?
 - 4) What kinds of jobs do they have?
 - 5) If parents are both working, does this cause more or less stress in a family?
 - 6) If a wife works outside the home, should the husband help with the housework inside the home? Why or why not?
 - 7) Are there many divorces in your country?
 - 8) What impact does divorce have on a family in your country?
 - 9) What happens to the divorced people?
 - 10) What happens to their children?
 - 11) Are there many single-parent families in your country?
 - 12) What do you think of people who get married many times?
 - 13) Do children in your country ask for their parents' approval before they get married? Why or why not?
 - 14) Does the whole family discuss important decisions?
 - 15) When do children leave their parents' home in your country?
 - 16) When do parents' stop giving financial support to their children?
 - 17) Who in your family would you turn to if you had an emotional problem? Why?
 - 18) If you had a financial problem, would you expect your family to help?
 - 19) What is a perfect family or alternative lifestyle for you?

Eating out

- 1) How much do you enjoy eating?
 - 2) What time of the day do you most enjoy eating?
 - 3) Do you have a midnight snack?
 - 4) Where in your house is your favourite place to eat?
 - 5) Who do you like eating with most?
 - 6) Do you like watching TV while you eat?
 - 7) Are there any rules in your house when you eat?
 - 8) Are you a slow or fast eater?
 - 9) Are you a fussy / picky eater?
 - 10) When was the last time you were so hungry that you felt you could eat a horse?
 - 11) Do you ever get bored of eating?
 - 12) What do you think of people who eat food on trains or buses?
 - 13) Are there any rules in your country about eating in public?
 - 14) What eating manners do you have in your country that you like and dislike?
 - 15) Is the issue of healthy eating important to you?
 - 16) Have you ever had an eating competition with your family or friends?
 - 17) Do you ever eat too much?
 - 18) Do you like eating out?

LESSON 45

READING

Цілі: перевірити рівень умінь учнів з читання.

Клас

Дата

Procedure

Read the text. Match the titles and the paragraphs. There is one extra title.

STUDENT LIFE AT DUKE UNIVERSITY

1 ...

Located in Durham, North Carolina, Duke University is a 4-year private research institution serving roughly 14,060 undergraduate and graduate students. In 2010, "U.S. News and World Report" ranked Duke 10th among a list of the best colleges in the nation. While Duke certainly has a lot to offer in the way of academics, the college experience includes so much more than just what happens in the classroom. In addition to academics and research, student life at Duke University includes Blue Devil athletics, student organizations, arts and global opportunities. Outlined below is a guide to student life at Duke University.

2 ...

Founded in 1924, Duke University offers undergraduate and graduate programs through 10 different schools and colleges. Areas of study include arts and sciences, education, business, nursing, law, medicine, engineering, divinity, public policy and environmental studies. Degrees offered include bachelor's, master's and doctoral degree programs.

3 ...

Blue Devil athletics are a huge part of student life at Duke University. Whether you prefer to sit in the stands or rock the field, Duke offers a long list of men's and women's sports teams, such as swimming and diving, cross country, basketball, football, golf, rowing and volleyball (just to name a few). Not interested in playing sports but still want to entertain the crowd? How about trying out for cheerleading or the school band?

4 ...

If breaking a sweat isn't really your style, there are plenty of student organizations and leadership opportunities on campus as well. Currently, Duke offers roughly 400 student organizations, which are a great way to meet people with shared interests. Membership in some student groups may also be beneficial when it comes to resumes and scholarship applications. Some of the types of student organizations at Duke include academic, recreational, religious, service, professional, Greek, cultural, arts and media.

5 ...

An important part of the college experience is living on campus. The accommodations might not be as ideal as living off campus (in some instances), but there is something to be said for convenience and proximity. Plus, living on campus is one of the best ways to meet new people and make lifelong friends. At Duke, residence halls are organized based on common interests and at least 20 housing options are offered throughout the campus. Apartment complexes are offered on the Central campus, which house roughly 1,000 students in efficiency units and 1–3 bedroom apartments.

This guide to student life at Duke University is just a brief glimpse into everything that this North Carolina university has to offer. More information about student life at Duke University can be located at the institution's official website.

A Athletics at Duke

B Student housing at Duke

C Student groups at Duke

D Awards

E Suggested opportunities

F Academics at Duke

Key: 1 E, 2 F, 3 A, 4 C, 5 B.

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

HOW TO BUILD STRONG RELATIONSHIPS WITH YOUR CHILDREN

When observing families, notice how the adults react to their children. Better yet, watch how the parents speak with their children. Do they speak to them? Do they listen to their children, process what's been said and then speak or react? In determining how (1) ... , observation is the key. Go into your memory bank and recall not only how adults treated you, but allow yourself to experience the feelings that followed.

It is when we can put ourselves in the shoes of another person that we can communicate best. Sensitivity opens up awareness. Tone of voice, facial expressions and words we choose all reflect that sensitivity — or insensitivity. Nobody wants (2) ... or treated as if they are in the way. Oftentimes adults don't slow down and take the time to think before they put their reactions into gear. This can lead to saying and doing things that were not intentional.

Suffice it to say that in building strong relationships, parents need to begin when the children are young to chat with them. Ask what are they doing, why they chose a certain colour to wear, why they put plaids and polka dot clothing combinations on that day, and how did they feel when... First of all, by doing this at a young age, your child becomes comfortable talking with you. Secondly, they are learning how (3) ... , as well as how to think through their choices.

Everyone makes mistakes. When you make one, the last thing you want is for someone to point it out to you and scrutinize your actions. Instead, you want the other person to suggest that they understand it was a mistake and exhibit confidence that they are aware you will do better the next time. This is exactly the same with children. More than anything else, they want (4) ... and they hurt more than anything a parent can say or do when they know they let their parents down. Don't add to the injury. Praise their attempts and encourage another try.

Team work is another aspect of building a relationship. Certainly as a family it takes the contribution of all members to get things accomplished. In order for each (5) ... , they need to have a role. Even the youngest member can do something like put napkins on the table or carry the plastic mustard container from the refrigerator to the table. Rotate duties so no one person gets stuck with a job that nobody wants to do. Equal opportunity is the name of the game. Create a song that the family can sing as they all work together to tidy the house, prepare for a trip, prepare dinner or clean-up afterward. By making it fun, you'll get much more interest and energy put into it.

Recognize each family member for their contributions to your family team. Some will do more than others, depending upon age, circumstances and ability, but all should receive equal recognition and praise. This eliminates competition (6) It also encourages them to support one another.

This strong relationship will carry over into adulthood. Your children will become friends and they will be there for one another to lend a hand, host family gatherings and attend each other's family activities. Your team will all be winners.

- A to communicate
- B to get the most praise from the parents
- C to feel like a valuable member
- D to behave badly
- E to build strong relationship with your children
- F to please their parents
- G to be talked down to

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

LESSON 46

WRITING

Цілі: перевірити рівень умінь учнів з письма.

Клас

Дата

Procedure

Choose any topic you like and write an essay.

- 1) Your school magazine has asked you to write an essay about your school life.

Write about:

- your studies
- your activities after school
- your likes / dislike about school
- people who you admire at school
- the brightest moment in your school life

- 2) You have seen the following advertisement.

Write an application letter.

SPORT EQUIPMENT SHOP REQUIRES ASSISTANT

Saturday assistant required for local sport equipment shop. Job involves serving customers, as well as providing information on our products. No experience or knowledge is necessary as full training is provided. Some interest in sport equipment and sport activities would be an advantage.

Please apply in writing to Sound Bites, 25 High Street.

- 3) What would the world be like without families?

- 4) Read the descriptions of some restaurants in Kyiv and write where you would like to go out for eating and why.

AVALON

Delight, coziness and luxury are the feelings that you perceive when you are getting in Avalon magnificent fish restaurant. In menu are more than 20 kinds of fish, which are cooking according to your wish. Restaurant varies with wide choice of shellfish. Skilled sommelier recommends the best wines from France, Italy, Spain, Australia, New Zealand and Canada.

Address: 3 Leontovycha St.

DIXIELAND

All will be jazz at the Dixieland Restaurant, located not far from Kiev downtown and hidden in the shade of old poplars. The Dixieland has been reckoned as one of the most stylish restaurants of the Ukrainian capital. Like jazz improvisation the sophisticated menu embraces exotic motifs and the best of classic and new cooking.

Address: 14 / 2 Kyrylo-Mefodyivska St.

GRAND PLAZA

The highly versatile restaurant, that is open 24 hours a day, has a friendly environment, bursting with genuine Ukrainian hospitality. At the Grand Plaza you would be offered a large and varied menu including various dishes to suit all tastes. Salads and hors d'oeuvres, soups, meat and fish dishes are mainly of "old good" European cuisine.

Address: 1 Peremogi Sq.

MIKADO

Japanese cuisine differs greatly both from European cuisine and oriental culinary traditions. The fundamental rule of Japanese cuisine, which is not only techniques, but mainly traditions and art, can be formulated as following: "Do not create, but find and reveal". It perfectly suits Japanese philosophy, according to which people shouldn't try to change the world.

Address: 55 Bolshaya Vasilkovskaya St.

Additional material

STRANGE RESTAURANT

(BY Shel Silverstein)

I said, "I'll take the T-bone steak"
A soft voice mooed, "Oh wow"
And I looked up and realized
The waitress was a cow.
I cried, "Mistake — forget the the steak.
I'll take the chicken then"
I heard a cluck — 'twas just my luck
The busboy was a hen.
I said, "Okay no, fowl today.
I'll have the seafood dish"
Then I saw through the kitchen door
The cook — he was a fish.
I screamed, "Is there anyone workin' here
Who's an onion or a beet?
No? You're sure? Okay then friends,
A salad's what I'll eat"
They looked at me. "Oh, no", they said,
"The owner is a cabbage head"

UNIT 5. IT'S YOUR PLANET!

LESSON 47

DO WE NEED MUCH?

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.

Клас

Дата

Procedure

1. Warm-up

Work in groups

What makes the Earth either healthy or sick?

Collect your ideas for two minutes and discuss them with the other groups.

2. Listening

Tom and Jess both talk about things they could not live without. Listen and do the tasks.

Jess. Right, Tom, tell me, what three things could you not live without?

Tom. Well, I guess you say me playing with my new toy just now. It's my iPod touch and it is fantastic. I often take long bus journeys at the weekend and on this little electronic storage machine with screen I can watch a movie and that's just ... makes bus journeys fly by. It also has wireless internet so I can carry it around and in a coffee shop I can check my e-mail and it has the added function of being able to play music, although I don't listen to music much. That's one. My iPod touch is with me all the time. It's kind of connected to my number 2. Number 2 is the internet. I couldn't live without the internet. I'm online every day — reading newspapers, checking out information about things I want to do and see that day. Keeping in touch with family and friends, although I don't do that as much as they would like. The internet is such a huge part of my life. I can't imagine what it was like ten or fifteen years ago, when nobody was online. Number three, I suppose is the sun, which sounds a bit facile because everything on the whole planet requires the sun, but for me it's not so much about the nutrition that plants and animals derive from the sun. It's just being able to lie and relax in the soft warmth, tanning by the pool letting my mind empty and clear. Those are my three. How about you?

Jess. Well, I have to agree with your second one, definitely the Internet is one thing couldn't live without either, for the same reasons you mentioned, really, just to stay in touch with people for things like reading the news, checking my e-mail, finding phone numbers, getting information. I really couldn't live without it. The second thing would be my family. I couldn't live without them. I think since I've moved away from Britain and I don't live close to them, and I don't see them regularly anymore, I've grown to love them even more. Kind of you don't realize what you've until it's gone, and that was true with my family. I really miss them all the time, and I love going back to see them, so they're my number two, and my number three would be music. Music's a huge part of my life and I think I remember things by what I was listening to at the time. I'll remember periods of my life by what's songs I was listening to or what album i bought, so for me my memories are very much brought back to me by music, so those are my three things: the Internet, my family, and music.

Vocabulary Quiz

flew	by	live	without	can't	imagine	lets
her	mind		until	it's	gone	period

I went through a ... of my life when I liked to go out dancing.

He ... what it's like to not have a lot of money.

I was so busy today that the time just

After I graduated from university I wanted to go back to school immediately. You never know what you have

He couldn't ... his dog.

She needs to do something that ... empty.

Answer the following questions about the interview.

- 1) Tom likes his iTouch on bus journeys
a) so he can listen to music b) so the time goes by fast
c) so he does not have to talk to people
- 2) He uses the internet to ... daily.
a) maintain his blog b) catch up with family
c) read the news
- 3) He says the sun helps him
a) clear his mind b) derive nutrients
c) dry by the pool
- 4) Jess likes the internet for ... reason as Tom.
a) a different b) the same
c) a similar
- 5) She says she sees her family
a) all the time b) quite often
c) not often
- 6) She says music helps her
a) reduce stress b) remember things
c) get motivated

Key: 1 b, 2 c, 3 a, 4 b, 5 c, 6 b.

3. Reading

Do ex. 1, p. 132.

4. Speaking

Do ex. 2, p. 133.

5. Summary

- 1) Can you talk about three of your most prized possessions?
- 2) Can you talk about three things you need every day?
- 3) Can you talk about three things you need to do every day?

6. Homework

- 1) What are the benefits / disadvantages of technical progress?
- 2) Write down some ideas for discussion.

LESSON 48

WHAT DOES THE FUTURE HOLD FOR US?

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

Procedure

1. Warm-up

Do you think the Ukrainian government cares more about its economy or the environment?

Which countries are leaders in caring about the environment?

2. Speaking

What are the benefits / disadvantages of technical progress? (Home-work)

3. Reading

Do ex. 3 (a), p. 133.

Translate the sentences with the words in bold.

4. Writing

Do ex. 3 (b), p. 136.

5. Listening and speaking

Discuss the following questions.

- 1) What do you know about global warming?
- 2) Is global warming a problem? Why / not?
- 3) How do you protect the environment? Please, explain.

Listen to the text and answer the questions.

SAVE THE PLANET

More and more people all over the world realize that global warming is real and a serious problem. Almost everyone agrees that the Earth's climate has begun to change, as reported by scientists and experts in newspapers, TV programs, and magazines. The summers are hotter. The winters are warmer. As a result, glaciers have become smaller. If this continues, there could be water shortages in the future in Europe and the Americas. In addition, scientists believe deserts will grow much larger in some parts of the world, which means areas of Africa, China, and the Middle East will have little or no water to grow food. Storms will become worse, too. Although we haven't seen many big changes yet, our children and our children's children could live in a very different world. They could face many problems in the future.

Governments around the world have taken action to fight pollution and global warming. Unfortunately, they need to do more. In addition, big countries like the US, China, and Russia continue to pollute heavily. All governments must take action with new laws to protect the environment. They must research and develop new technologies, such as wind and solar power. They must pollute less and reuse resources.

Individuals can take action now, though. Here's how:

- Don't use plastic bags at the supermarket, especially if you use the bag only once and throw it away.
- Take a cloth bag that you can use again and again.
- Take public transportation like trains and buses as much as possible. Even better, walk.

- Use less water at home. For example, when you brush your teeth, turn off the water.
- Turn off the lights, computer, TV, and so on when you're not using them. This will decrease your electricity consumption.
- Recycle newspapers, aluminum cans, plastic bottles, and so on.
- Organize or participate in a clean-up day in your neighborhood. Help clean the parks, beaches, and land in the area.

- 1) According to the article, what do more and more people realize?
- 2) What could happen if glaciers continue to melt?
- 3) What do scientists believe about areas in Africa, China, and the Middle East?
- 4) How will global warming affect storms?
- 5) Have governments taken enough action to fight pollution and global warming?
- 6) What kind of laws must be created? How about research?
- 7) According to the article, what action can people take now?

6. Speaking

Do ex. 5, p. 137.

7. Summary

Discuss any questions you like.

- 1) Are you concerned about the present state of the environment? Why/not?
- 2) Is global warming just a myth to scare people, as some people say? Why/not?
- 3) Will the lives of our children (or our children's children) be more difficult because of the damage wrought on the environment now? Why/not?
- 4) Will humans become extinct because we have irreparably ruined the environment?
- 5) What environmental problems have you heard about in the news recently?
- 6) How often do you think about the environment? Is it enough? Why/not?
- 7) If temperatures continue to rise year after year, how will our lives be different in the near future? How about long term, say 100 years from now?
- 8) What do you do (or have you done) to reduce global warming? Please explain.
- 9) In order to protect the environment, your city raises its tax by 25 % for all citizens. How would you feel? What would you do?

8. Homework

Ex. 4, p. 137.

LESSON 49

WHAT'S HAPPENING TO OUR ENVIRONMENT?

Клас
Дата

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

Procedure

1. Warm-up

Do ex. 6 (a), p. 137.

2. Speaking

- 1) What is the quality of the environment in your country?
- 2) If the environment could speak, what would it tell us?
- 3) Are you environmentally friendly?

3. Reading and writing

Do ex. 6 (b), p. 137.

4. Vocabulary practice

Do ex. 1, p. 139

5. Reading and speaking

Do ex. 2, p. 139.

6. Listening

Listen to the text and fill in the chart.

HOW IS THE ENVIRONMENT POLLUTED?

The environment is polluted in several ways. For example, smoking, (unnecessary) driving and factories cause a lot of pollution. Plus, there's acid rain, which has barely a difference from normal rain. You can't tell until you drink and get sick from it. It's formed from all our air pollution, as told above. Next, there's water pollution. It's one of our biggest problems. When you dump trash and waste in a body of water, you're polluting the water. The world is made up of 3 % fresh water. 1 % of that water is unpolluted. It may sound crazy, but that's what happens when you build a factory next to water. This may also sound weird, but there's noise pollution. If you decide that you want to be the world's loudest person, and you do or trigger something that is really loud, you've just created pollution. It's not nearly as bad as the other ones, but it's not good, either. Lastly, there's land pollution. This is a BIG problem with humans. Every single time you litter, or pour trash on the floor, you're polluting the environment. Landfills are a good example. You're burying waste under the ground, but what for? You're just polluting the Earth even more! Not only does that effect the environment, it kills animals. They dig up the trash, or find it on the ground. If they're hungry, they'll probably try to eat it, choking themselves to do so. Pollution has effected many of us as well as animals, plants, and the Earth itself. Soon the whole world will be filled with pollution, and you'll know when.

Ways of pollution	Consequences

7. Speaking

Create short conversations about the environment using the vocabulary below and try to expand:

Pollution, waste, bag, global warming, herbicide, ivory, box, environment, elephant, gun, tree, stump, ax, book, paper, bin, windfarms, power, refrigerator, tusk, recycling.

- A. What environmental issue are you concerned about?
B. ...
A. Why?
B. ...
A. And what can we do about it?
B. ...

8. Summary

Do the quiz

9 Homework

What do you think about fines or jail time for people who use too many resources? Would this increase environmental awareness and responsibility? Write down your ideas to discuss them at the next lesson.

LESSON 50

IT SHOULDN'T BE DESTROYED!

Цілі: вдосконалювати навички вживання Passive Voice; вдосконалювати навички усного мовлення, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; підвищувати загальну екологічну культуру, виховувати зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up

Find the “odd one out”

There may be more than one answer. Give your reasons.

A B C

- 1) green efficient environmentally friendly
- 2) to conserve to save to protect
- 3) to condemn to campaign to oppose
- 4) traffic jams motorway tolls park and ride schemes
- 5) nuclear energy oil pollution radioactive waste
- 6) to ration to share to deplete
- 7) sustainable biodegradable renewable
- 8) an oil rig a power station a recycling plant

2. Speaking

- 1) What do you think about fines or jail time for people who use too many resources?
- 2) Would this increase environmental awareness and responsibility?

Discuss your ideas. (Homework)

4. Reading

Do ex. 3, p. 140.

5. Reading and speaking

Do ex. 4, p. 141.

6. Grammar practice

Do ex. 1, p. 142.

7. Reading

Do ex. 2, p. 142.

8. Writing

Make up sentences in Passive using the following words:

Recycle, spray, generate, bird, windmill, trash can, oil, ivory, crops, tanker, tusks, bin, factory, trees, paper, shoot, pollution, elephants, toxic waste, oil spills, pesticides, power, spill, pollute, kill, throw.

9. Reading

Do ex. 3, p. 142.

10. Grammar practice

Do ex. 4, p. 143.

11. Writing

Write the sentence in the passive if possible.

- 1) Scientists observed the tigers for six days.
- 2) Scientists are investigating the possibility of life on other planets.

- 3) When we walked into the classroom, the teacher had already given the assignment.
 - 4) Some teachers cleaned up the teachers' room.
 - 5) I think the students will have drunk most of the coffee by the time we arrive.
 - 6) People believe that San Francisco is a warm city.
 - 7) ...made the coffee.
 - 8) ...'s cat broke the vase.
 - 9) Everyone thinks that San Francisco is the most beautiful city in the US.
 - 10) Our findings will intrigue the world.
 - 11) Someone will tell us by this time next week.
 - 12) Many people visit Disneyland every year.
 - 13) Someone has washed the dishes.
 - 14) Someone poisoned ... 's dinner.
 - 15) What happened to you last night?
 - 16) John needs to have someone fix his car.
 - 17) ... wants to have someone clean her house.

12. Summary

Discuss any questions you like.

- 1) Who do you think is more responsible for pollution, individual people or the government? Explain.
 - 2) What is the most important issue facing the environment today?
 - 3) Do you know about any anti-pollution programs in your community?
 - 4) What about programs in your native country?
 - 5) Do you usually drink bottled water? Why or Why not?
 - 6) If you could choose one alternative energy source to develop which one would you choose? Why?
 - 7) Are there litter laws where you live? If so, what is the penalty for littering?
 - 8) Do you think cars should be banned from city centers?
 - 9) Do you think people should recycle newspapers? Why or why not?
 - 10) Do you think there are lessons to learn from nature?
 - 11) How has the world changed since you were a child? (Technology, values, environment, health)
 - 12) How often is garbage collected in your neighborhood?

13. Homework

Do ex. 5, p. 143.

LESSON 51
ENVIRONMENTAL PROBLEMS

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; підвищувати загальну екологічну культуру, виховувати зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up
Do ex. 1, p. 144.
2. Speaking
Do ex. 2, p. 144.
3. Listening

Listen to the interview and do the tasks.

DEFORESTATION

David talks about how deforestation and the problems it causes.

Shirley. Hi, David. How are you?

David. I'm fine, thank you, Shirley.

Shirley. So, environmental issues ... we were talking about them earlier throughout the world, and you're from Kenya.

David. Yes, I'm from Kenya.

Shirley. So, what's happening over there?

David. One of the environmental issues we are having is deforestation, which is really affecting both the wild animals and people living around the forest and, you know, the environment in general.

Shirley. So, what's actually happening to the people that... for example the people who actually live around the forest area?

David. Cause you know, when you tend to interfere and come in between the wild animal's habitat and things like that, you somehow create like an imbalance in between the people and the animals and sometimes it's not a really nice thing cause animals tend to come close to where people live instead of living in their own habitat, which is a really bad thing.

Shirley. So, are they like attacking people ... or?

David. They really don't attack but it's not a really nice picture or scene to know that you're vulnerable at any time.

Shirley. What about livestock of the people that are close to forest areas?

David. You know, that's one of the things that are in danger cause, you know, if wild animals come to where people live, and they have livestock, probably they'll want to be eaten.

Shirley. So, what's actually causing the deforestation?

David: People are trying to burn charcoal, so that they can get, they're trying to burn the trees so that they can get charcoal and sell cause as you know everyone is not living to the living standard that they're supposed to be living, and they're trying in every way to earn an extra dime to support their families, so they turn to deforestation and the cutting down of trees, and this has been one of major causes of deforestation cause when you're trying to get charcoal and sell, you have to cut a tree and that results to deforestation and other causes that come along with deforestation and like soil erosion. things like that.

Shirley. So what's being done to try and remedy this, or to try and counterbalance the effect?

D a v i d. The activist groups that are coming together like ... you all know the Nobel Prize winner Wangari Maathai.

Shirley. Yes.

D a v i d . She has her own green belt movement in Kenya. She's been for so long trying to discourage people and educate people in what deforestation does to the country and how it effects people and the environment in general.

Fill in the gaps.

vulnerable living standard extra dime support discourage

- 1) Do you work now or do your parents ... you?
 - 2) They want to buy a house so they are saving any ... they can.
 - 3) Please try to ... your brother from smoking.
 - 4) The ... is very high in most of Europe.
 - 5) Babies are more ... to sickness.

Answer the following questions about the interview.

- 1) What is deforestation affecting in Kenya?
 - a) People
 - b) Animals
 - c) Both
 - 2) What is the imbalance?
 - a) Animals living near people
 - b) People hunting animals
 - c) More animals than people
 - 3) What do the animals tend to attack?
 - a) People
 - b) Livestock
 - c) Both
 - 4) Why are the people cutting the trees?
 - a) To gain farmland
 - b) To make charcoal
 - c) To make houses
 - 5) Who is trying to remedy the situation?
 - a) Local activists
 - b) A Nobel Prize winner
 - c) Politicians

c) Both

4 Speaking

Do ex. 4 p. 145

5 Summary

Summary Should the government or the people bear the brunt for environmental protection?

6 Homework

Ex. 5, p. 145.

LESSON 52

SOLVING PROBLEMS

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

Клас
Дата

Procedure

1. Warm-up

In order to protect the environment, your city passes a law that requires cars with even-numbered license plates to drive on even-numbered dates, and odd-numbered license plates on odd-numbered dates. How would you feel? What would you do?

2. Speaking

Do ex. 1, p. 146.

3. Reading

Read the report and discuss the traffic problems in your area.

MILAN BANS CARS TO REDUCE POLLUTION**Summary**

10 October 2011

Italy's business capital, Milan, banned all traffic from its streets for 10 hours on Sunday in an attempt to reduce pollution. The city is particularly vulnerable to pollution.

Reporter:

Mark Duff

Milan is one of Europe's most polluted cities

Report

Viewed from the roof of Milan's cathedral, the Duomo, the Alps appear through a brown, murky haze of pollution. Satellite images regularly show the city to be one of the world's pollution hotspots.

The problem has been made more acute now by the weather. For most of the past month, Milanese have been basking in glorious sunshine and temperatures well above the seasonal average.

That means pollution levels have reached a level not normally seen before the cold, still days of January.

The unseasonable weather has exacerbated the two principal causes of Milan's perennial smog crisis: Italians' love affair with the car and a trick of nature. Milan lies in a shallow bowl, which traps the fumes from cars, and inefficient old household boilers.

Sunday's ban was triggered when the measure of pollution exceeded a statutory ceiling for more than twelve days.

Mark Duff, BBC News, Milan

- murky haze — air difficult to see through due to smoke
- pollution hotspots — areas where the air has its highest concentration of harmful substances
- acute — severe, serious
- seasonal average — usual temperatures for that time of the year
- exacerbated — worsened
- perennial — continuous
- smog — heavily polluted air that contains a mixture of smoke, gases and chemicals
- a trick of nature — an event that has not been prompted by man, it happens naturally
- a shallow bowl — a depressed landscape with surroundings slightly higher than the centre.

4. Reading and speaking

Do ex. 2, p. 146.

5. Listening

Listen to the interview and do the task.

Interviewer. Today, I'm interviewing nine-year-old Alex about her feelings on how people can help save the environment. So, Alex, how can we save the environment?

Alex. By saving water.

Interviewer. Well, how can we do that?

Alex. By not using too much water when we wash dishes, take a bath, and when we do other things, like watering the plants outside.

Interviewer. Oh, I think I can do that. What else?

Alex. When drinking or eating something outside, you should keep the garbage until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the ground?

Interviewer. No, I don't. Do you have any final suggestions?

Alex. Yes. We shouldn't waste paper because trees are being cut down to make the paper. By recycling paper, we save the forests where animals live.

Interviewer. So, how can children recycle paper, I mean, everyday?

Alex. Well, for example, when I was in kindergarten, I used to save the newspapers so that I could make things make out of them, like paper trees, instead of just throwing them away. Now, the children in our neighborhood collect newspapers once a month to take them to a recycling center.

Interviewer. That's great. Well thanks Alex for your ideas.

1) What is the name of the girl being interviewed?

- a) Alice
- b) Ellen
- c) Alex

2) She says we should save water when

- a) washing cars
- b) cleaning clothes
- c) taking a bath

3) The girl's second suggestion is about

- a) separating different types of garbage
- b) disposing of trash properly
- c) having a family clean-up party

4) By recycling paper, we can

- a) protect the forests
- b) cut down on waste
- c) save money

5) What does the girl do once a month?

- a) She visits a recycling center
- b) She cleans a neighborhood park.
- c) She collects newspapers.

Key: 1 Alex, 2 taking a bath, 3 disposing of trash properly, 4 protect the forests, 5 She collects newspapers.

6. Summary

Discuss the following questions to make plans for writing.

- 1) What can large cities do to improve their air quality?
- 2) How can we protect the environment and at the same time improve people's standard of living?
- 3) Do you think overpopulation is an important environmental issue? Why or why not?
- 4) Does your country have a smoking ban law in place?
- 5) What are the benefits / disadvantages of a smoking ban?

7. Homework

Write down your ideas as for one or two issues from the summary.

LESSON 53

HOW MUCH DO YOU KNOW ABOUT RECYCLING?

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

Клас
Дата

Procedure

1. Warm-up

- 1) Do you think recycling is an important community service?
- 2) Do you recycle?
- 3) Who should pay for the costs associated with renewable energy?
- 4) Should we make the development of renewable energy sources an economic priority?
- 5) What are some ways energy is wasted?
- 6) What types of energy are popular in your native country?
- 7) What is the main problem with renewable energy sources?

2. Speaking

Checking the homework.

3. Listening

Listen to the report and discuss the garbage problems in your area.

JAPANESE GARBAGE ISLAND MOVES TOWARDS US

Summary

11 April 2011

Following the recent Japanese earthquake and tsunami disasters, a massive amount of rubbish has washed into the Pacific Ocean. The US Navy is watching the garbage with interest as it floats towards Hawaii and the west coast of the United States.

Reporter

Mark Lobel

The debris is floating towards the west coast of America

Report

Entire houses, bodies, car parts, tractors and many upturned boats have amassed off the east coast of Japan on an epic scale.

The floating objects have been declared a maritime hazard by the American Navy, which warned they could pierce the body of a boat, or destroy engines in the Pacific's shipping lanes.

The island of debris of most concern, 110 kilometres long, is being closely monitored by the US Navy's seventh fleet, as experts predict it could hit Hawaii's shores in two years and the American west coast a year later.

Hawaiian scientists put it bluntly. They warned that a vast mess that originated in a few moments of destruction in Japan, could eventually foul beaches and reefs off the Eastern North Pacific and kill marine life.

The American Navy's working with civilian construction companies from the earthquake-hit country, as huge cranes and boats are deployed to clear the seas of this vast bobbing mass of wreckage of household furniture, wood, tyres, fishing equipment and other garbage, sweeping eastwards.

Mark Lobel, BBC News

- Amassed — gathered or collected a large amount
- an epic scale — a big or impressive size
- a maritime hazard — a danger, encountered while at sea
- pierce — puncture or damage the outer layer of

- shipping lanes — routes travelled by ships and boats at sea
- island of debris — here, large mound of wreckage or garbage
- bluntly — honestly or directly
- foul — here, make a dirty mess on
- deployed — sent or assigned
- bobbing — moving up and down with the currents of the sea

4. Vocabulary practice

Do ex. 3, p. 148.

5. Summary

Do the quiz

- 1) Which of the following cannot be recycled?

a) Milk cartons	b) Plastic water bottles
c) Glass containers	d) Paper bags
e) None of the Above	
- 2) Who can recycle?

a) Your teachers	b) Everyone
c) Your best friend	d) You
e) Your mom	
- 3) If you recycle one ton of paper, how many trees can you save?

a) One	b) Nine
c) Seventeen	d) Thirty-five
e) One Hundred	
- 4) How many times can glass be recycled?

a) None, glass can't be recycled!	b) Once
c) Four times	d) Twenty times
e) Forever	
- 5) How much less energy does it take to make one ton of recycled paper than one ton of virgin paper?

a) 10 percent	b) 20 percent
c) 40 percent	d) 60 percent
- 6) The energy saved from recycling one aluminum can is enough to run a TV set for how long?

a) 30 minutes	b) 1 hour
c) 2 hours	d) 3 hours
- 7) The average aluminum can is made up of how much recycled aluminum?

a) 10 %	b) 30 %
c) 50 %	d) 70 %
e) 100 %	
- 8) What ways can you help save our earth?

a) Re-use your plastic bottles and bags
b) Reduce the amount of waste you produce
c) Plant a tree
d) Recycle
e) All of the Above!

Key: 1 e, 2 b, 3 c, 4 e, 5 d, 6 d, 7 c, 8 e.

6. Homework

Do ex. 4, p. 149.

LESSON 54

WHY DOESN'T THE EARTH FEEL WELL?

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

Procedure

1. Warm-up

Do the quiz

- 1) Most of the trash your family throws away each day ends up getting

a) Recycle	b) Burned
c) Landfilled	d) Eaten
- 2) About how many kilogrammes of garbage does each one of us create every day?

a) Less than 2	b) 6
c) 35	d) 50
- 3) Mercury is a hazardous chemical. Which item does not contain mercury?

a) Computer disks	b) Blinking lights in sneakers
c) Fluorescent light bulbs	d) Thermometers
- 4) Which items are recyclable?

a) Plastic milk jugs	b) Cereal boxes
c) Aluminum soda cans	d) All of the above
- 5) What is the environmentally friendly way to dispose of used tires?

a) Send them to a landfill	b) Recycle them into a playground matting
c) Dump them in a ditch along the roadway	d) Collect them and put them in a big pile
- 6) What is groundwater?

a) Water that is spilled onto the ground	b) Water beneath the ground surface
c) The bottom part of a lake or river	d) Rainwater that lands on the ground
- 7) What material do we throw away the most?

a) Glass	b) Paper
c) Aluminum	d) Plastic
- 8) How long does it take Styrofoam to break down in a landfill?

a) 10 Years	b) 50 Years
c) 100 Years	d) 500 Years
- 9) Used oil should be disposed of by..

a) Dumping it on your driveway	b) Watering it down and spreading it as a fertilizer
c) Collecting it in a sealed container and taking it to an oil changing business	d) Keeping in the garage for 10 years before throwing it away in the trash
- 10) Our waterways are polluted by..

a) Dumping used oil on the ground	b) Leaking underground gasoline storage tanks
c) Leaking of old landfills	d) All of the above

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

2. Reading

Fill in the gaps with the words from the box.

Dangerous land fresh air late problem noise air
rubbish serious water roadworks smoke safe

The pollution in Hong Kong is a (1) ... problem.

We have (2) ... pollution which makes the rivers and the sea very dirty.
Some seafood is no longer (3) ... to eat now.

We have (4) ... pollution because of the (5) ... made by cars and factories.

(6) ... pollution is also getting worse because of the (7) ... and traffic in our streets.

If we allow this to go on, Hong Kong will become a (8) ... place to live in.
Therefore we must do something before it is too (9)

If we don't stop making a lot of smoke, we won't have (10) ... to breathe.

Key: 1 serious, 2 water, 3 safe, 4 air, 5 smoke, 6 noise, 7 roadworks,
8 dangerous, 9 late, 10 fresh air.

3. Reading

Read the text and do the tasks.

In many countries woodland are under threat from continued house and road building, but the biggest problem is neglect. Seven thousand years ago, most of Britain, for example, was covered with trees. Since then, these forests have been systematically cleared to provide land for agriculture and housing and to use as fuel. Around 1900 only 4 % of the country was woodland; measures have since been taken to enlarge forests which now make up 10 % of the British landscape. Even so, this compares poorly with the European Union average of 25 %.

Many of us take trees for granted, yet they make significant contributions to many areas of our daily life. They provide areas for recreation and relaxation. A US survey indicates that hospital patients recover more quickly and require less powerful medicine if they have a view of trees.

Trees can give an important insight into the history of an area. Rows of trees crossing an open field may have once marked where a hedgerow used to be, and single trees may have been used as a local landmark.

Trees also convert carbon dioxide and water in the atmosphere into oxygen. The oxygen produced from 30 to 40 square metres of leaves is sufficient for one person per day. They provide vital habitats and wood stuffs for birds, animals, insects and other plants. They supply timber for building as well as wood pulp for paper production.

Trees in towns help to reduce pollution level by moving dust, smoke and fume particles from the air and trapping them in their leaves, branches and stems. They can also reduce wind speeds by 85 % and noise by 40 %.

Are these sentences true or false?

- 1) Trees increase the effect of pollution.
- 2) Patients with a view of trees spend less time in hospitals.

Key: 1 T, 2 F.

Find in the text words or expressions that mean the same as:

- 1) Carelessness (paragraph 1) ...
- 2) Understanding (paragraph 3) ...

Key: 1 neglect, 2 insight.

5. Summary

How is pollution effecting the environment of Ukraine today?

6. Homework

Make up your list of environmental problems. What are the worst of them?

LESSON 55

IT'S HIGH TIME TO ACT!

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

Клас
Дата

Procedure

1. Warm-up

Do ex. 4 (c), p. 150.

2. Speaking

Do ex. 5, p. 150.

3. Grammar practice

Do ex. 1, p. 151.

Put the sentences into the passive voice.

- 1) The tourist is taking pictures.
- 2) Drivers have to respect the law.
- 3) People have sent millions of e-mails during the last two years.

Key: Pictures are being taken by the tourist. The law has to be respected.

ed. Millions of e-mails have been sent during the last two years.

Put the following words in the appropriate forms.

- 1) Nadia is (determine) ... to pass the exam as she is preparing for it seriously.
- 2) The (develop) ... of all the economic sectors depends on private investments.

Key: determined, development

4. Vocabulary practice

Fill in the blanks with the adequate phrasal verb from the box.

Take up think over put off look up make up

- 1) Because of the heavy rain, the football match was ... for another day.
- 2) Can I have your dictionary, please? I'd like to ... some words.
- 3) During adolescence, young people may ... bad habits like smoking or drugs addiction.
- 4) This problem is very complex. I must ... it ... to find a solution.

Key: 1 put off, 2 look up, 3 take up, 4 think... over.

5. Reading

Do ex. 2, p. 151.

6. Reading and writing

Read the text, do the task and add your own ideas.

SEVEN WAYS TO PROTECT THE ENVIRONMENT

We all want to protect our planet, but we're mostly too busy or too lazy to put up big change that would improve our lifestyle and save the environment.

These are 7 simple habits to implement in your everyday life which will make a difference. There is nothing new here but if you follow at least some of these tips, you can be proud of yourself participating in the protection of the environment.

Use compact fluorescent light bulbs:

It is true that these bulbs are more expensive, but they last much longer and they can save energy and in the long term your electricity bill would be reduced.

Donate:

You have tons of clothes or things you want to get rid of. If they are still usable, give them to someone who needs them. You may also choose to give them to associations. These associations may sell them and collect a little money. Not only will you protect the environment, but you will also contribute to a good cause.

Turn off your devices:

When you do not use a house device, turn it off. For example, if you don't watch TV, turn it off. Turn off the light when you leave a room (even if you intend to return.) It's an easy habit to take up which will help you save a lot of money.

Walk or cycle:

Driving is one of the biggest causes of pollution. If you want to use your car, ask yourself the following question: do I really need my car? Walk or use your bike if the journey is a short one.

Detergent:

Follow the recommended dose of detergent to wash your clothes or dishes.

Leaky faucets:

Leaky faucet: Watch leaky faucets, which can cause a significant increase in the water bill. An average of 120 litres of water can be wasted due to a dripping faucet.

Rainwater

Think of recovering rainwater. This water can be used for different purposes.

This list is far from being exhaustive but in addition to saving the environment, all these tips will help you save money.

- 1) Fluorescent light bulbs waste more energy
 - a) True
 - b) False
 - 2) Donate means:
 - a) give
 - b) take.
 - 3) The 7 tips suggested
 - a) to save money
 - b) protect the environment.
 - c) to save money and protect the environment.

Key: 1 b (F), 2 a, 3 c.

7. Speaking

Do ex. 3, p. 152.

8. Summary

- 1) Why don't people do more to help the environment?
 - 2) Why don't politicians do more to help the environment?

9 Homework

You live close to a large factory and are concerned about the environmental problems it causes. You decided to write a letter to the managing director of the factory.

The following information should be mentioned:

- The following information should be mentioned.
 - River pollution
 - The factory produces a bad smell
 - The noise pollution caused by the factory
 - Recycling hasn't started yet
 - They missed the last local meeting on the environment
 - Traffic to the factory is increasing

LESSON 56

GREENPEACE PROTECTS THE ENVIRONMENT

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

Клас
Дата

Procedure

1. Warm-up

- 1) Have you ever heard of an organization called Greenpeace?
- 2) Do you know what they do?

2. Vocabulary practice

Fill in the gaps.

Greenhouse	heat	energy	carbon	dioxide	Burn	Climate	thicker
fossil	fuels	Thickening	gases	power	stations	back	

Carbon Dioxide, one of the (1) ... Gases, not only exists naturally in the atmosphere but is also produced when humans fossil fuels (coal, oil and gas). Cars, (2) ... and factories all burn (3) ... for (4) ... (to make a car move or generate electricity). This adds more (5) ... (6) ... to the atmosphere, (7) ... the blanket of greenhouse gases surrounding the earth. This means that fewer rays of (8) ... from the sun are able to get (9) ... out into space. So, much like a (10) ... duvet keeps you warmer at night, the thicker blanket of (11) ... is warming the earth up and changing our (12)

3. Speaking

Create short conversations about the environment using the vocabulary below and try to expand: *eating, horn, blue whale, leopard, dam, drilling, energy, petroleum, offshore, rig, deforestation, sea turtle, bamboo, panda, hunting, deforestation, China, oil spill, Serengeti, rhinoceros, Africa, snow leopard, climb, mountains, ocean, condor*.

- A. Which animal would you like to protect?
- B. ...
- A. How is it endangered?
- B. ...
- A. Why do you want to protect it? / What do you like about it?
- B. ...

4. Reading

Read the text and answer the questions.

Greenpeace is an international organization that protects the environment. In past years, they have worked to end whale hunting and nuclear testing. More recently, they have added other environmental issues to their crusade, such as global warming, nuclear power, and genetic engineering.

Greenpeace has offices in over forty countries, and has about 2.8 million supporters worldwide. The organization receives money from private donations only, never from governments or corporations. Any government or corporate money is returned. Charitable foundations may also donate money.

The organization began in the early 1970s when it wanted to stop an underground nuclear test in Alaska. The United States had planned to detonate a nuclear bomb in a wildlife refuge for sea otters, bald eagles, peregrine falcons, and other wildlife. Greenpeace sailed a boat into the testing area. Although the US removed the activists and carried out the test, a national

outcry prevented additional tests. The area was later turned into a wildlife sanctuary. Similar protests were made against the French, who tested nuclear devices in the Pacific Ocean.

Greenpeace is well known for its protests around the world. Of course they also attend international conferences, meet with politicians, advertise, and educate the public, just to name a few of the ways they fight for the environment. But they are most famous for the protests which involve “direct action”. Volunteers sabotage or vandalize facilities, as well as arrange demonstrations and sit-ins. These are only some examples of direct action. A less hands-on approach, such as donating money, is indirect action. With direct action, Greenpeace hopes to bring the media’s attention to a problem, who will then report it to the general public. As such, Greenpeace looks for creative ways to get on the news. One common method has been for volunteers to place their boat in front of a harpoon or whaling ship to save the whales. This creates a powerful image for TV news and newspapers. The organization refrains from any violent protests, though. Their official mission statement is: Greenpeace is an independent, campaigning organization which uses non-violent, creative confrontation to expose global environmental problems, and to force solutions for a green and peaceful future. Greenpeace’s goal is to ensure the ability of the earth to nurture life in all its diversity.

Many of Greenpeace’s activities are considered illegal, either because they involve trespassing onto private property or they are acts of civil disobedience. For all the good they may have done to help save the Earth, some opponents have called the organization “environmental terrorists”.

- 1) What is Greenpeace?
 - 2) What does Greenpeace fight against?
 - 3) Who donates money to the organization?
 - 4) How did the organization start?
 - 5) What happened to the Alaskan sanctuary?
 - 6) How does Greenpeace bring change and protect the environment?
 - 7) What is Greenpeace particularly noted for?
 - 8) Can you explain “direct action”?
 - 9) Why are Greenpeace’s activities often illegal?
 - 10) What do Greenpeace’s opponents call the organization?
5. Reading and speaking
Do ex. 4, p. 153.
6. Reading and speaking
Do ex. 5, p. 153.
7. Summary
What do you think of environmental groups like Greenpeace?
8. Homework
Do ex. 6, p. 154.

LESSON 57

WRITING ESSAYS

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

Name the types of writing you know.

2. Speaking

Discuss the following questions.

- 1) Does the environment belong principally to the human race?
- 2) Do your consumption habits destroy the habitats of other species?
- 3) Do you think that developers should be permitted to build big hotels and tourist complexes in the most beautiful places in your country?
- 4) Should the private motorist be made to pay more heavily through higher road tax, petrol prices, parking fees and motorway tolls?
- 5) Should cars be banned from city, town and village centres?
- 6) Are you for or against nuclear power?
- 7) Does your country need stricter laws to punish noisy neighbours or discos which play loud music late at night?
- 8) Are your country's seas, rivers and / or lakes clean to swim in?
- 9) What government and private campaigns are there in your country to protect and improve the environment? Are these campaigns motivated by concern for the lives and habitats of species other than our own?

3. Reading

Do ex. 1, p. 155.

4. Speaking

Do ex. 2, 3, p. 155.

5. Speaking and writing

Do ex. 4, p. 156.

6. Reading

Do ex. 5, 6, p. 157.

7. Reading and speaking

Do ex. 7, p. 158.

8. Summary

What are five ways that every person can help the environment, starting now?

9. Homework

Do ex. 8, p. 160.

Use the following list of environmental issues for your ideas.

Climate change — Global warming • Global dimming • Fossil fuels • Sea level rise • Greenhouse gas • Ocean acidification • Shutdown of thermohaline circulation • Environmental impact of the coal industry • Urban Heat Islands

Conservation — Species extinction • Pollinator decline • Coral bleaching • Holocene extinction • Invasive species • Poaching • Endangered species

Energy — Energy conservation • Renewable energy • Efficient energy use • Renewable energy commercialization • Environmental impact of the coal industry

Environmental degradation — Eutrophication • Habitat destruction • Invasive species

Environmental health — Air quality • Asthma • Environmental impact of the coal industry • Electromagnetic fields • Electromagnetic radiation and health • Indoor air quality • Lead poisoning • Sick Building Syndrome

Genetic engineering — Genetic pollution • Genetically modified food controversies

Intensive farming — Overgrazing • Irrigation • Monoculture • Environmental effects of meat production • Slash and burn • Pesticide drift • Plasticulture

Land degradation — Land pollution • Desertification

Soil — Soil conservation • Soil erosion • Soil contamination • Soil salination

Land use — Urban sprawl • Habitat fragmentation • Habitat destruction

Nanotechnology — Nanotoxicology • Nanopollution

Nuclear issues — Nuclear fallout • Nuclear meltdown • Nuclear power • Nuclear weapons • Nuclear and radiation accidents • Nuclear safety • High-level radioactive waste management.

Overpopulation — Burial • Water crisis • Overpopulation in companion animals • Tragedy of the commons • Gender Imbalance in Developing Countries • Sub-replacement fertility levels in developed countries

Ozone depletion — CFC • Biological effects of UV exposure

Pollution — Environmental impact of the coal industry • Nonpoint source pollution • Point source pollution • Light pollution • Noise pollution • Visual pollution

Water pollution — Environmental impact of the coal industry • Acid rain • Eutrophication • Marine pollution • Ocean dumping • Oil spills • Thermal pollution • Urban runoff • Water crisis • Marine debris • Microplastics • Ocean acidification • Ship pollution • Wastewater • Fish kill • Algal bloom • Mercury in fish

Air pollution — Environmental impact of the coal industry • Smog • Tropospheric ozone • Indoor air quality • Volatile organic compound • Particulate matter

Reservoirs — Environmental impacts of reservoirs

Resource depletion — Exploitation of natural resources • Overdrafting

Consumerism — Consumer capitalism • Planned obsolescence • Overconsumption

Fishing — Blast fishing • Bottom trawling • Cyanide fishing • Ghost nets • Illegal, unreported and unregulated fishing • Overfishing • Shark finning • Whaling

Logging — Clearcutting • Deforestation • Illegal logging

Mining — Acid mine drainage • Hydraulic fracturing • Mountaintop removal mining • Slurry impoundments

Toxins — Chlorofluorocarbons • DDT • Endocrine disruptors • Dioxin • Toxic heavy metals • Environmental impact of the coal industry • Herbicides • Pesticides • Toxic waste • PCB • Bioaccumulation • Biomagnification

Waste — Electronic waste • Litter • Waste disposal incidents • Marine debris • Medical waste • Landfill • Leachate • Environmental impact of the coal industry • Incineration • Great Pacific Garbage Patch • Exporting of hazardous waste

UNIT 6. SPEAKING ABOUT ART...

LESSON 58

ARE YOU INTERESTED IN ART?

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
Do ex. 1, p. 165.

2. Speaking
Do ex. 3, p. 165 (questions 1–6).

3. Vocabulary practice
Match forms of art tools and their definitions.

1) Tech-nique	a) materials, images, signs and symbols	
2) Visual Design	b) the way that an artwork is made and studied that is the practice of Art Making, Art Criticism and Art History. Practice of making art works involves ideas, beliefs, interpretations, intentions, skills, technology and actions	
3) Media	c) means the manner of an artwork, the way it looks which can be recognised as characteristic of a person, school or culture e.g. the styles of Art Nouveau, Art Deco, Cubism, the Aztecs or Egyptians, the style of Dali or Picasso which can be identified by its characteristic elements	
4) Print Making	d) is the deliberate choice and layout of elements in a work of painting, drawing, photograph, collage, computer graphics or three dimensional form such as furniture, appliances or furnishings, which acts as a prototype for production and commercial release	
5) Style	e) means the manner of making or method used in achieving an artwork. The manner of artistic execution or performance or the skills used in making artworks. For example, traditional western oil painting on canvas or the Impressionists “dab” technique. The coiling technique in pottery or the photographic silk screen print making technique	
6) Process	f) the task, the job, the purpose of an artwork such as telling stories or narrative, to inspire magic, to celebrate an event, to decorate, art for religious instruction and worship, to imitate nature, for personal pleasure or art for art’s sake such as exploring the emotional effects of the elements or developing visual effects with media or technology.	
7) Practice	g) means the sequence of action, the steps taken when making an art work usually involving developing ideas by experimentation, exploring different ways of solving problems, manipulating these ideas and appropriate media by evaluating success and resolving the work for presentation	
8) Function	h) is where the artist uses TECHNOLOGY that allows more than one work to be produced	

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

4. Reading
Do ex. 4, p. 165.

5. Writing

From the text in ex. 4, p. 165 write out all the words which are connected with painting and which would be useful for describing other paintings.

6. Listening

Listen to the dialogue and do the task.

AT A FLEA-MARKET

Vendor. Hello, Madam, What can I do for you today?

Customer (*picking up a beautiful hand-painted plate*). This is quite lovely. Where was it made?

Vendor. Oh, I see you have excellent taste. It's local pottery. It was painted by a local artist.

Customer. It's really something... do you have anything else by this artist?

Vendor. Well, I'm not really sure who exactly painted which pieces of pottery, but here are some similar pieces.

Customer. No, they're really not the same.

Vendor. Well, how about these here? I had them brought in just this morning.

Customer. Yes, those are quite nice. What about the prices?

Vendor. Obviously, it depends on what you would like to buy. That plate that you were first looking at costs \$50.

Customer. \$50! That's quite expensive. I can't afford that.

Vendor. These are hand painted pieces, that kind doesn't come cheaply.

Customer. Yes, I understand that. But I really think that \$50 is just too much.

Vendor. Listen, I can see that you are in love with that plate. Let's just make it \$45. I'd really like you to take that home with you.

Customer. How about \$35. I really can't go any higher than that.

Vendor. I really can't, I mean that would be selling at cost.

Customer. Well, \$38 is absolutely the most I can spend.

Vendor. All right. I really shouldn't. The artist is going to have me put out of business for selling his wares at such low prices.

Customer. Come, come. Let's not exaggerate.

Vendor. You're a clever one, aren't you?

Customer. I'm just someone who pays close attention to what I spend.

Vendor. There's no shame in that. Here you are.

Customer. Thank you very much.

Vendor. Thank you, have a pleasant day.

- 1) What's the customer interested in?
a) Some local pottery b) Some hand-painted cups
c) Some handmade clothes
- 2) What's special about the items?
a) They're handicraft work b) They're produced in Germany
c) They're porcelain.
- 3) Which price do they settle on?
a) \$50 b) \$35
c) \$38
- 4) What does the vendor say the artist is going to do?
a) Put him out of business b) Give him a raise
c) Provide a refund
- 5) Why does the customer demand a lower price?
a) The customer is very poor
b) The customer pays close attention to what he spends.
c) The customer claims the plates are made in a factory.

Key: 1 a, 2 a, 3 c, 4 a, 5 b.

7. Summary

What would life be like without art?

8. Homework

Do ex. 5, p. 168.

LESSON 59

TYPES OF ART

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

Procedure

1. Warm-up
Do ex. 2, p. 165.
2. Speaking
Do ex. 3, p. 165 (questions 7–11).
3. Reading and writing

Read the Internet page about types of art and fill in the chart.

The different types of arts are classified in 2 categories i.e. fine arts and performing arts. However, the term ‘art’ is considered different from ‘arts’. The former is used to group together only the visual forms of art. Other types such as literature and performing arts do not come under the term ‘art’. So, let’s get into the details of different types of visual arts like painting, sculpting, etc. through this write-up.

DIFFERENT TYPES OF ART

A broad classification of visual arts classifies them into different groups like painting, drawing, sculpting, architecture, printmaking, ceramics, photography, collage, digital graphics, film-making, etc. Earlier, handicrafts and applied arts were not part of this category. It was only in the beginning of 20th century that the ‘Arts and Crafts Movement’ (Britain) brought a lease of life to these art forms. The following list gives us a rough idea of different types of art forms to have evolved with time.

PAINTING

It is said that painting is the art of depicting the beauty of nature. For some, painting could be a medium of expressing their feelings. For others it is a way of depicting the surroundings they observe. Painting is basically an art of applying pigment to a surface (medium) such as canvas, paper, wall, wood panel, etc. Brush is a tool commonly used for painting. There are many different forms of painting. Landscape painting and abstract painting are the common. Classification of painting as per different criteria is presented below.

CLASSIFICATION BASED ON PURPOSE

The visual arts are divided into different types on the basis of purpose for which they are created. The purpose of indulging into arts could be that of self-expression, profit-making, religion or giving a social message.

TYPES BASED ON SUBJECT MATTER

Generally the subjects chosen for painting are nature, people, wildlife, objects, events, places, etc. The subject matter or topic chosen for creation of artworks is therefore, one of the important criteria for classifying visual arts.

MATERIALS AND MEDIUM USED

Based on the medium or materials used, paintings can be classified into different types such as acrylic, watercolor, mural, etc.

SCULPTING

A sculpture is a three-dimensional artwork created with the help of materials like rocks, wood, plastic, clay, etc. Carving out a sculpture and assembling it are the 2 different ways. In some cases, sculptures may also be painted. The different types of sculptures are described below.

Free-standing Sculpture: This kind of sculpture is referred to as ‘in the round’ and it can be viewed from different angles.

Клас

Дата

Light Sculpture: This form of sculpture created from light is also known as light art. The fusion of modern art with creative use of artificial lights has led to the development of light art.

Sound Sculpture: It is a form of artwork in which sound is produced. Maryanne Amacher, Dennis Bathory-Kitsz, Alexander Calder and Harry Bertoia were amongst notable artists in this field.

Relief: In this form of sculpture, artworks are raised from a plane at which the base or main work is presented. Such artworks are generally observed on the walls of historic buildings. Stone and wood are the materials used for these sculptures. Chiseling the surface to create a raised sculpture is a tedious job involved in making these sculptures.

JEWELRY MAKING

There are many different shapes carved out of precious stones, metals, shells, etc. to make jewelry items.

NEW AGE VISUAL ARTS

The new age arts are a product of industrial revolution. Development of technology leads to use of different techniques for creating these artworks. Photography is one such art to have developed with the invention of camera and photographic film.

PHOTOGRAPHY

In the art of photography, pictures or images are created with the help of different light patterns. These light patterns when emitted or reflected from the surface of objects are captured on a sensitive medium (earlier times) or storage chips (nowadays). Lens of a camera plays an important part in capturing images. The lens helps focus the light emitted from the object to be photographed. The table given below presents a list of different types of photography.

DIGITAL ART

The digital or computer art is widely used in creating websites, video games, clip arts, templates etc. Use of computer in the field of visual arts began in the 1960s. In today's digital art industry, animation is the buzzword. Use of 3D animation techniques is made in many different fields like filmmaking, TV advertising, web advertising, etc. Digital technology has given a boost to the art industry since newer and innovative tools have been developed.

FILMMAKING

The art of filmmaking comes under the discipline of visual arts. However, scriptwriting, music, and many such arts converge and complement each other in this art form. A story or script is the core or soul of a film. It acts as a thread that guides the process of making a film. Incorporating features like audio and video offer viewers with a complete and fulfilling experience. It is the main reason why movies have become so popular.

The topic of visual arts is vast and a rough outline of different forms of these arts is presented above. Many other art forms like literature and performing arts are, however, not included. The brief account of different types of art presented above should help readers gain a better understanding of them.

Type of art	Words that go with it	Material

4. Listening and writing

Listen to the text and write down the types of art that are mentioned there. (*See Lesson 60*)

5. Summary

What art form do you like best?

6. Homework

Write a short paragraph about your favourite type of art.

LESSON 60
DESCRIBING PICTURES

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

Клас
Дата

Procedure

1. Warm-up

Match some types of art and their definitions.

1) Abstract art	a) looks like a seen subject.
2) Conceptual art	b) looks like something, represents something even if it is not realistic
3) Representational art	c) means it is non representational, it does not look like anything, it does not represent anything seen. It may cause the viewer to think of ideas but it does not copy the seen world or contain images
4) Realistic art	d) Looks as though it is from nature. Natural in pose, gesture, setting and imagery
5) Naturalistic art	e) means art where the idea or concept is more important than the seen image. It uses elements to suggest deeper thoughts to trigger thoughts in the viewer rather than appreciation of skilled imagery

Key: 1 c, 2 e, 3 b, 4 a, 5 d.

2. Speaking

Do ex. 6, p. 169.

.....

.....

3. Speaking

Do ex. 7, p. 169.

.....

.....

4. Reading and speaking

Do ex. 8, p. 169.

.....

.....

5. Writing

Do ex. 9, p. 170.

.....

.....

6. Reading

Do ex. 1, p. 171.

.....

.....

7. Vocabulary practice

Write down the following words into the proper columns.

People	Arts and Crafts	Artistic Events	Inside the Theater	Places	Verbs

- 1) actor, 2) cast, 3) composer, 4) conductor, 5) painting, 6) aisle, 7) box, 8) circle, 9) curtain, 10) film, 11) play, 12) playwright, 13) producer, 14) saxophonist, 15) sculptor, 16) violinist, 17) applaud, 18) boo, 19) painter, 20) pianist, 21) exhibition center, 22) museum, 23) conduct, 24) play (a part), 25) row, 26) screen, 27) scenery, 28) set, 29) carving, 30) drawing, 31) exhibit, 32) perform, 33) dancer, 34) knitting, 35) singer, 36) vocalist, 37) opera house, 38) stadium, 39) theater, 40) stalls, 41) wings,

.....

.....

.....

.....

.....

42) orchestra pit, 43) speaker, 44) stage, 45) actress, 46) artist, 47) ballerina, 48) exhibition, 49) opera, 50) footlight, 51) gallery, 52) lighting, 53) microphone, 54) workshop, 55) musician, 56) orchestra, 57) audience, 58) backing group, 59) director, 60) drummer, 61) art gallery, 62) cinema, 63) concert hall, 64) choreographer, 65) pottery, 66) sculpture, 67) sewing, 68) guitarist (lead / bass), 69) magician, 70) ballet, 71) concert.

8. Reading

Do ex. 2, p. 171.

9. Summary

Do ex. 3, p. 172.

10. Homework

Ex. 5, p. 172.

Text to ex. 4 Lesson 59

TYPES OF ART

There are various types of art practiced by the people with extra talent. It is a common observation that people excelling in different kinds of art are supposed to be the gifted ones and their ability to put their thoughts through various art forms keeps them apart from the crowd. Passion and skill automatically come in mind with the art. Painting, writing, sculpting, acting and dancing are some of the popular types of art that are practiced by the people as hobby and profession as well.

All types of art have a wonderful history behind them. This history is actually the source that gives rise to present shape of art that we see today. Painting is one such art that dates back to the prehistoric times. Canvas used to be the walls of caves where people used to paint to communicate the hidden messages. Painting is much older than the discovery of languages. Some countries like China still use language that mostly consists of sign and shapes instead of words.

When the language came into existence, man started developing manuscripts. Language became the mode to communicate thoughts. Writing books, poems and lectures are some of the ways to express thoughts. Writing is considered to be one of the most widespread methods to express thought. This belongs to the category of those types of art that are the prerogative of intellectuals. Again, writing needs talent and readers too. World is unimaginable without books which are the product of a writer's talent.

All types of art are incomplete without the audience. Art is a way to communicate and if the audience is not there, then that poses danger to the existence of art. Hence, art needs propagation to exist and flourish. All types of art need a platform. Exhibitions, cultural and dance shows, concerts and debates are some of the platforms that are helpful for artists to reach to the audience.

LESSON 61

PAINTED OR PAINTING?

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

Клас
Дата

Procedure

1. Warm-up

Do ex. 4, p. 172.

2. Speaking

Do ex. 10, p. 172.

3. Grammar practice

Do ex. 1, p. 173.

Fill in the gaps.

- 1) He saw his friend ... (go) out with Sue.
- 2) The bus crashed into the blue car ... (drive) down the hill.
- 3) Peter hurt his leg ... (do) karate.
- 4) The umbrella ... (find) at the bus stop belongs to John Smith.
- 5) The people ... (dance) in the street are all very friendly.
- 6) I heard my mother ... (talk) on the phone.
- 7) My uncle always has his car ... (wash).
- 8) We stood ... (wait) for the taxi.
- 9) ... (look) down from the tower we saw many people walking in the streets.
- 10) The people drove off in a ... (steal) car.

Key: 1 going, 2 driving, 3 doing, 4 found, 5 dancing, 6 talking, 7 washed, 8 waiting, 9 Looking, 10 stolen.

4. Reading and writing

Do ex. 2, p. 174.

5. Speaking

Do ex. 3, p. 174.

6. Grammar practice

Match the participles you underlined with their uses.

- 1) She has a talking parrot
- 2) What time are you meeting your parents?
- 3) Anyone wanting more potatoes, just shout.
- 4) We haven't used up all the potatoes, have we?
- 5) All those selected for a second interview, please follow me.
- 6) Since moving to the country, we feel much healthier.
- 7) Did you hear someone shouting just then.
- 8) He walked into the café, wearing a red carnation and holding newspaper.
- 9) I found an old lottery ticket while tidying up the house

- a) As adjectives
- b) In verb tense forms
- c) After certain prepositions and conjunctions
- d) After verbs of the senses
- e) In reduced relative clauses (try adding who or which and perhaps changing the verb form)
- f) In an adverbial participle cause

- | | |
|--|--|
| <p>10) Aren't you tired after your, long walk?
 11) Tired out after his long walk, he went straight to bed.
 12) He could feel something crawling up his leg</p> | |
|--|--|

7. Writing

Do ex. 4, p. 174.

8. Listening

Listen to Ethel Smith who is talking about different types of art and name the contemporary types of art which are mentioned in the article.

There are so many forms and types of art. Music, poetry, garden, photography, architecture and dance are all forms of art, but I shall assume that for the purpose of this article that we are referring to art such as paintings and sculptures.

These differ so much depending on the artist, period of time, material and style. Among the different styles of art are modern, traditional, pre-raphaelite and neo-classical. Then there are naive paintings, ones using cubist or impressionist styles and many, many more.

Paintings may be on walls, canvas, paper or just about anything. Think back to those pictures, which you will have seen at school, that caveman painted on the walls of their caves. The medium used may be crayon, oils, pastels watercolours, inks, enamels or again anything really. Sculpture employs a variety of styles, materials and sizes. The vast 'Angel of the North' in the North of England is a fine example of the diversity of sculpture these days.

Myself, I still enjoy pencil sketching when time allows and find it relaxing. Art can be used well for relaxation, as well as decoration or for a pecuniary use.

The beauty of art is in the eye of the beholder. There are no rules, and no rights or wrongs. If you look at something and deep down know that you honestly appreciate and like it, it is good art.

Advertising and installation art seems to be one of the biggest markets today. Installations can be seen at galleries and are usually large pieces of work, often a little strange and often involving the viewer participating. Advertisers are using more and more of their creative talents to sell products. Some of their adverts become famous and this has always been so. Harry Hudson Rodmell was a famous artist who created many wonderful poster adverts, usually I think for various forms of transport.

The newest and final type of art I shall mention is computer art. Computer graphics are taking the world by storm. They are in the film business, advertising and coming to more traditional art works now. I guess this will be the art form of the 21st Century.

9. Writing

Do ex. 5, 6, p. 175.

10. Summary

- 1) Do you think music and dancing are forms of art?
- 2) Do you think of cartoons and comics as art?
- 3) Do you consider photography an art form?
- 4) Do you think graffiti is art?
- 5) Are movies a form of art?

11. Homework

Do ex. 7, p. 175.

LESSON 62
FILMMAKING

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.

Клас
Дата

Procedure

1. Warm-up

Listen to the movie synopses — a brief summary of a written work or a movie — below and try to guess the title of the movie.

Movie 1: ...

This is an action film starring Tobey Maguire. He plays a superhero who has to stop the evil genius Dr. Octopus. Unfortunately, his real life problems as college student Peter Parker cause him to temporarily give up being the superhero.

Movie 2: ...

When a criminal maniac, Sirius Black, escapes from prison, Harry Potter, who is played by Daniel Radcliffe, has to be careful. It turns out that Sirius is not who he seems.

Movie 3: ...

In this romance, Kate Winslet plays an upper class woman who falls in love with a poor artist. The story takes place aboard a ship that is struck by an iceberg and sunk. In the end, Kate Winslet's character, Rose, survives but the poor artist, who is played by Leonardo DiCaprio, dies.

Movie 4: ...

This is a sci-fi thriller starring Keanu Reeves. His character, Neo, is a computer hacker who discovers that life on earth is a facade created by intelligent machines that use humans to generate energy.

Movie 5: ...

This is a comedy starring Jim Carrey. When a light falls from the sky, Carrey's character Truman begins to suspect that something is wrong with the world. He goes on to discover that his whole life is being filmed as a show for others to watch.

2. Speaking

Do ex. 1, p. 176.

3. Listening

Listen to a review of a film, then note down who people below are.

MOVIE REVIEW

The Proposal is a 2009 American romantic comedy film, which was a box office success, set in Sitka, Alaska. How are the elements of the charming, traditional romantic comedy *The Proposal* like the checklist of a charming, traditional bride?

The story of a haughty woman and an exasperated man who hate each other — until they realize they love each other — is proudly square, in the tradition of rom-coms from the 1940s and '50s. Or is it straight out of Shakespeare's 1590s? Sandra Bullock is the shrew, Margaret, a pitiless, high-powered New York book editor first seen multitasking in the midst of her aerobic workout. Ryan Reynolds is Andrew Paxton, her put-upon foil of an executive assistant, a younger man who accepts abuse as a media-industry hazing ritual. And there the two would remain, locked in mutual disdain, except for Margaret's fatal flaw — she's Canadian. Margaret, with her visa expired, faces deportation and makes the snap executive decision to marry Andrew in a green-card wedding. It's an offer the underling can't

refuse if he wants to keep his job. Andrew insists that Margaret make him an editor after their marriage and publish his book. Margaret agrees.

The couple travels to Sitka, Alaska, Andrew's home town, to meet his family. Margaret meets Andrew's mother Grace (Mary Steenburgen) and grandmother Annie a.k.a "Gammy" (Betty White). During a welcome home party, Andrew confronts his father, Joe (Craig T. Nelson), who is angry about Andrew's dating the boss he has so long disliked and thinks he is using her to get ahead in his career. After their argument, Andrew announces the engagement to everyone. Margaret also meets Gertrude (Malin ker man), Andrew's ex-girlfriend.

The next day, Grace and Annie take Margaret to a local bar to watch a strip dance by a locally famous but over-the-hill exotic dancer, Ramone (Oscar Nunez). Stepping away from the show, Margaret learns from Gertrude that Andrew wanted to become an editor and make his own life and that Andrew had proposed to Gertrude. However, Gertrude refused because she didn't want to leave Sitka for New York.

The next day, the family convinces them to marry while they're in Sitka. Andrew is stressed, and Margaret tries to comfort him. After Margaret realizes how close Andrew's family is, she becomes upset and leaving. Then Annie fakes a heart attack and convinces them to reconcile before she «passes away». Annie admits faking the attack. Andrew's parents realize he really loves Margaret. Andrew goes to New York and tells Margaret he loves her in front of the entire office staff.

The chemical energy between Bullock and Reynolds is fresh and irresistible. In her mid-40s, Bullock has finessed her dewy America's Sweetheart comedy skills to a mature, pearly texture. Reynolds, meanwhile, is just refining his dry comedy thing, learning to get the most from his deceptive cute-face looks. Who knew these two would, hmm, complete each other? Working together, both are surer and more disciplined in delivering their comedy goods.

Critics said the film was inoffensive, but reminiscent of dozens of other films in the same genre. Naturally, there is a mildly misogynistic tone. The boisterous family dynamics. The eccentric supporting. The snappy screwball dialogue in Pete Chiarelli's script. And the way Anne Fletcher directs like a camp counselor wrangling bunkmates... it's all been seen before. For a reason. These elements work.

Margaret Tate _____	Andrew Paxton _____
Grace _____	Annie _____
Joe _____	Gertrude _____
Ramone _____	Pete Chiarelli _____
Anne Fletcher _____	

True or False

- 1) The film takes place in the north of Canada.
- 2) It's a love-story.
- 3) Both main characters are boring.
- 4) The ending is predictable as always.
- 5) The idea of the film is the newest one.
- 6) The film had quite a great success.

4. Summary

- 1) What's one of your favorite movies?
- 2) What kind of movie is it? Who's in it? Who directed it? Why do you like it?
- 3) When did it come out? Where was it filmed?
- 4) How many times have you seen it?
- 5) Would you recommend it? Why?

5. Homework

Do ex. 4, p. 177.

LESSON 63

A MATTER OF TASTE

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.

Клас

Дата

Procedure

1. Warm-up

Fill in the gaps with the words from the box.

interested	surprising	bored	boring	surprised	interesting
frustrating	fascinated	tired	tiring	frustrated	fascinating

- 1) It's ... how hot it can get here in Summer.
- 2) I was really ... to hear the news. It was so unexpected.
- 3) I'm so Let's go out and do something.
- 4) Trying to contact a help desk is so ... when they just put you on hold.
- 5) The kitten was totally ... when it saw itself in the mirror.
- 6) These physical exercises can be very
- 7) That film was so It was like watching paint dry.
- 8) Are you ... in natural history?
- 9) I find kittens totally I could watch them playing for hours.
- 10) I get really ... when I can't solve a problem.
- 11) Do you find natural history ... ?
- 12) He was so ... he could hardly keep his eyes open.

2. Speaking

Do ex. 5, p. 178.

3. Listening

Listen to David and Carol talking about a modern art exhibition and then do the task.

A MATTER OF TASTE

David. Hello Carol. What did you do today?

Carol. Hi David, I've just got back from the Art Gallery. You know, they had a wonderful exhibition of abstract art today. You should have come with me.

David. No, I really can't stand modern art. It just seems like children's painting to me.

Carol. Yes, if you don't understand what the artist is trying to communicate, it can seem a little like that.

David. Well, what did you see then? Tell me about some of your favorite pictures.

Carol. OK, I'll try to remember. There was this one huge painting which was mainly black and gray. I think it was supposed to be a tree although it could have been anything really — you know what these modern paintings are like.

David. And what did you like about that one?

Carol. Just the way the tree looked. It was like the tree was made of hard, metal spikes and the mix of white and gray made everything look like it was winter. Very cold.

David. What else did you see?

Carol. There was this other huge painting which was mainly black and white. It looked very impressive. It was a sort of spiral and each part of the spiral was a white disc and they all met in the middle. It's really hard to explain. But my absolute favorite was a painting we saw in the last room we visited.

D a v i d . Who did you go with?

C a r o l . I went with Melanie and her sister. Anyway, there was this beautiful painting and it looked like a meadow and all the grass was purple and red and there was this green sky in the background. I looked at it and thought of summer. It also had this amazing jet black frame and the whole effect was very impressive. I spent about ten minutes just looking at that one.

D a v i d . Wow, that really does sound impressive. Maybe I should go and visit this exhibition.

C a r o l . You really should. I think you would be inspired by some of the paintings. I think you should look at modern art like food. You need to taste things to see if you like them. At that exhibition today, some of them were even for sale. That last one, the meadow one, was on sale for \$8,000.

D a v i d . How much?! That's really expensive. I may go and visit the exhibition tomorrow, but I'm not going to buy anything.

C a r o l . OK, let me know how it goes, won't you? Give Mark a call. He wanted to come with us today but his aunt was in town so he couldn't. He'd be really keen on going.

D a v i d . OK, I will.

- 1) What is Carol's reaction to David's opinion that modern art looks like it has been done by children?
 - a) She can understand why he thinks that.
 - b) She disagrees totally.
 - c) She accuses him of not understanding modern art.
- 2) What did Carol like about the picture of the tree?
 - a) That is was so big.
 - b) It reminded her of winter.
 - c) The way the artist represented the tree.
- 3) What did Carol say about the second picture?
 - a) It was large.
 - b) It was her favourite painting.
 - c) It had a lot of strange colours.
- 4) Which of these statements is not true of the last painting that Carol describes?
 - a) She saw it near the end of the art gallery visit.
 - b) She also liked the frame on the picture.
 - c) It reminded her of her childhood.
 - d) She spent a long time looking at it.
- 5) What suggestion does Carol make to David at the end of their conversation?
 - a) To buy a painting if he sees something he likes.
 - b) To attend the exhibition with someone who couldn't go with Carol today.
 - c) To go with their aunt, who is in town this week.

Key: 1 a, 2 c, 3 a, 4 c, 5 b.

4. Reading and speaking

Do ex. 7, p. 179.

5. Summary

Do you like to visit art museums? What art museums have you visited? Which did you like the best? Why?

6. Homework

Write a short story about a picture.

- 1) How old is it?
- 2) Where did you get it from?
- 3) When did you get it?
- 4) Why did you get it?
- 5) How did you get it?
- 6) How much did it cost?
- 7) How much is it worth now?
- 8) Why did you choose to talk about it?
- 9) What does it mean to you?

LESSON 64

ENTERTAINING FILMS

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

Клас

Дата

Procedure

1. Warm-up

- 1) What was the last movie you saw?
- 2) Was it good?
- 3) Who did you see it with?
- 4) What's the best movie you've ever seen?

2. Speaking

Do ex. 1, p. 180.

3. Vocabulary practice

Study the meaning of the following words and then fill in the gaps.

alternative	something which is done in a different way, not done in the normal way
artsy	extremely artistic, overly artistic, too artistic
entertaining	something which entertains; amusing and interesting
hilarious	something which is very funny; something which makes you laugh
intense	1) containing strong emotions or feelings 2) extreme
light	relaxing, amusing, not too intense, opposite of "intense"
mainstream	something which is usual, or commonly done, usually high-budget, popular, and made for entertainment. "Mainstream" is the opposite of "alternative"
superficial	1) not deep or profound; lacking real content 2) only on the surface
suspenseful	something which makes you keep guessing or makes you question how something will end
thought-provoking	something which makes you think used to describe many different things, such as movies, books, conversations, ideas, issues, etc.

Christine. What did you think of the movie? Did you like it?

Sarah. Not really, it was a little too ... for me. It seemed like the director was trying so hard to impress us with strange close-ups and avant-garde dialogue that he forgot to include a story. I thought it was really boring.

Christine. I thought the movie was really I love it when a movie makes you think. It's a nice change from the ... dialogue and two-dimensional characters you usually see in films these days.

Sarah. I don't really care for ... films. They are so dark and depressing. The characters are always so Why does a movie have to be sad to be deep?

Christine. Yeah, I know what you mean, but ... cinema is nothing but gunfights and exploding cars. I get so sick of movies like that. I prefer movies with substance.

Sarah. But sometimes, you don't want to think; sometimes, you just want a ... movie. Like that comedy with Billy Crystal — that was so I laughed so hard that I cried.

Christine. Movies have to be more than ... to me.

Sarah. Did you see that new mystery movie with Nicole Kidman that came out last month? That was so I was on the edge of my seat the whole time.

Christine. I loved that movie. The plot was great, and the acting was incredible. I wouldn't be surprised if it were nominated for an Academy Award.

Sarah. Well, at least we agree on something. I guess we'll have to stick to mysteries in the future.

4. Reading and speaking
Do ex. 2, p. 180.
5. Listening and speaking
Listen to the text and say:
1) What is it about?
2) What kind of writing is it, in your opinion?
3) Would you like to study there? Why?

Steven Spielberg, Al Pacino, Robert Downey Jr., Jamie Foxx, and Jodie Foster are among the many figures in the film industry who have sent their family members to study at the New York Film Academy honored to be the film and acting school of choice of these other luminaries including Kevin Kline, Pierce Brosnan, Susan Sarandon and Tim Robbins directors Stephen Frears, Peter Bogdonavich, Roger Donaldson and James L. Brooks.

The New York Film Academy was founded on the philosophy that “learning by doing” combined with best industry practices is more valuable than years of theoretical study for filmmakers and actors. This educational model allows students to achieve more in less time than at all other film or acting schools in the world.

The New York Film Academy offers One-year programs in Filmmaking, Acting for Film, Producing, Screenwriting, 3D Animation, Cinematography, Broadcast Journalism, Digital Photography and Game Design; as well as an Accelerated Three-year Bachelor of Fine Arts (BFA) degree programs in Filmmaking, Acting, 3D Animation and Game Design. Our school also offers a two-year Master of Fine Arts (MFA) degrees in Filmmaking, Acting for Film, Screenwriting, Producing, Cinematography, Documentary, Game Design and Digital Photography, and two-year Associate of Fine Arts (AFA) degrees in Filmmaking, Acting for Film, Producing, Screenwriting and Game Design at the Los Angeles campus at Universal Studios. Each program is structured for students who want intensive training using professional facilities and equipment starting their first day of classes; better preparing them for a career in the motion picture and entertainment industries. In the first year of any of filmmaking programs each student will write, shoot, direct and edit 8 films and work as crew of 28 more! Register in any of our world-class programs and get the experience you need to excel in your field.

For those that are considering sharpening their skills, our film schools, acting schools, and photography school offer short term filmmaking, acting, and photography workshops as well. We also host film and acting camps throughout the world that are designed for high school aged students.

Be ready for the most challenging and rewarding experience of your life. Gain unsurpassed real world experience to prepare you for a career in filmmaking, acting for film, screenwriting, producing, cinematography, 3D animation or musical theatre. You can enroll in a short-term workshop or spend one, two or three years dedicated to perfecting your craft, instead of just reading books and attending lectures.

The New York Film Academy is considered the best hands-on film school in the world by many of today's top filmmakers. Our student body is remarkably diverse. Across our New York City and Los Angeles campuses, our students represent over 77 different nationalities, and this diversity adds to the creative atmosphere and fosters a unique artistic community.

6. Summary
- 1) Do you think that movies from different countries can teach us about other cultures?
 - 2) Is there a movie you could watch over and over again?
7. Homework
Ex. 2, p. 180.

LESSON 65

MODERN AND CONTEMPORARY ART

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

Клас
Дата

Procedure

1. Warm-up

- 1) Do you enjoy art? If yes, why? Why is art important?
- 2) What kind of art is your country famous for?

2. Listening

Listen to the text about Charlie Chaplin's early life and do the task.

He was believed to have been born on April 16, 1889. There is some doubt whether April 16 is actually his birthday, and it is possible he was not born in 1889. There is also uncertainty about his birthplace: London or Fontainebleau, France. There is no doubt, however, as to his parentage: he was born to Charles Chaplin, Sr. and Hannah Harriette Hill (aka Lily Harley on stage), both Music Hall entertainers. His parents separated soon after his birth, leaving him in the care of his increasingly unstable mother.

In 1896, Chaplin's mother was unable to find work; Charlie and his older half-brother Sydney Chaplin had to be left in the workhouse at Lambeth, moving after several weeks to Hanwell School for Orphans and Destitute Children. His father died an alcoholic when Charlie was 12, and his mother suffered a mental breakdown, and was eventually admitted temporarily to the Cane Hill Asylum at Coulsdon (near Croydon). She died in 1928 in the United States, two years after coming to the States to live with Chaplin, by then a commercial success.

Charlie first took to the stage when, aged five, he performed in Music Hall in 1894, standing in for his mother. As a child, he was confined to a bed for weeks due to a serious illness, and, at night, his mother would sit at the window and act out what was going on outside. In 1900, aged 11, his brother helped get him the role of a comic cat in the pantomime Cinderella at the London Hippodrome. In 1903 he appeared in 'Jim, A Romance of Cockayne', followed by his first regular job, as the newspaper boy Billy in Sherlock Holmes, a part he played into 1906. This was followed by Casey's 'Court Circus' variety show, and, the following year, he became a clown in Fred Karno's 'Fun Factory' slapstick comedy company.

According to immigration records, he arrived in the United States with the Karno troupe on October 2, 1912. In the Karno Company was Arthur Stanley Jefferson, who would later become known as Stan Laurel. Chaplin and Laurel shared a room in a boarding house. Stan Laurel returned to England but Chaplin remained in the United States. Chaplin's act was seen by film producer Mack Sennett, who hired him for his studio, the Keystone Film Company.

- 1) Chaplin might have been born some years earlier than is currently believed.
- 2) Chaplin's mother died before her son was successful.
- 3) Chaplin first performed on the stage after he arrived in the United States.
- 4) His first serious job was delivering newspapers.
- 5) His first partner on the stage was the actor, Stan Laurel.
- 6) He was discovered while working for a British organization in the United States.

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

3. Writing and speaking

Do ex. 3, p. 181.

5. Reading

Read the text and write what is the difference between modern and contemporary art.

There have been many different artistic movements throughout history.

They represent groups of artists who agree on general principles. They used similar techniques, materials and ideals in their art.

However, people sometimes encounter difficulties in distinguishing the difference between modern art and contemporary art.

Artrepublic.com defines the term modern art as “a collection of art movements which began in the 19th Century and ended in the 1960’s”.

Contemporary art refers to art that has been created in the recent past. Some experts label any art created from the 1960’s or 1970’s to present day as contemporary art.

Before the Impressionism art movement (1870’s–1890’s) artists were concerned with balance, proportion and perspective capturing their subjects realistically and with as much detail as possible.

According to Artyfactory.com the Impressionists painted quickly with “small strokes of pure colors” giving the viewer a sense of the artist’s feelings.

Post Impressionism (1880–1900) pushed the boundaries of modern art even further and served as the inspiration for Cubism — another form of modern art. It became the first style of abstract art.

Impressionism, Post Impressionism, and Cubism are just a few of the art movements that make up modern art.

Modern art can be considered a rejection of traditional art. Artists developed new approaches to art that reflected their rapidly changing world.

Art created in the recent past or during our lifetimes is called contemporary art. Some people classify any art created after World War II as contemporary while others consider its beginning to be the 1960’s or 1970’s. One such movement is Op art. Op art or optical art began in the 1960’s.

Artists created paintings that appeared to move and disorient the viewer.

Another art movement that falls under the heading of contemporary art is Pop art. Pop artists used bright colors and focused on celebrities and ordinary objects. Andy Warhol is the most famous artist of this movement. Other recent art movements include: Minimal art, Conceptual art and Neo-expressionism.

Art tends to reflect the age in which it was created. Progress and technology influence how art is produced and continue to inspire new forms of art.

6. Summary

Do ex. 4, p. 185.

7. Homework

Ex. 5, p. 185.

LESSON 66
ART IS VARIOUS

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

Клас
Дата

Procedure

1. Warm-up
 - 1) Have you studied any pictorial movement?
 - 2) Have you ever gone to an exhibition?
 - 3) Do you know any art galleries? Are there any in the place where you live?

2. Vocabulary practice
Do ex. 1, p. 186.

3. Reading and speaking
Ask students NOT to read the excerpt but to focus on what the question requires.

WHAT'S ON?

First read the following questions and then use the TV Schedule to find the answers.

- 1) Jack has a video — can he watch both documentaries without having to make a video?
- 2) Is there a show about making good investments?
- 3) You are thinking about traveling to the USA for a vacation. Which show should you watch?
- 4) Your friend doesn't have a TV, but would like to watch a film starring Tom Cruise. Which film should you record on your video?
- 5) Peter is interested in wild animals which show should he watch?
- 6) Which sport can you watch that takes place outside?
- 7) Which sport can you watch that takes place inside?
- 8) You like modern art. Which documentary should you watch?
- 9) How often can you watch the news?
- 10) Is there a horror film on this evening?

TV SCHEDULE

CBC	FNB	ABN
6.00 p.m.: National News — join Jack Parsons for your daily news roundup.	6.00 p.m.: In-Depth News — In-depth coverage of the most important national and international news stories.	6.00 p.m.: Travel Abroad — This week we travel to sunny California!
6.30: The Tiddles- Peter joins Mary for a wild adventure in the park.	7.00: Nature Revealed- Interesting documentary taking a look at the microscopic universe in your average speck of dust.	6.30: The Flintstones- Fred and Barney are at it again.
7.00: Golf Review- Watch highlights from today's final round of the Grand Master's.	7.30: Ping — Pong Masters- Live coverage from Peking.	7.00: Pretty Boy- Tom Cruise, the prettiest boy of them all, in an action packed thriller about Internet espionage.
8.30: Shock from the Past- This entertaining film by Arthur Schmidt takes a poke at the wild side of gambling.	9.30: It's Your Money- That's right and this favorite game show could make or break you depending on how you place your bets	9.00: Tracking the Beast- The little understood wildebeest filmed in its natural surroundings with commentary by Dick Signit
10.30: Nightly News- A review of the day's most important events		

CBC	FNB	ABN
11.00: MOMA: Art for Everyone- A fascinating documentary that helps you enjoy the difference between pointilism and video installations. 12:00: Hard Day's Night- Reflections after a long, hard day	10.30: Green Park- Stephen King's latest monster madness. 0.30: Late Night News- Get the news you need to get a hard start on the upcoming day	10.00: Pump Those Weights- A guide to successfully using weights to develop your physique while getting fit. 11.30: The Three Idiots- A fun farce based on those three tenors who don't know when to call it quits

4. Listening

Listen to the dialogue and answer the questions.

A. "How are you doing?"

B. "I'm doing great".

A. "What movies have you seen lately?"

B. "I saw Forrest Gump the other day".

A. "What type of movie is that?"

B. "The movie type is drama".

A. "I can't believe you are watching movies. The weather is great. You should be outside".

B. "I hate the hot weather. I'd rather stay indoors with the air conditioner".

A. "What else do you like to do besides watching movies?"

B. "I like to play computer games, read books, go shopping, and play pool".

A. "Out of those what is your favorite?"

B. "My favorite is to play computer games".

A. "What is your favorite computer game?"

B. "My favorite is Diablo. It used to be Star Craft, but it is getting a little old".

A. "If you like to play so much, when do you ever exercise?"

B. "Although I hate to exercise, I go jogging at least twice a week".

A. "That's pretty good. By the way, what are you doing next Saturday?"

B. "I am going to go to the bookstore".

A. "I am having a party Saturday night at my house. If you have time, you should come".

B. "That sounds like fun".

A. "Great. I'll see you on Saturday".

B. "Ok. See you later".

1) What type of movie is Forrest Gump?

a) Action b) Drama

c) Suspense d) Comedy

2) Besides watching movies, what does this person like to do?

a) Go shopping b) Swimming

c) Drinking and partying d) Playing basketball

3) What does this person do for exercise?

a) Golf once a week b) Basketball on the weekends

c) Jogging twice a week d) No exercising

5. Grammar practice

Do ex. 2, p. 186.

6. Summary

Do ex. 8, p. 191.

7. Homework

Do ex. 3, p. 187.

LESSON 67

YOU SHOULD KNOW IT

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

Клас
Дата

Procedure

1. Warm-up

- 1) Do you like modern art?
- 2) What do you think of installation art?
- 3) Do you ever think a lot of art is not really art?
- 4) What kind of art do you like — paintings, sculpture, ceramics, etc.?

2. Reading and writing

Read the text and write down the forms of art which are mentioned there. Then add some more that you've known during the lessons.

TYPES OF ART THAT YOU SHOULD KNOW

The practice and study of arts have shown us that there are different types of art. As the study of arts is developing more and branches and types of art are being discovered and included in the field of studies. Today, we have different types of artists and the only way to explain the existence of different types of artists is because of the existence of different kinds of arts. However, it is not always easy to classify arts into its different types. It can be tricky to do that. However, here, an attempt is made to classify visuals art into different forms.

One of the types of art that you should know is painting. It is the type of art work that is used to show the beauty of creation. It could also be said to be one of the types of art work which the artist uses to express his or her feelings. Artists also use painting to show the environment they know. Basically, it is that type of art in which pigments is used on a surface such as paper, wood panel, canvas and wall. There are different tools that are used for painting. Apart from the paint itself, brush is the commonest tool that can be used for painting.

One of the popular types of arts today that you should know is sculpture. It is a type of art in which hard materials such as rocks, plastic, clay or wood is used to create three dimensional arts. There are two different processes that are involved in sculpture, namely, carving and assembling of the carved work. Sculpture and painting as types of art can also be combined in one art piece. An artist can decide to paint his work after carving them. Just as there are different types of painting, there are also different types of art sculpture.

One of the types of art that we are conversant with is photography. In this type of art, images and pictures are created using different types light patterns. The light patterns are able to capture objects when they are emitted in such a manner that they reflect on the object. In this type of art, the camera plays important role. The objects are captured through the lens of the camera. There are also other types of art that are not mentioned here. These are few popular ones.

3. Speaking

- 1) Why is painting and art so important to us?
- 2) What style or period of painting / art do you like?
- 3) What forms, techniques and materials do you prefer?
- 4) Are you good at doing something interesting / unusual?

4. Reading and speaking
Do ex. 4, p. 188.
5. Speaking
Do ex. 5, p. 189.
6. Reading and speaking
Do ex. 6, p. 189.
7. Reading and writing
Read the article about the Chinese art and write the similar one about the Ukrainian art.

CHINESE ART

The huge area of the country of China has also highly influenced the art and architecture of this country. The Chinese arts are also different because of the cultural influence, due to the rule of the different dynasties. There are various forms of art which are in practice in China like, fine arts, performance arts and folk arts.

Art in China began its journey from the Neolithic era. In the rule of the Shang Dynasty bronze was used to make many items. The Shang dynasty is not only famous for the beautiful bronze structure and also for the literature, music and poetry. One most important aspect of Chinese art is porcelain which gave China world wide fame.

In the 1st century AD with the coming of Buddhism in China, the art of calligraphy and painting flourished highly in China. Much calligraphy was done on the Chinese silks especially for royal courts. The sculpture and architecture which was influenced by Buddhism began in the Sui and Tang dynasty. There was also influence from India which was reflected in the art and architecture of the Tang dynasty.

FOLK ART OF CHINA

China has a very rich culture and heritage and these are depicted well in the folk arts of this Asian country. The art and craft of China are in harmony with the everyday life of the people of China, their spirituality and aesthetic value. The value of the Chinese folk arts is still very much intact till date.

CHINESE PAINTING

Painting in China had evolved since the ancient era and it was first to evolve in China than the rest of the world. The first paintings in China can be seen since the Stone Age. The two main branch of Chinese painting are ‘meticulous’ and ‘freehand’. The era of drawing the human figures began in the Han dynasty and ended during the time of the Tangs. However, according to many the best Chinese paintings were the depiction of the landscapes. Some of famous artists of China are Jing Hao, Guo Xi, Fan Kuan. With the new cultural movement the Chinese artists have adopted the western techniques in their works. But the significant of old forms of Chinese painting are still very much alive and admired.

8. Speaking
Do ex. 7, p. 191.
9. Summary
Architecture, Ukrainian music, literature, dramatic art, pictorial art, films... What other forms of art do we have in our culture?
Have we got any special forms which characterized our country as unique?
10. Homework
Do ex. 9, p. 191.

LESSON 68

WRITING REVIEWS

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

- 1) What is a review?
- 2) What purposes of writing reviews can be?
- 3) In your opinion, what should you do to start writing a review?

2. Reading and speaking

Do ex. 1, p. 193.

3. Reading

Do ex. 2, p. 193.

4. Vocabulary practice

Make sure that you know all necessary vocabulary for writing film reviews.

Movies (styles)	This is ... (adj) movie. This is a ... (noun).	action, horror, thriller, comedy, romance, sci-fi, western, musical, drama, family, animation, fantasy, western
Character	the character he played was ... a / the	lead role, hero, heroine, villain, small part, sidekick, supporting character, cool, a killer, a heart throb, evil, the funniest, a thug etc.
Plot	the plot is about...	a man chasing a killer, the hero and heroine, love, a haunted house, government corruption...
Scenes	it had a good / bad ...	opening scene, ending, action scene, romantic scene...
	it was set on ... it took place on ...	a boat, a mountain, in Italy, in space, on another planet...
General Descriptive Phrases	the movie had good / bad	acting, camera work, too much violence, soundtrack, visual effects, directing...

5. Reading

Do ex. 3, p. 194.

6. Reading and writing

Read the synopsis of “Men in Black 3” and do ex. 4, p. 194.

The intergalactic criminal Boris the Animal (Jemaine Clement) is aided in escape by his girlfriend, Lily Poison (Nicole Scherzinger), from the LunarMax prison on Earth’s moon. He is intent on going back in time and killing Agent K (Tommy Lee Jones), who on July 16, 1969, shot off his arm and captured him. After investigating a spaceship crash in New York City, and following a skirmish in a Chinese restaurant, Boris appears, and K and J give chase. Boris reveals to K, “you are already dead, you just don’t know it yet”, and then disappears in an explosion. K deduces that Boris has escaped, and K regrets not having killed him. He returns to his apartment, where all traces of him disappear. Agent J (Will Smith), however, still remembers K, though no one else at Men in Black headquarters does.

Agent O (Emma Thompson), the new Chief deduces from J’s statements that a fracture has occurred in the space-time continuum. The two realize Boris

must have time-jumped to 1969 and killed K, resulting in an imminent invasion of Earth by his race, the Boglodites, due to the absence of the protective ArcNet shield around Earth, installed by K in 1969. Aided by electronic-shop owner Jeffrey Price, son of Boris' fellow prisoner Obadiah Price, who created the time-travel device, J time-jumps off the Chrysler Building to reach time-travel velocity (Jeffrey also cryptically, though excitedly, informing J that the reason he remembers K where nobody else can is because he was 'there'). With only 24 hours to stop Boris, J arrives a day before Boris kills K.

J follows a clue to Coney Island, where 29-year-old junior agent K (Josh Brolin) arrests him and then questions him at MIB headquarters, while a young Agent O (Alice Eve) and Chief X come by. Getting no answers, K decides to place J in a large, primitive Neuralyzer. At the last second, J says he'll tell the truth of his mission and that he is from the future. As a team, they follow Boris' trail to a bowling alley and then to The Factory, the studio / party space of Andy Warhol's (Bill Hader), who is actually the undercover Agent W. The Agents meet the alien Griffin (Michael Stuhlbarg), an Arcadian who possesses the ArcNet and is able to see all possible futures. Griffin leaves before Boris arrives to snatch him. The Agents locate Griffin at Shea Stadium, where he gives them the ArcNet and instructs them to place it onto the Apollo 11 lunar rocket launch occurring in less than six hours. Boris then snatches Griffin, but the agents, on monocycles, give chase and recover Griffin.

Upon arriving at Cape Canaveral, the agents and Griffin are arrested by military police. A Colonel (Mike Colter), however, allows the agents to carry on their mission after Griffin uses his precognitive power to show him what J and K will accomplish. J uses the time-jump device to confuse future Boris- allowing Boris to shoot him before jumping back in time so that he can attack Boris again while avoiding the alien's attacks-, and pushes him off the pad. K, battling the current Boris, shoots Boris' left arm, causing him to fall back to the ground. K plants the ArcNet on the rocket, and the protective shield deploys after leaving Earth's atmosphere, the launch sequence destroying the present Boris. The Colonel congratulates K, who invites him to join the agency.

As J watches from the distance, however, 1969 Boris emerges from the blast chamber and kills the Colonel, only to be killed by K. A child named James exits a military vehicle looking for his father. He pulls out a pocket watch, revealed earlier to have been passed down to Agent J by his father, and J realizes that the colonel killed by Boris was actually his father. K neutralizes young James, telling him his father was a hero, thus fulfilling the 'prediction' that J would be present at the moment history changed.

J returns to the present day, where he meets his partner at the usual diner. There, he shows K his father's pocket watch. The senior agent, in return, tells him it was an honor to have met him that fateful day. As they leave the diner, Griffin, a few seats away, muses all is well with the world (breaking the fourth wall in the process and revealing to the audience that his powers of observation also make him aware of the real world moviegoers), except for the fact that K forgot to leave a tip, indicating they are in a timeline where the Earth is about to be hit by an asteroid. Then, K returns to the diner and leaves a tip, revealing this timeline to be one where the asteroid disintegrates when hitting a satellite, and the film ends.

7. Summary

- 1) Would you like to work in the movie industry?
- 2) What makes a great movie for you?
- 3) What does art mean for you in general?

8. Homework

Do ex. 5, p. 195.

UNIT 7. FOCUS ON YOUTH

LESSON 69

YOUTH AND SOCIETY

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) Are young people generally more selfish than their parents and grandparents?
- 2) Does age make you more aware of and caring for others?
- 3) Should adults try to teach young people lessons, such as the dangers of drinking too much, taking drugs or catch the AIDS virus, or should they leave them alone to find out about these things themselves?

2. Speaking

Do ex. 1, p. 199.

3. Writing

Write down your ideas if it is easy to be a teenager.

You are teenager

it is time

- of conflicting feelings and desires
- of important public exams
- of hard (demanding) school work
- of starting a serious relationship
- when relations can be unstable
- when you experiment with your image
- of conflicts at school
- of feeling of pressure
- of misunderstanding between you and parents

4. Reading

Do ex. 2, p. 199.

5. Listening

Listen to a piece of information from youthforsociety.org about one of their projects and answer the questions.

- 1) What is the aim of the project?
- 2) Where does the project take place?
- 3) How many countries take part in the project?

January-June 2012

Ergli, Latvia

YfS with 6 other partners from CoE countries is organizing an information campaign focused on environmental education for children and youth. The campaign consists of diverse eco activities in international context encouraging children and youth to take care of European nature, their living environment. The campaign takes place at primary and secondary schools as children do not have there any environmental education and is run by young volunteers from NGOs that focus on environmental issues.

YfS partner is Ergli Secondary School where activities with youngsters are implemented.

The campaign will aim to activate young people in their local communities and show them the purpose of active citizenship. As all partner organisations are youth and deal with environmental protection and environmental education, the campaign will aim to encourage young people to be active in the field of environmental education for young people and children. 14 young people from 7 organisations from 7 countries (Czech Republic,

Greece, Armenia, Romania, Latvia, Georgia, Russian Federation) will prepare the campaign and spread the international experience in the field of environmental education.

From YfS representatives are — Monta Grinberga (legal and administrative) and Kaiva Leiboma (activities, facilitation and reports) with the support of geography teacher from Ergli Secondary School.

We specifically aim:

- to promote environmental human rights among children and young people
- to make youth understand human impact on nature
- raising awareness of sustainable lifestyle in Europe
- to share experience and knowledge about environmental education on the international level
- to provide workshops on environmental issues to primary and secondary school students
- to promote environmental awareness among youth, give sufficient information about nature, learn and respect it

Up-dates and more information from the ECO campaign you can read here.

Project is supported by the Council of Europe programme European Youth Foundation and promoted by the organization Youth and Environment Europe.

6. Reading

Read some information about Youth projects and answer the questions. Where is this organisation located? What is the main goal of it?

WHERE IT ALL BEGAN

In the early 1980s, the north-western suburbs of Melbourne had a predominantly Mediterranean and Eastern European migrant population. They were attracted to the area by its cheap housing and a strong mixed manufacturing sector.

Community activists became increasingly concerned about youth unemployment. Many manufacturers were closing their doors or moving out of the area and unemployment support systems were changing from City-based to more regionalised services. Growing numbers of unemployed young people were hanging around with nothing to do.

In 1981, the Broadmeadows City Council offered assistance to establish a drop-in centre where young people would feel welcome and comfortable to talk about any problems or issues they had.

A new committee of management was elected at a public meeting at the end of 1984, and in a bid to gain greater community support, the name was changed to ‘Broadmeadows Youth Projects’.

After incorporation was granted on 7 February 1985, the agency became known as Youth Projects Inc.

Not long after incorporation, tragedy struck when a fire all but destroyed the building.

With damage estimated at \$400,000 and insurance not enough to fully rebuild and refurbish the centre, all programs were suspended. Premier John Cain launched a public appeal for funds, and with additional support from the centre’s original financial backers, the Youth Projects centre was slowly rebuilt and re-opened by Prince Charles and Princess Diana, who were visiting Australia at the time.

7. Summary

How would you describe an average member of today’s youth?

8. Homework

Make up some questions to your pen-friend from the other country about his life.

LESSON 70
HIV AND AIDS

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

Клас
Дата

Procedure

1. Warm-up

Do the HIV and AIDS quiz

- 1) What is the difference between HIV and AIDS?
 - a) HIV is a virus and AIDS is a bacterial disease
 - b) There is no difference between HIV and AIDS
 - c) HIV is the virus that causes AIDS
- 2) Is there a cure for AIDS?
 - a) Yes
 - b) No
 - c) Only available on prescription
- 3) Approximately how many people are living with HIV worldwide?
 - a) 34 million
 - b) 23 million
 - c) 13 million
- 4) Can you get AIDS from sharing the cup of someone with HIV?
 - a) Yes
 - b) No
 - c) Only if you don't wash the cup
- 5) Can insects transmit HIV?
 - a) Yes
 - b) No
 - c) Only mosquitoes
- 6) AIDS was first reported in the U.S. in
 - a) 1975
 - b) 1981
 - c) 1986
- 7) HIV is believed to have evolved from a similar virus found in which animal?
 - a) Baboon
 - b) Chimpanzee
 - c) Elephant
 - d) Guinea pig
- 8) Which country has the highest number of people living with HIV?
 - a) South Africa
 - b) Nigeria
 - c) India

Key: 1 c. HIV is the virus that causes AIDS. A person can live a relatively normal life for many years if they are diagnosed with HIV. 2 b. There is no cure for AIDS. 3 a. 34 million people were living with HIV at the end of 2010 and the vast majority of these people were in sub-Saharan Africa. 4 b. It is not possible to become infected with HIV from everyday casual contact such as sharing food, shaking hands or touching the same objects. You are only at risk from HIV if you are exposed to infected blood or bodily fluids. 5 b. 6 b. AIDS was first identified in the U.S. in 1981 after several gay males became ill with a rare form of cancer. The term "AIDS" was first used the following year. 7 b. The SIV virus found in chimpanzees is very close to HIV. It is believed that the virus crossed species to humans. 8 a. In 2009, there were an estimated 5.6 million people living with HIV in South Africa, 3.3 million in Nigeria, and 2.4 million in India.

2. Reading and speaking

Do ex. 3, p. 202.

3. Vocabulary practice

Fill in the gaps with the words from WORD FILE (p. 202)

- 1) I had to drive nine hours without a break — it was
- 2) Critics argue that the tax cuts will only ... large companies.

-
- 3) Here they began a small home for alcoholics and drug
 - 4) Video ... from the ground will be displayed on laptop computers aboard the shuttle.
 - 5) It's harmful to drink alcohol during
 - 6) Rising food prices caused great ... for most of the population.
 - 7) The court's ruling should be of interest to every ... of our country.
 - 8) Our objective is to ... \$200 for the school band.
- Key:* 1 exhausting, 2 benefit, 3 addicts, 4 transmitted, 5 pregnancy, 6 hardship, 7 citizen, 8 raise.
-

4. Reading and writing

Read some information from the Net as for preventing HIV and write down some rules.

HOW CAN HIV BE PREVENTED ?

Despite considerable investment and research, there is no HIV and AIDS vaccine. However, there are other ways that people can protect themselves from HIV infection.

HIV education needs to be culturally appropriate and can take place in various settings, for example lessons at school, media campaigns, or peer education.

PREVENTING SEXUAL TRANSMISSION OF HIV

'Safer sex' refers to things that a person can do to minimize their risk of HIV infection during sexual intercourse; most importantly, using condoms consistently and correctly.

A person can be certain that they are protected against HIV infection by choosing not to have sex at all, or by only doing things that do not involve any blood or sexual fluid from one person getting into another person's body.

Effective sex education is important for providing young people with the knowledge and skills to protect themselves from sexual transmission of HIV.

PREVENTING TRANSMISSION OF HIV THROUGH BLOOD

Injecting drug users who share injecting equipment or works are at risk of HIV infection. Needle exchange programmes can help to prevent HIV transmission among drug users by providing clean needles and disposing of used ones.

Health care workers can be exposed to HIV infected blood while at work.

The most effective way to limit their risk of HIV infection is to wash hands and wear protective barriers (gloves, aprons, goggles).

PREVENTING MOTHER TO CHILD TRANSMISSION OF HIV

Mother-to-child transmission of HIV can be prevented by using antiretroviral drugs, which reduce the chances of a child becoming infected with HIV to less than 2 %. Once a child is born, safer infant feeding practices can also greatly reduce the risk of HIV being passed on from mother to child.

This is why HIV testing in pregnancy is a crucial prevention measure.

5. Reading and speaking

Do ex. 5, 6, p. 203.

6. Summary

- 1) Are you taught about AIDS at school?
- 2) What's your government doing to combat AIDS?
- 3) What's the best protection against AIDS?
- 4) Is AIDS a taboo subject in our country?

7. Homework

Do ex. 4, p. 203.

LESSON 71

ARE YOU A “TYPICAL TEENAGER”?

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

Клас
Дата

Procedure

1. Warm-up

Work in pairs

Discuss with your partner what it means to be a teenager.

A “typical teenager”	worth	Hard at school	.....
	is	Rude and tactless	.....
	neglect	Lazy irresponsible	.....
	speak	Industrious	.....
	has	Like his parents(teachers, Friends, Opinion)	.....
	are	Openly	.....
	has	Serious problems	.....
	are	Cool guys	.....
	rebel	Alcohol, drug- habits	.....
		Unpredictable	.....
		Against parents	.....

2. Listening

Listen to a *Hot Topic* from youthprojects.org and retell briefly the event you've heard about.

HOT TOPIC

Celebrating the Talent of Melbourne's Homeless Community

Would you ever think about a homeless person as talented, creative or in possession of some pretty amazing skills? Probably not.

It's time to change your perception. Youth Projects supports Where The Heart Is Community Festival. Now in its eighth year, the festival is a celebration of the lives, skills, talents, creativity and achievements of Melbourne's homeless and marginally housed community.

The festival, put together by over 30 organisations in the health and homeless sectors and supported by the local, state and federal governments, was held on March 23 in Fitzroy North's Edinburgh Gardens.

Aimed at offering a day of fun and performance for Melbourne's homeless, the day was packed full of fantastic activities including music performances, poetry readings and art and craft workshops as well as services including free haircuts, massages and meals.

Youth Projects understands that part of being homeless is losing your connection to society and to your personal identity. Homeless and disadvantaged people struggle to feel part of a community — becoming re-connected to something is part of the process of ending homelessness.

Where The Heart Is encourages proactivity. Last year, over 1,000 homeless and disadvantaged people attended the festival in the hope of meeting people they could connect with.

Determined to help Melbourne's homeless and disadvantaged community, Youth Projects runs a program called The Living Room. Located in the heart of the city, the initiative provides services including food and material aid, phone and internet, housing support and counseling.

3. Vocabulary practice
Do ex. 1, p. 206.

4. Reading
Do ex. 2, p. 207.

5. Speaking
Why is it important for parents / teenagers to be tolerant?

Discuss your ideas with your partner. You may use all the suitable words from ex. 2, p. 207 and from the table.

It is (not)	necessary important usual thing	to be	tolerant liberal generous easygoing ambitious cheerful hardworking trustworthy impatient optimistic sensitive moody sociable indecisive reserved lazy attentive	with	teenagers parents	because...
----------------	---------------------------------------	-------	---	------	----------------------	------------

Ask your partner the following question about his / her best friend. Use the adjectives above for describing the qualities.

- 1) Is your friend usually in a good mood?
- 2) Is it important for your friend to be successful in whatever he / she does?
- 3) Does your friend notice your feelings?
- 4) Does your friend often give presents, or pay for lunch or a coffee?
- 5) Does your friend work hard?
- 6) Does your friend become angry or annoyed if he / she has to wait for something or someone?
- 7) Can you trust your friend with a secret?
- 8) Does your friend listen well when you are speaking?
- 9) Does your friend keep his / her feelings to him / herself?
- 10) Is your friend usually not worried by things, no matter what happens?
- 11) Does your friend think the future will be good?
- 12) Does your friend often change their opinion about things?
- 13) Does your friend often postpone things he / she has to do?
- 14) Is your friend happy one moment and then sad the next?
- 15) Does your friend like to be with people?

6. Writing
Do ex. 3, p. 207.

7. Summary
Do ex. 4 (b), p. 207.

8. Homework
Do ex. 4 (a), p. 207.

LESSON 72

YOUTH IS WONDERING

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

Клас
Дата

Procedure

1. Warm-up

- 1) Can teenagers be allowed to do everything?
- 2) At what age should teenagers be allowed to leave school?
- 3) At what age should teenagers be allowed to smoke?
- 4) At what age should teenagers be allowed to drink?
- 5) At what age should teenagers be allowed to drive?
- 6) At what age should teenagers be allowed to get married?
- 7) At what age should teenagers be allowed to vote?

2. Listening

Listen to some information about a youth centre and answer the questions.

- 1) Are there any youth centres in your area?
- 2) Do school-leavers meetings take place in your school?
- 3) Have any school-leavers become the people who have interesting professions?

LOCAL COLLEGE STUDENTS “MAKE A MAJOR DIFFERENCE” AT YLLC (YOUTH LIFE LEARNING CENTRE)

Hillside and Easley students came together to listen to local college students talk about their major and career path as well as do a short, related activity. Before we began, we asked students what they wanted to be when they grew up. Answers ranged from “teacher” to “policeman”.

Presentations started with Hailey Wickles, Belmont University junior and nursing major who dreams of becoming a traveling nurse or doing nursing in missions work. Hailey taught YLLC students not only about what she studies in and outside of the classroom, but she also showed the students the importance of washing their hands using glitter! She also shared a trick with students. If you sing, “Happy Birthday” twice while scrubbing, you have washed your hands for a proper length of time.

William Switzer, studying music business and pre-law at Belmont University, wants to pursue a career as a musician or entertainment lawyer. A bass player for his band, William shared with students that he has written over fifty songs! He also taught students a little about entertainment law, such as what copyright means in a way students could understand.

Jonathan Butler, Belmont University junior and music business major, immediately put smiles on students’ faces when he brought out a bag of candy! Jonathan, who one day wishes to own a multi-media company, asked students to act like they were filming a movie, reading a book, and recording music to demonstrate what the company would entail. He then asked students to answer some trivia questions regarding movies, books, and music for some candy!

Lastly, we welcomed Katherine Richardson, Belmont senior and international business and social entrepreneurship major. She wishes to someday work with entrepreneurs on creating businesses that employ people who may not otherwise be able to find jobs. Once we taught students what

entrepreneurship meant, Katherine was ready to create her own business with students. Students gave her the idea to create a movie-watching hair and nail salon! She separated students into two groups to represent the items that they would need, the first group being the items that would cost money for their business while the second group represented the items that would create a profit.

We'd like to welcome all of our students for making a major difference among Youth Life students. Our hope is that you will continue to inspire kids in this community to work hard and pursue dreams.

3. Grammar practice
Do ex. 1, p. 208.

4. Writing
Do ex. 2, p. 209.

5. Reading
Read about Danielle Wright who has an eager curiosity for learning.
 - 1) How can you characterize Danielle?
 - 2) What qualities of character does she possess?
 - 3) Are such young people as Danielle a rule or an exception nowadays?

Sometimes there is a student who is always seeking, wondering, and exuding a very curious nature. This student will typically go out of their way to uncover an unresolved answer and will crave more information. He or she simply loves the art of learning and will never stop seeking understanding. For YLLC—Hillside, that student is Julia Green Elementary School third-grader, Danielle Wright. In most scenarios, you can find Danielle raising her hand to ask a question, in such a way as to put her whole body into getting that hand as high as it can go with a wide, eager grin. Sometimes difficult to stay seated, she throws herself into learning as much as possible! In fact, she was thrilled when Mr. Grubb donated iPads, as they have allowed her to explore new areas of learning with her great, curious spirit.

As outgoing as she is, it is no wonder that Danielle not only loves to dance and sing, but also possesses a soft, caring side shown in her desire to someday become a veterinarian. Moreover, her YLLC teacher describes her as “polite and inquisitive”.

She makes friends easily with her outgoing personality and is always friendly toward everyone who comes to Youth Life Learning Centers. Seemingly contagious, Danielle’s enthusiasm for learning has rubbed off on some of her YLLC—Hillside friends. During “Make a Major Difference” last year, for example, Danielle had many questions for all of the Belmont students that came to talk about their major. She wanted to know how things worked, what they studied, and what she would need to fill their shoes. This allows teachers, visitors, volunteers and donors to see their influence first hand and answer any questions she may have, whether it’s homework-related or not.

Genuinely grateful for opportunities given to her, she would like to personally thank all volunteers and donors for helping her at Youth Life. Her grades have improved with their help!

6. Grammar practice
Do ex. 3, 4, p. 209.

7. Summary
 - 1) What are the good things and bad things about today's youth?
 - 2) Are today's youth different from the youth of yesteryear?

8. Homework
Ex. 5, p. 209.

LESSON 73

EMOTIONS

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

Клас
Дата

Procedure

1. Warm-up

How do you feel today?

Today I'm	Sleepy	because...
	Nervous	
	Shocked	
	Furious	
	Exhausted	
	Surprised	
	Depressed	
	Pleased	
	Satisfied	
	convinced	
	upset	
	flattered	

2. Speaking

Do ex. 1, p. 210.

3. Reading

Do ex. 2, p. 210.

4. Listening and speaking

Listen about dealing with emotions and write down the ways of dealing with them which are mentioned in the article.

HOW TO DEAL WITH EMOTIONS

Many people are never taught how to deal with their emotions. Because they do not know how to deal with their emotions, they wind up repressing their emotions instead. For people who have endured painful life situations, they can wind up engaging in unhealthy behaviors to avoid dealing with their emotions, such as by abusing substances or taking out their frustrations on the wrong person. Expressing emotions is the healthiest way to release the pent up feelings.

Recognize the importance of dealing with emotions. Unexpressed emotions affect your life. For example, many people who struggle with ongoing depression or anxiety are actually angry. Because the unexpressed anger has nowhere to go, the person experiences the repressed anger as depression or anxiety. If you want to take control over your emotional life, you need to deal with your emotions instead of repressing them.

Label your emotions. Many people who have never learned how to deal with their emotions have a difficult time even identifying what those emotions are. Some people might feel anger when the emotion that they are actually dealing with is pain. Others might cry and feel sad in situations in which anger is really the more appropriate emotion. Practice labeling each emotion that you are experiencing.

Decide to deal with your emotions as you have them. Emotions must be expressed. You can either deal with your emotions as you have them, or you can put a lot of energy into repressing them and just wind up having to deal with a more powerful version of your emotions later. Resolve to deal with your emotions as you experience them.

.....

Recognize that expressed emotions do not last. If you will deal with your emotions as you have them, they will go away much faster. While you might feel incredibly angry in the moment, your anger will pass as long as you deal with it. Only repressed emotions linger for a very long time.

.....

Express your anger in a physical way. Anger can be daunting for many people to deal with. Anger is best dealt with physically, especially if you have a lot of repressed anger to process. Choose a physical activity that will not harm another person or yourself. Some good ways to deal with anger include punching pillows, hitting the ground with a baseball bat, popping balloons, taking a kickboxing class and going for a brisk walk.

.....

Cry out your pain. Tears can heal a wounded spirit. However, many people have a hard time dealing with grief and sorrow. Try watching a sad movie and allowing yourself to cry for the characters. Set aside time to let yourself "wallow" for a little while. You will feel much better after a good cry.

.....

Comfort your fears. Many people who suffered from trauma in childhood struggle with feelings of terror. Comfort yourself through those feelings. Visualize yourself comforting the child you once were. See yourself wrapping a thick blanket around your terrified inner child and hold that child close to your heart.

.....

Enjoy a good laugh. A good laugh can be incredibly healing. Do not stifle your joy. Instead, deal with your joy by giving in to an urge to laugh. A good belly laugh can do wonders for a person's emotional state.

.....

Answer the questions.

- 1) Should we repress our emotions?
 - 2) What is the result of repressing emotions?
 - 3) Do your emotions influence only people who are around you? What about yourself?
 - 4) How should we express our emotions?
 - 5) Have you got your own solutions of this problem?
 - 6) Can you give some pieces of advice?
-
5. Summary
 - 1) Do bad mannered people upset you?
 - 2) Do you get angry when politicians make promises they can't keep?
 - 3) Do you get angry when you watch the news on TV and see all the terrible things happening in the world?
 - 4) Does it annoy you when shop assistants try to sell you things you don't need?
 - 5) Does it annoy you when someone interrupts you when you are speaking?
 - 6) Does it annoy you when someone knows everything better than you and says so?
 - 7) Does it annoy you when you are waiting in a long queue and someone pushes in front of you?
 - 8) Does it annoy you when your teacher speaks too quickly?

.....

 6. Homework

.....

Write a composition about yourself using the following plan:

 - 1) Do you usually show your emotions or keep them in?
 - 2) Do people know how you feel?
 - 3) What do you worry about?
 - 4) When you are worried, what do you do? How do you feel?
 - 5) Do you think animals have emotions? Explain with an example.
 - 6) Tell about a time when you felt a very strong emotion (anger, happiness, guilt, sadness, love, fear, excitement, etc.)

LESSON 74

HOW TO CONTROL EMOTIONS

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

Клас
Дата

Procedure

1. Warm-up

- 1) Does it drive you crazy to always see the same faces and read about the same celebrities in the gossip columns?
- 2) Does it drive you crazy when waiters ignore you?
- 3) Does it drive you crazy when you have invited people to dinner and they come late and the meal is spoiled?
- 4) Does it make you angry when motorists drive too closely behind you?
- 5) Does it make you angry when people make nasty comments about you ?
- 6) Does it make you angry when you have made an appointment to see the doctor at a certain time and he / she keeps you waiting for ages?
- 7) Does it upset or annoy you when a beggar asks you for money?
- 8) Does it upset you when have to say “No” when someone asks you for help?
- 9) Does it upset you when you see homeless people?
- 10) Does it upset you when you see people hitting children or animals?

2. Listening

Listen to the article and fill in the gaps with the words you'll hear.

FOR LOTS OF PEOPLE,

GETTING OLDER MEANS GETTING HAPPIER

Old age may not sound exciting. But recent findings offer good news for older people and for people (1) ... about getting older.

Researchers found that people become happier and experience less worry after they (2) ... the age of fifty. In fact, they say by the age of eighty-five, people are happier with their life than they were when they were eighteen years old.

The findings came from a (3) ... of more than three hundred forty thousand adults in the United States. The Gallup Organization questioned them by telephone in two thousand eight. At that time, the people were between the ages of eighteen and eighty-five.

The researchers asked questions about (4) ... like happiness, sadness and worry. They also asked about mental or emotional stress.

Arthur Stone in the Department of Psychiatry and Behavioral Science at Stony Brook University in New York led the study. His team found that levels of stress were (5) ... among adults between the ages of twenty-two and twenty-five.

The findings showed that stress levels dropped (6) ... after people reached their fifties.

Happiness was highest among the youngest adults and those in their early seventies. The people (7) ... likely to report feeling negative emotions were those in their seventies and eighties.

The study also showed that men and women have similar emotional (8) ... as they grow older. However, women at all ages reported more sadness, stress and worry than men.

The findings appeared in the Proceedings of the National Academy of Sciences.

Researchers say they do not know why happiness increases as people get older. One theory is that, as people grow older, they grow more (9) ... for what they have and have better control of their emotions. They also spend less time thinking about bad experiences.

Professor Stone says the emotional patterns could be (10) ... to changes in how people see the world, or maybe even changes in brain (11)

The researchers also considered possible influences like having young children, being unemployed or being single. But they found that influences like these did not affect the levels of happiness and well-being related to age.

Key: 1 worried, 2 reach, 3 survey, 4 emotions, 5 highest, 6 sharply, 7 least, 8 patterns, 9 thankful, 10 linked, 11 chemistry.

3. Reading

Read the article and say if you agree with these pieces of advice. Are you going to follow them?

HOW TO CONTROL EMOTIONS IN 3 SIMPLE STEPS

From the moment we were born, we've been a slave to our emotions. Babies cry, kids throw tantrums, teenagers rebel... However, there are times when we need to rein these feelings in and learn how to control emotions.

After all, you can't exactly break down in tears whenever your boss disagrees with your idea. And you can't exactly hit other people either because they irritate you.

So how do you control emotions?

Step 1: Be Prepared. Sometimes, we feel a burst of emotion when we're caught unaware. When someone says something that we don't expect, we might cry, laugh or get really angry. This might be okay when you're among friends, but it's a different story altogether when you're in the middle of a board meeting.

One way on how to control emotions is to prepare yourself for what's ahead. For example, if you already know that you're meeting with an insufferable client, pace yourself. Tell yourself not to get hot-headed. Be the epitome of cool. Preparing yourself helps you control your emotions and not the other way around.

Step 2: Be Objective. By separating yourself from the situation, you're able to look at things in a more logical perspective.

Let's say you're a journalist covering an earthquake tragedy where thousands of people died. If you want to learn how to control emotions long enough so you can do your job properly, detach yourself from the number of grieving people. Focus on the numbers and the science.

Learning how to control emotions might sound harsh and cold in a tragedy such as this; but sometimes, it's the only way you can do your job and report the incident properly.

Step 3: Be Patient. Counting 1–10 won't help you if you're a pretty impatient person. Therefore, it's important that you work on that area of yourself. Being patient helps delay bursts of emotion that may not be appropriate for the situation. It gives your feelings time to subside and retreat.

One way to cultivate patience is meditation. This activity also helps you calm yourself down and quell strong waves of emotion.

Being able to feel emotions and express them is part of being human. There's nothing wrong with that. However, there are certain instances wherein we must learn how to control emotions. Besides, sudden bursts of emotions also lead us to doing things we might regret later on. In order to avoid any awkward situations, remember to be prepared, be objective and be patient.

Controlling emotions is just one key to success.

4. Speaking

Do ex. 5, p. 213.

5. Summary

Do ex. 6, p. 214.

6. Homework

Do ex. 4, p. 212.

LESSON 75
THE PROBLEMS OF TEENAGERS

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати толерантне ставлення до інших і загальну культуру учнів.

Клас
Дата

Procedure

1. Warm-up

Do teenagers have common problems?

There are many common problems for all teenagers. Share your ideas with your partner and add some of your own to these list.

How
What

- to plan future
- to spend free time
- to deal with bulling(to escape bulling)
- to do after school
- to find friends
- to deal with your friends
- to solve conflicts with friends, parents
- to make parents understand you
- to find common language with parents
- to express your opinion
- to deal with girlfriend (boyfriend)
- to avoid conflicts
- to become independent
- to establish priorities

2. Listening

Listen to the article and say why it is important to deal with your emotions and what solution of this problem is proposed in this article.

DEALING WITH EMOTIONS

Dealing with emotions is very importance to your health. It's all very well to say that we must deal with these feelings, but how do we go about doing so, and what exactly is "dealing with our emotions"?

ACCEPT YOUR EMOTIONS

Dealing with our feelings is facing, accepting and working through them. We will always have emotions, so we have to learn to deal with them. If repressed, they will find a way to come out as in depression, anxieties, panic, eating disorders to name but a few.

A lot of the time, people do not want to feel what they are feeling. They may be ashamed or guilty of these feelings, or they just do not like a certain emotion. For example, you start to like your best friend's girl/boyfriend. You don't know how it happened, but you're now stuck in a predicament where you are totally infatuated with your best friend's girl/boyfriend. Automatically, you may try to suppress these feelings. If you ignore them, maybe they'll go away, right? WRONG! The chances are small that your feelings will just leave you; you'll most probably be feeling terrible about yourself, plus, a buildup of pent up emotions leads to stress!

WHAT YOU CAN DO

Confront those emotions that you're trying to ignore. Here's what you might do: keep a diary in which you write down your feelings. This diary is a way for you to think about the stuff that you're made of! By writing

down and analyzing your feelings, you become aware of the real reason why you're feeling the way you are, and the emotion becomes less painful. Some questions you could ask yourself when you're writing in your diary are:

What am I feeling?

When did it start?

What does it make me want to do?

What were the triggers for this emotion

What pictures come to mind as I feel it?

When else have I felt it? Is it familiar or something new?

What would I like to say to the person / event / myself? Say it out loud — talk to your dog.

Take the above example, you might discover that it is not really your friend's girl/boyfriend that you like so much, it's the idea behind it (having a girl/boyfriend). You may learn that you're lonely, and you just want someone. By writing in the diary, you find all this out and solve the problem because you no longer like your best friend's girl/boyfriend, and have something else to focus on, namely, finding yourself a girl/boyfriend!

Or you can talk to someone. Many people go to other people to help them deal with their emotions; these ‘other people’ could be your school’s guidance counselor, favourite teacher, family relative, psychologist or psychotherapist.

3. Speaking

Do ex. 1, p. 215.

4. Reading and speaking

Do ex. 2, p. 215.

5. Speaking and writing

Discuss the following questions, complete the table and then write true sentences about your relations.

- 1) What causes generation gaps to form?
 - 2) How might today's generation gaps be different from those of your parents' or even your grandparents'?
 - 3) How do generation gaps change / evolve for individuals over time?
 - 4) Can you see a generation gap between yourself and the younger generation?
 - 5) What is it concerning?
 - 6) Do you feel your parents don't understand you because of a generation gap?

You	Have	to solve conflicts
Both of you	Has	to make the right choices
He	Want smb	to find balance in your relations
She	Demand(s)	to keep your opinions open
They		to cultivate positive emotions
		to establish priorities

6. Summary

- Summary**

 - 1) What are the most common needs of youth nowadays?
 - 2) What is it like to be a teenager in your society?
 - 3) Would you rather be a child, teenager or an adult? Why?
 - 4) What are the advantages/disadvantages of being a child/a teenager/an adult?

7. Homework

Write a composition using the questions above.

LESSON 76

YOUTH PROBLEMS

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати толерантне ставлення до інших і загальну культуру учнів.

Клас
Дата

Procedure

1. Warm-up

Do teenagers in your country have problems with drugs or alcohol?

What is the difference between a habit and an addiction? (with a habit you are in control of your choices, with an addiction you are not in control of your choices)

2. Reading and writing

Work in pairs

Read the article and make some notes as for youth problems in Britain. Then compare it with the situation in Ukraine. Are there any differences and similarities?

School, lessons, games, clubs, homework. A bell rings. But one day young boys and girls will be at school for the last time. And then they are confronted with difficulties. They must make a decision: to enter a university or try to find a job.

In Britain life used to be fun for teenagers. They have money to spend, and free time to spend it in. But for many young people life is harder now. Jobs are difficult to find. There is not so much money around. Things are more expensive, and it's hard to find a place to live. Teachers say that students work harder than they used to. They are less interested in politics and more interested in passing exams. They know that good exam results may get them better jobs.

Three-quarters of young people do more or less what their parents did. They do their best at school, find some kind of work in the end, and get marry in their early twenties. They get on well with their parents, and enjoy family life. They eat fish and chips, watch football on TV, go to the pub. Most young people worry more about money than their parents did twenty years ago. They try to spend less and to save more.

For some, the answer to unemployment is to leave home and look for work in one of Britain's cities. Every day hundreds of young people arrive in London from other parts of Britain, looking for jobs. Some find work and stay. Others don't find it and go home again, or join the army of unemployed in London.

One of the main problems of young people is drugs. This is a relatively new problem but it is becoming more and more dangerous. Million young people today are using drugs, and most of them will die. Usually they want just to try it, then again and again... and after year may be two years they will die. It is true. Because there are no medicine to help you. That's why never do it, if you do — it goes bad, very bad.

People of almost every age are susceptible to this pernicious disease but it hits the youth the hardest. Its name is unemployment. The percentage of unemployed youth in the total number of the jobless is high. In many developing countries the situation is more serious. Unless the economic situation in the world changes, youth unemployment will mount.

There are many youth organisations in Britain, which unite young men on different principles. There are some informal organisations, for example: skinheads, hippies, panks and so on. Now there exists the problem of misunderstanding between different youth groups.

They also face the problem how to spend their free time. They can do it in different ways. Some of teenagers spend their free time in different night clubs. Other young people spend their free time in the streets.

3. Listening

Listen to the surveys, summarize the article and compare with the situation in our country.

TEENAGERS AND DRUGS

Two separate surveys suggest that Britain's teenagers are amongst the heaviest drug-users and drinkers in Europe. The British government has introduced a number of measures to tackle the use and supply of drugs, particularly among young people.

The European School Survey Project on Alcohol and Other Drugs interviewed 15 and 16-year olds in 35 countries. 26 % of boys and 29 % of girls in the UK had indulged in binge drinking at least three times in the previous month. For the purpose of the study, binge drinking was classed as having more than five alcoholic drinks in a row. In the same survey, 42 % of boys and 35 % of girls admitted they had tried illegal drugs at least once.

According to another survey, by the European Monitoring Centre for Drugs and Drug Addiction, two in five 15-year-olds in the UK have tried cannabis. This number is higher than anywhere else in Europe. The UK has also the joint highest number of young cocaine users, alongside Spain.

The British government has recently unveiled new plans to fight the problem of drug abuse in the United Kingdom, also among teenagers. According to the new proposals, young offenders will have to attend drug treatment as part of community service. British police will be able to give people blood tests for drugs when they arrest them, not just when they charge them with an offence. Dealers working near a school or using children to help sell drugs will face tougher penalties.

But schools also try to fight the problem of drug use themselves. At the beginning of 2005 a British state school has introduced for the first time random drug testing. Students from a school in Kent will have mouth swabs taken to detect drug use. Each week 20 names will be selected by computer and the swabs sent off to a drug testing laboratory. Results will be available three days later. The school's head teacher says that no child will be tested against his or her wishes. Children who test positive will not be expelled from the school, but those who sell drugs will.

4. Speaking

Do ex. 3, p. 217.

5. Summary

There are many problems society faces nowadays and any problem can be considered from two points of view: if it is right or wrong. But it is dangerous to discuss social attitudes in such a way. Scan the situations given below and discuss in your groups what you feel to be right or wrong in them.

- TV greatly affects the minds of the young people, it doesn't aim at bringing up patriots of their motherland. Is it right or wrong?
- A young man, a person of age, doesn't agree to serve in the army, to defend his motherland, in a word. Is it right or wrong taking into consideration that the constitution proclaims it a sacred duty of any obedient citizen?
- People with higher education are paid less than those who don't have good education at all. Is it wrong?
- A gang of young criminals places a bomb in a large store. In their phone call to the police they say that they will explore the bomb unless they are paid 50 million. Is it right to use violence to get what you want?

6. Homework

Write a short paragraph upon any problem above.

LESSON 77
ROLE OF YOUTH IN SOCIETY

Цілі: вдосконалювати лексичні навички й навички читання; вдосконалювати навички аудіювання й говоріння; розвивати логічне мислення; виховувати толерантне ставлення до інших.

Клас
Дата

Procedure

1. Warm-up

What are responsibilities of youth in society?

Share ideas as for this problem with your partner, make up statements from the table below and add some of your own.

Youth	is responsible can should (be) shouldn't (be)	Improve reduce	to build the nation to make the society good and noble the community and culture of society with a number of crime careless drunken youth indifferent youth reckless youth to identify the value of time punctual for doing every work stick to high ideals to maintain discipline to do every work with tolerance think before action create original thinking to defend freedom and democracy	

2. Grammar practice

Do ex. 1, p. 219.

3. Reading and speaking

Do ex. 4, p. 217.

4. Reading and writing

Read the Net-page and leave your comments. Express your opinion as for this problem.

ROLE OF YOUTH IN SOCIETY

Youth are back bone to the nation. They can change the future of the society with their well-being and courageous behavior. They are here to show us that which we have not been willing to look at within ourselves. Unfortunately today we find the youth those who are more interested in other places which are not useful to them as well as nation. They choose to spend their days doing drugs and playing video games. They spend their nights partying and living it up, so to speak. More and more young men of this age group are sitting at home in front of their televisions playing games all day instead of bettering themselves or going to work. They have no vision and if they do have dreams they do not have the drive to make any attempt at achieving them.

We must get control of this. We must motivate our youth. We must teach responsibility and goal setting. I fear if we do not we will soon be supporting an entire generation of homeless and needlessly on welfare families. Things have to change, with our schools, with the older generation being good role models, with the older generation being mentors, and with the youth who are right now doing nothing

.....

Those of you are in age of teen. You have a choice. You can allow yourselves to stay your course and do nothing or you can rise above what the cynics around you expect and go get educated or get jobs. Show the older generation they are wrong about you. Let them know you have intelligence and skills. Show yourself what you are made of. You might be surprised at how proud of yourself you become with even the smallest of accomplishments. I can tell you that nothing can happen if you do not try bad or good. You will not become rich overnight either way but at least if you make an effort, then you have begun your journey to your dreams. Key role of youth in society is to renew, refresh and maintain a civilization.

.....

5. Grammar practice

Do ex. 2, p. 220.

6. Listening and reading

Listen and fill in the gaps.

Come on everybody. Get up and do something. December the 5th is International Volunteer Day. This (1) ... important day was started by the United Nations in 1985. Its (2) ... is twofold: first, to thank volunteers around the world for giving their time to help others; and second, to (3) ... other people to do voluntary work. Without volunteers, many people around the world would be (4) ... off. In fact, the whole world would be a (5) ... place. Volunteers help other people and help animals, the countryside, the environment and many (6) ... things that are so important to us. The UN urges governments around the world to (7) ... measures to (8) ... awareness of the important contribution of volunteering.

There are thousands of volunteer organizations around the world. Some of them are very (9) Perhaps everyone has heard of VSO (Voluntary Services Overseas), the Peace Corps, and Muslim Aid. A search on the Internet will (10) ... much give you a volunteer (11) ... on anything or anyone you want to help. You don't need to (12) ... a worldwide group to be a volunteer. Most voluntary work that takes place around the globe is by individuals helping their neighbours. We have probably all (13) ... out of our way to help someone (14) ... fortunate. The great thing about voluntary work is that it makes you (15) ... like a better person. So please, on this International Volunteer Day, think about how you can help, and (16) ... your services.

Key: 1 highly, 2 aim, 3 encourage, 4 worse, 5 darker, 6 more, 7 take, 8 heighten, 9 famous, 10 pretty, 11 group, 12 join, 13 gone, 14 less, 15 feel, 16 offer.

7. Speaking

- 1) What is volunteer work?
- 2) What is your definition of volunteer work?
- 3) What is the dictionary definition of volunteer?
- 4) Why do people volunteer?
- 5) Would you like to work as a volunteer?
- 6) Have you ever done any volunteer work?
- 7) Is volunteering worth the time it takes?
- 8) What are volunteer activities that people do?

8. Summary

Name as many activities as you can which depend on active participation of youth in life of any country.

9. Homework

Ex. 4, p. 221.

LESSON 78

LIFE OF YOUTH IN UKRAINE

Цілі: вдосконувати лексичні навички й навички читання; вдосконувати навички аудіювання й говоріння; розвивати логічне мислення; виховувати толерантне ставлення до інших.

Клас
Дата

Procedure

1. Warm-up

- 1) What do you know about the youth movement abroad / in Ukraine?
- 2) What is the aim of sport clubs?
- 3) What youth organizations of the USA / Britain / Ukraine do you know?
- 4) How do interest clubs work?
- 5) What is the main task of youth organization Green peace?

.....

.....

.....

.....

.....

2. Reading and speaking

Read the text and answer the questions.

- 1) What can you say about life of youth in Ukraine?
- 2) What youth organizations do you know?
- 3) What is the aim of "Students' League"?
- 4) What views do "Young Socialists" share?
- 5) What does "Green Peace" organization stand for?
- 6) What can you say about the "All-Ukrainian Association of Young Businessmen"?
- 7) Name other youth organizations and give information on their activities.

.....

.....

.....

.....

.....

.....

.....

Life of youth in Ukraine is determined by the economic, social, and political situation of the country. The economic crisis in Ukraine has led to unemployment, especially of youth. As a result of it the criminal situation has immensely changed for the worse. That's why Ukrainian government took special measures for the foundation of youth organisations in Ukraine. And such organisations have been found. They are, the Students' League, Young Socialists, Green Peace, The League of Ukrainian Youth, Sokil, Ukrainian Youth Environmental League, Youth Congress of Ukrainian Nationalists, Eastern-Ukrainian Union of Youth Organisations (VUSMO), Ukrainian Scouts and various youth clubs which unite young people according to their interests.

The Students' League is aimed at solving various students' problems, including economic ones. The members of this league organize youth forums, festivals, and group meetings. This organisation also maintains friendly ties with the universities and colleges of such countries as the USA, Great Britain, France, Germany and Holland. These ties include students' exchanges on educational and cultural programmes.

Young Socialists is the organisation of young people who share the views of socialism. They participate in the movement of socialist organisations abroad and support the policy pursued by the Socialist Party of Ukraine.

A lot of young people in Ukraine are active in the movement of "the greens". They organise various actions of protest against the pollution of environment. The members of the Green Peace organisation stand for preserving safe environment. They fight against the destruction of flora and fauna on the Earth.

The League of Ukrainian Youth was founded at the end of 1990 by students and teachers who had taken part in protest demonstrations and a hunger strike in Kyiv earlier in the fall. It was organised for the "development of democracy and realisation of human rights in Ukraine; to support Ukrainian education; and to draw youth into scientific work".

The league organises conferences and summer camps on such topics as history, politics, philosophy, folklore, etc.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Sokil is Youth Organisation of Union of Ukrainian Officers. It is a labour and professional organisation aimed at Ukrainian youth.

Ukrainian Youth Environmental League was established in 1993. It promotes biodiversity protection and technology for “environmentally clean” products and runs education projects to involve youth in the environmental movement.

Youth Congress of Ukrainian Nationalists YCUN works to facilitate the “consolidation of Ukrainian patriotic youth organisations”. The organisation was formed in June 1998.

Eastern-Ukrainian Union of Youth Organizations SUSMO is a consortium of 26 organisations of various types, including youth and children’s organisations, youth political parties and non-governmental organisations working in the educational, cultural and other fields.

Scouting in Ukraine was started in 1911, under the name Plast (a direct translation of the word scouting). The renewing of this most worthwhile youth movement happened in 1991, when Ukraine became independent. Ukraine needs Scouting to educate its young people in the spirit of good citizenship, leadership, and to foster civil initiative.

Youth clubs of different interests have come into being these days. They unite music fans, sports fans, theatregoers and others. Besides, there is the “All-Ukrainian Association of Young Businessmen”, who try to find their own way of raising the country out of the economic crisis.

3. Speaking

Do ex. 5, p. 223.

4. Listening

Listen to the text and express your opinion as for aims of youth organizations in Ukraine.

Make a list of them. Add the names of the organizations from the previous text to it.

Youth and the youth movement have become an important factor in the public and political life of our state. Youth are the future of each nation, of each country. Young people have always been the first where it was most difficult, where strong arms and enthusiasm were necessary. Nowadays democratic changes are taking place in Ukraine. Our young people have begun to take a more people interest in the home and foreign policy of Ukraine. All Organizations for schoolchildren are not based in schools, they unite young people of different towns or district.

The strongest youth organization is the Students Brotherhood. It unites students from all parts of Ukraine. This organization is playing a very important role in democratic changes that are taking place nowadays. A group of members of this organization from different institutes and universities organized a hunger strike in Kyiv in October 1990 and had a great influence over some decisions of the Ukrainian Parliament. Another youth organization is the Plast. It is like the Boy Scouts. The organization unites boys and girls from the age of fourteen for purposes of education, sports, and culture. The Plast educates its members to be faithful to God and Ukraine. This organization was formed in Lviv in 1911, but from 1930 it did not function. Now boys and girls are very active in newly formed Plast sections.

The independent Ukrainian Youth League is very active in Ukraine too. Its members organize pickets, strikes, and demonstrations.

There are some other organizations whose aims are to revive the Ukrainian culture and traditions, to protect nature, and to maintain Ukraine.

5. Summary

Do ex. 6, p. 224.

6. Homework

Do ex. 9, p. 226.

LESSON 79

WRITING ESSAYS

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. 228.
2. Reading and speaking
Do ex. 2, p. 228.
3. Reading
Do ex. 3, p. 229.
4. Speaking
Do ex. 4, p. 231.
5. Reading

Read about youth organization in Great Britain and make a list of them. Then compare it with the list of Ukrainian organizations. Are there any similarities in their programmes?

There are about 60 youth organizations in Great Britain. All youth organizations can be divided into three large groups: 1) non-political organizations; 2) youth organizations associated with political parties; 3) youth organizations controlled by religious bodies.

The two largest non-political youth organizations are the associations of the Boy Scouts and the Girl Guides. There are about 1,300,000 boys and girls in them. The membership is voluntary.

The Scout Association was formed in 1908 by General Baden Powell. His idea was to train boys in mapping, signaling, knotting, first aid and all the skills that would arise from camping and outdoor activities. Most important of all for a Scout was to make a promise that he would do his best to do his duty to.

The Boy Scouts had a left-handed handshake, a special badge and the motto "Be Prepared". The Scout Law embraces "honour, obedience, cheerfulness, thrift and cleanliness in thought and deed.

The Scout movement was intended for boys from 11 to 14 (15), but in 1916 Baden Powell introduced a programme for younger people. He called them Wolf Cubs. They had special uniforms, badges, a special training system and the motto "Do your best!". The Wolf Cub pack is based on Kipling's "Jungle Book" about learning to survive.

The Girl Guides Association was founded by Baden Powell in 1910. It's divided into three sections: Brownies (from 7.5 to 11), Guides (from 11 to 16), Rangers (from 16 to 21). The programme of training is planned to develop intelligence and practical skills including cookery, needlework, childcare. Like a Scout a Girl Guide must be a friend to animals.

There are some other non-political organizations: the Combined Cadet Force, Sea Cadet Corps, the Woodcraft Folk, the Youth Hostels Association, the National Federation of Young Farmers Clubs, Greenpeace.

There are several youth organizations associated with political parties. The Youth Campaign for Nuclear Disarmament (YCN) unites young people and organizes mass rallies and meetings, demonstrations, marches of protest, festivals. It co-operates with the National Union of Students.

Religious young organizations and groups aim at helping to elderly people or working in hospitals. There are even groups where young people

help released prisoners to start then life a-new. Religious organizations pay attention not only to the study of religious views but involve youth into such activities as music festivals and amateur theatre.

As you see, all there organizations aim at preserving and strengthening the social and political system existing in the country. Many of them have done and still are doing useful work in providing leisure facilities for young English people.

6. Reading and writing

Read the note from www.helium.com and write an essay of solving this problem.

HOW TO STOP A SCHOOL BULLY

When I was at school bullies made it clear almost immediately they never liked me because I had the ability to speak two languages and I was clever.

Bullies try and get into your mind by intimidation and power in numbers. Bullies are cowards and are weak they hunt in packs in order to gain a reputation status that they believe makes them popular. Bullies can communicate within a school either during a break, toilets, mobiles and more and they can plan attacks on others or ways to cause as much mayhem as possible.

Bullies are not friends to people; they are like the devil in the mind and they try and get in there and poison you.

Discipline in the 60's and before then was so good that people were too scared to commit any offence due to simple items like the cane and rulers. The humiliation of the class was enough to stop that behaviour and bullies are people who need tougher penalties.

I believe if you get a bully and teach them the right and wrong ways of their behaviour you can perhaps improve them. Leave them in jail for a day to experience the lifestyle and what is to come if they continue their behaviour.

This is easier said than done and how I dealt with the bullies was to ignore them when they spoke to me and tried to keep away. But when you are hurting all the time and too scared to visit a school you have to try and get support. As long as you're telling people at least you're trying.

My advice is to always tell someone you're being bullied. Keep away from them and their friends and just go about life as normal and eventually they either get fed up or they get found out.

Bullies are cowards, bullies are weak and they are scared themselves.

I believe to stop them is to go above them and show your mental strength and do things the right way.

Experience pays and you need to learn that consequences have actions and if you do the right things, reporting the problems and avoiding them you have a better chance of becoming a better person afterwards.

7. Summary

Do ex. 8, p. 225.

8 Homework

Do ex. 5 p. 231

UNIT 8. PEOPLE AND SOCIETY

LESSON 80

A GLIMPSE OF UKRAINE

Цілі: формувати лексичні навички й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати любов до своєї країни, повагу до її законів і зацікавленість у розширенні своїх знань.

Клас

Дата

Procedure

1. Warm-up

What do you know about Ukraine?

Do this quick quiz

2. Speaking

Do ex. 1, p. 237.

3. Reading and writing

Do ex. 2, p. 237.

4. Reading

Do ex. 3, p. 239.

5. Vocabulary practice

Find the word from WORD FILE in the text and translate the sentences with them.

6. Listening

Listen to someone talking about the meaning of the American flag. Talk about Ukrainian flag like in the sample.

The flag is a symbol of our great nation. It is a symbol that represents not only who we are but also what we stand for and what we believe. Our flag is often taken for granted and its powerful symbolism ignored. There is great symbolism in the flag that we seem to have forgotten. We sometimes need a reminder that we have a star spangled banner for a reason.

THE THIRTEEN STRIPES

The flag consists of thirteen stripes, 7 red stripes that alternate with 6 white stripes. We started with only thirteen colonies that stood against the oppression of the British Empire. These colonies became the thirteen original states. It was from these humble beginnings that the United States grew to be one of the greatest nations in the entire world. These stripes remind us of our proud beginnings and of our resolve to be free.

THE FIELD OF BLUE

The field of blue represents the freedom to expand and explore the world and beyond. We need to remember that when the flag was created; there was much of the country yet to be explored. This same spirit applies to the fields of medicine, exploration and the frontiers of space. We are a people that love to discover, to enlighten, and to create.

THE FIFTY STARS

The flag originally only had thirteen stars with thirteen stripes. When additional states were added to the nation a new star was added to the flag. The stars represent the hope and prosperity that exists in the fifty states that make up our nation. Now our United States are represented by fifty stars, one per state. The stars represent the hope that our nation shows to the entire world.

The colors of the flag stand for far more than most of us realize. The red, white and blue stand for more than just national colors or colors available at the time.

7. Summary

What is the importance of the Declaration on State sovereignty of Ukraine?

8. Homework

Write about the symbols of our national culture which characterize our country as especially unique one.

LESSON 81

POLITICAL SYSTEM OF UKRAINE

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

Клас
Дата

Procedure

1. Warm-up
Do ex. 4, p. 240.
2. Speaking
Do ex. 6, p. 241.
3. Reading

Read some information about the political system of Ukraine and summarize it.

- 1) What is the general foundations of the political system?
- 2) What are the state power institutions in Ukraine?

POLITICAL SYSTEM

On August 24, 1991, Ukraine proclaimed its independence and during the referendum held on December 1 of the same year, the Ukrainian people confirmed their choice of independent development by saying “yes” to it. Leonid Kravchuk was elected the first president of a newly independent Ukraine.

Ukraine faced a multitude of very difficult tasks which had to be solved within a short period of time: a new political system had to be built; new statehood principles based on law had to be introduced; a new system of national security and defense had to be created.

In 1996 the new Constitution was adopted.

General foundations of the political system of Ukraine are defined by its Constitution. In accordance with its organic law, Ukraine is a sovereign and independent, democratic, social and jural state.

Democratic essence of the Ukrainian state is enshrined by the constitutional provisions concerning its form of government — a republic, governed by sovereignty of the people. State power is divided into legislative, executive and judicial branches, acting within their competence. The Constitution envisages the principle of political, economic and ideological diversity of social life.

The social character of Ukrainian state results in constitutional regulation of issues related to the use of property and protection of all subjects of property right, social orientation of the economy, equality of all subjects of property right before the law, and the maintenance of ecologic safety and balance within Ukraine’s territory and other socially important measures.

Jural essence of the state is supported by provisions related to supremacy of law and direct action of constitutional norms. The state is responsible to the people for its activities. According to the Constitution, the main task of the state is to establish and promote human rights and freedoms.

Ukraine is a unitary state, in which its territory is integral and inviolable. The state has a single citizenship. The state language of Ukraine is Ukrainian.

THE PRESIDENT OF UKRAINE

The Constitution of Ukraine designates the President as the Head of State, acting on its behalf. The President is a guarantor of national sovereignty, territorial integrity, adherence to the Constitution, human and civil rights and freedoms. The President is elected by the citizens of the state on the basis of equal and direct universal suffrage through a secret vote. The term of presidential office is five years. Only a citizen of Ukraine,

who was residing in Ukraine for ten years before the elections, has voting rights and speaks state language, may be elected President. President may hold his / her post no longer than two consecutive terms.

THE VERKHOVNA RADA (PARLIAMENT) OF UKRAINE

The only legislative body of Ukraine is the Parliament — the Verkhovna Rada of Ukraine. People's deputies of Ukraine are elected by the citizens of Ukraine on the basis of equal and direct universal suffrage through secret vote. The election system is mixed — majority and proportional.

Altogether 450 deputies are elected. 225 of them are elected at single-mandate constituencies on the basis of relative majority, and another 225 are elected proportionally at multi-mandate national constituency from the lists of candidates coming from political parties and their election blocks.

The powers of people's deputies of Ukraine are established by the Constitution and laws of Ukraine. People's deputies of Ukraine may voluntarily unite themselves into deputies' groups called factions with no less than 25 members. Deputies' groups are formed both on a party and a non-party basis. Deputies' groups formed on party basis are called 'factions'. Non-party deputies may join a faction if they support the program of relevant party. Deputies' groups formed on a non-party basis unite deputies who share the same or similar views of national, social and economic development.

THE GOVERNMENT OF UKRAINE

The Cabinet of Ministers (Government) of Ukraine is the supreme executive authority. Its actions are based on the Constitution, laws of Ukraine and presidential orders. The Government is responsible to the President and is controlled by the Verkhovna Rada of Ukraine, to which it also must report. In practice, this dependency results in presidential appointment of a Prime Minister (with parliamentary consent). The President may also suspend Prime Minister's authorities and discharge him / her. Upon Prime Minister's submission, the President appoints and discharges the members of Cabinet of Ministers and other heads of central executive authorities.

Parliamentary control of the Government and its reporting to the Verkhovna Rada results in parliamentary approval of government-submitted annual budget, parliamentary resolutions on fulfillment of budgetary provisions, approval or rejection of governmental program and control of government's work.

THE SYSTEM OF JUDICIAL AUTHORITY

Legal proceedings are carried out by the Constitutional Court and courts of general jurisdiction. The supreme authority of the system of courts of general jurisdiction is the Supreme Court of Ukraine. Legal proceedings may be carried out only by courts. Courts' jurisdiction covers all legal relationships in the state. The system of courts of general jurisdiction is based on the principles of territorial and special jurisdiction.

The Constitutional Court of Ukraine is a separate entity and is independent from the courts of general jurisdiction. It cannot be used as a cassation, appeal or supervisory authority for the courts of general jurisdiction. The activities of the Constitutional Court of Ukraine promote constitutional control in all spheres, stabilization and strengthening of constitutional order, the establishment of principle of primacy of law and the supreme legal force of the Constitution, and the promotion of constitutional rights and freedoms of citizens.

4. Speaking
Do ex. 7, p. 241.
 5. Summary
Do ex. 9, p. 241.
 6. Homework
Ex. 5, p. 249

LESSON 82

POLICY, POLITICS AND POLITICIANS

Цілі: вдосконалювати лексичні навички й навички вимови; вдосконалювати навички аудіювання, читання й усного мовлення; розвивати логічне мислення; виховувати толерантне ставлення до інших і національну самосвідомість.

Клас
Дата

Procedure

1. Warm-up

- 1) What is Ukraine most famous for?
- 2) What things about Ukraine do you think Ukrainians are proud of?

2. Speaking

- 1) How interested are you in politics?
- 2) What type of political system does your country have?
- 3) What are the main political parties in your country?
- 4) How long is the term of elected officials in your country?
- 5) What is your opinion about actors or actresses who run for a position in politics?
- 6) Would you vote for an actor or actress who campaigns for a government position? Why or why not?

3. Reading and speaking

Do ex. 8, p. 242.

4. Vocabulary practice

Do ex. 1, p. 243.

5. Listening

Listen to someone's opinion as for politics and express your own attitude to this problem.

- 1) What do you think about politics and politicians in our country?
- 2) Who needs politics?

Politics, politics, politics; who needs them? Unfortunately, we do. But, do we really need politics as usual? Lately, it seems that all we hear about is politics, the politics of running for political office, the politics of which party is best and even the politics of whether we need politics. Imagine a world where no politicians existed, and no one sat around arguing over their politics. In this utopia, everyone would either agree on everything or amicably disagree, with no recourse to political in-fighting or partisan party politics. While this scenario sounds great, it probably won't happen this side of heaven.

As long as you have people, you will have differences of opinion; as long as you have differences, you will need a way to settle those differences. You will need policies in place to protect each citizen, and you will need politicians of some sort to monitor, apply and enforce those policies. Unfortunately, that opens the door to politics. The problem, really, is not so much politics as politicians.

In a Republic, such as the United States, the people vote for representation. The person elected is expected to follow the will of the majority in his or her area of representation, whether that be at the federal, state, district, county, township or other level. The founders of this republic, set it up that way so as to limit the possibility of "mob rule" where the majority of voters could turn policy at will. The majority still counts, but does so more indirectly.

Whether the established government consists of a Republic, a Democracy, a Monarchy or some other form of government, it needs people at its head to keep it running properly. Of course, in our utopia, each person would act appropriately and never let power, monetary gain or personal agenda corrupt his or her actions in behalf of the people he or she serves. In the United States, voters can send a clear message to corrupt politicians through their vote, even though they obviously do not always do so.

Politics really breaks down at this level, regardless of the type of government. The individual has a responsibility to act on their freedoms, especially if he or she has the freedom to vote. The individual has a responsibility to monitor his or her politicians for ethics and stance. In other words, if the individual takes the time to become informed and then use his or her vote to let politicians know he or she will not tolerate corruption, a strong message is sent to the politician. If all do this, politics, and politicians, will be in check.

But what happens between the individual's votes? The vote itself is not the only responsibility a citizen should take on. In between votes, while a politician is in office, the individual has the responsibility to continue monitoring of his or her politician and speaking up when things go wrong. Citizens often allow lobbyists to set up camp in the political world and influence the politician, unaware of his or her own right to speak up and lobby for a politician's interest by writing, calling, or e-mailing between votes to let his or her voice be heard.

Yes, we unfortunately need politics and politicians, but we also need to remember: they work for us! We get the government that we allow, so each citizen needs to speak up. One voice can make a difference, especially when that voice is joined to another voice and another voice. By remaining silent, the citizen participates in the corruption or misrepresentation of government. By speaking up, he or she becomes part of the solution and part of the wheels that keep government going in the right direction, in spite of politics.

6. Vocabulary practice
Do ex. 2, p. 244.
7. Reading
Do ex. 3, p. 245.
8. Summary
 - 1) Would you like to work in politics?
 - 2) Is politics important to you?
 - 3) Should religion and politics mix?
 - 4) Do you read about the political issues of your country?
 - 5) What can governments do about poverty?
 - 6) Is military service required in your country? Do you think it's a good idea?
 - 7) Do you think it's important for a country to have a strong military? Why or why not?
 - 8) How are government officials chosen in your country? Do you think this method is fair?
 - 9) In your opinion, how much should governments contribute to university education?
9. Homework
Write about a political person you admire.

LESSON 83
CONSTITUTION OF UKRAINE

Цілі: вдосконалювати навички вживання Non-finite forms of the verb і навички вимови; вдосконалювати навички аудіювання, читання й письма; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати національну самосвідомість і зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up
Do ex. 4, p. 245.
2. Grammar practice
Do ex. 1, p. 246.
3. Writing
Do ex. 2, p. 246.
4. Reading
Do ex. 3, p. 247.
5. Writing
Do ex. 4, p. 247.
6. Reading and vocabulary practice
Read the text and do the tasks on the cards.

CONSTITUTION OF UKRAINE

The political system of Ukraine, its laws, its home and foreign policy, the rights and duties of its citizens are established, based and guaranteed by the Constitution. There have been several previous constitutional documents in the history of Ukraine (1710, 1918, 1919, 1929, 1937, 1978). The new Constitution of Ukraine as an independent, sovereign, democratic, social and legal state was adopted by the Verkhovna Rada on June 28, 1996 as the Fundamental Law of the country.

The idea of a constitution was first elaborated by Greek philosopher Aristotle /84–322 B.C./ in his classification of governments. The modern idea of Constitution came after the Reformation begun by Luther in 1517.

The first constitutional document in history of Ukraine was the *Constitution of Bendery* of 1710. The chief author of the Constitution was Pylyp Orlyk, who was elected Hetman on April 16, 1710 in Bendery. The Constitution was signed by Hetman P.Orlyk, his officers and the Zaporizhzhian Cossacks.

The constitution consisted of 16 articles. It proclaimed the Orthodox faith to be faith of Ukraine, reflected the interests of the Zaporizhzhian Cossacks, limited the powers of the Hetman, established a unique Cossack parliament, protected the rights of towns and limited the taxation of peasants and poor Cossacks.

The *Constitution of the Ukrainian National Republic* was adopted on April 29, 1918. The Constitution had 83 articles. In accordance with the Constitution the UNR was a sovereign, independent and free state. The people of Ukraine had the right to exercise power through the National Assembly.

The Constitution did not specify the borders of Ukraine, but the territory was indivisible. The citizens of the republic were guaranteed basic civil and political rights.

7. Summary
Tell about an important political event in your country's recent history.

8. Homework

Tell about the last important local political issue in your town.

CARD 1

True or False

- 1) The first constitutional document in Ukraine appeared in the 18th century.
- 2) There have been more than six constitutions in the history of Ukraine.
- 3) Juridical power in Ukraine is represented by the Cabinet of Ministers.
- 4) Men and women have the equal rights.
- 5) Not all people have the right to dwelling.
- 6) The state language of Ukraine is Russian.

Fill in the gaps.

freedom laws branch law power	government agree	democracy executive
-------------------------------	------------------	---------------------

The United States is a (1) The Constitution of the USA guarantees individual (2) ... to all.

The Constitution sets the basic form of (3) ... : it has three branches — legislative, (4) ... and judiciary.

Congress, the legislative (5) ... of the federal government, is made up of the Senate and the House of Representatives. Congress makes all (6) ... , and each house of Congress has the (7) ... to support or reject a bill offered by the other. When they both pass a bill on which they (8) ... , it is sent to the president for his signature. Only after that a bill becomes a (9)

Translate.

- 1) Україна — незалежна держава.
- 2) В 2009 році люди вибрали нового президента.
- 3) Закони України базуються на Конституції.

CARD 2

True or False

- 1) All mineral and natural resources belong to the Verkhovna Rada.
- 2) The Constitution guarantees freedom of thought and speech.
- 3) The Constitution specifies the powers and obligations of the president.
- 4) The highest body of the executive power is the Verkhovna Rada.
- 5) The President of Ukraine is the head of the state and speaks on behalf of it.
- 6) The Constitution was adopted on August 24, 1991.

Fill in the gaps.

are chief senators	elected forces terms	states more president
--------------------	----------------------	-----------------------

The members of the House of Representatives are (1) ... for two years, and one-third of the Senators (2) ... elected every two years for six-year (3) ... of office. Each state, regardless of the population, has two (4) ... , while the House of Representatives has more members from more populated (5) The (6) ... of the USA is elected every four years to a four-year term of office, with no (7) ... than two full terms allowed. The President is the (8) ... executive of the United States and also the commander-in-chief of the armed (9)

Translate.

- 1) Конституція України гарантує право на освіту.
- 2) Верховна Рада — орган законодавчої влади.
- 3) Конституція складається з 15 глав і 161 статей.

LESSON 84

INTERNATIONAL ORGANIZATIONS

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати любов до своєї країни й національну самосвідомість.

Клас
Дата

Procedure

1. Warm-up
Do ex. 1, p. 248.

2. Listening

Listen about the Council of Europe and do ex. 2, p. 248.

The Council of Europe is an international organization promoting co-operation between all countries of Europe in the areas of legal standards, human rights, democratic development, the rule of law and cultural co-operation. It was founded in 1949, has 47 member states with some 800 million citizens, and is an entirely separate body from the European Union (EU), which has only 27 member states. Unlike the EU, the Council of Europe cannot make binding laws. The two do however share certain symbols such as the flag of Europe. The Council of Europe has nothing to do with either the Council of the European Union or the European Council, which are both EU bodies.

The best known bodies of the Council of Europe are the European Court of Human Rights, which enforces the European Convention on Human Rights, and the European Pharmacopoeia Commission, which sets the quality standards for pharmaceutical products in Europe. The Council of Europe's work has resulted in standards, charters and conventions to facilitate cooperation between European countries.

Its statutory institutions are the Committee of Ministers comprising the foreign ministers of each member state, the Parliamentary Assembly composed of MPs from the parliament of each member state, and the Secretary General heading the secretariat of the Council of Europe. The Commissioner for Human Rights is an independent institution within the Council of Europe, mandated to promote awareness of and respect for human rights in the member states.

The headquarters of the Council of Europe are in Strasbourg, France, with English and French as its two official languages. The Committee of Ministers, the Parliamentary Assembly and the Congress also use German, Italian, and Russian for some of their work.

While the member states of the European Union transfer national legislative and executive powers to the European Commission and the European Parliament in specific areas under European Community law, Council of Europe member states maintain their sovereignty but commit themselves through conventions (i.e., public international law) and co-operate on the basis of common values and common political decisions. Those conventions and decisions are developed by the member states working together at the Council of Europe, whereas secondary European Community law is set by the organs of the European Union. Both organizations function as concentric circles around the common foundations for European integration, with the Council of Europe being the geographically wider circle. The European Union could be seen as the smaller circle with a much higher level of integration through the transfer of powers from the national to the EU level. Being part of public international law, Council of Europe conventions could also be opened for signature to non-member states thus facilitating equal co-operation with countries outside Europe.

The Council of Europe's most famous achievement is the European Convention on Human Rights, which was adopted in 1950 following a report by the Council of Europe's Parliamentary Assembly. The Convention created the European Court of Human Rights in Strasbourg. The Court supervises compliance with the European Convention on Human Rights and thus functions as the highest European court for human rights and fundamental freedoms. It is to this court that Europeans can bring cases if they believe that a member country has violated their fundamental rights.

3. Reading

Do ex. 3, p. 249.

4. Speaking

Do ex. 4, p. 249.

5. Summary

- 1) Who designed Flag of Europe?
 - a) 1 Programmer: Paul Gregory
 - b) 2 Arsu00E8ne Heitz and Paul Lu00E9vy
 - c) 3 Paul Brown
 - d) 4 Paul Philippe Cret of Philadelphia, Pennsylvania
- 2) What is the leader of Council of Europe called?
 - a) 1 Secretary-General of the United Nations
 - b) 2 Managing Director
 - c) 3 Commissioner for Human Rights
 - d) 4 OSCE Representative on Freedom of the Media
- 3) The Council of Europe is one of the oldest international organization working towards ... , having been founded in 1949.
 - a) 1 European integration
 - b) 2 Schengen Area
 - c) 3 Eurozone
 - d) 4 European Union
- 4) The Council of Europe Development Bank has its seat in Paris, the North-South Centre of the Council of Europe is established in Lisbon, Portugal, and the Centre for Modern Languages is in Graz,
 - a) 1 Czech Republic
 - b) Hungary
 - c) Poland
 - d) Austria
- 5) ..., Japan, Mexico, the U.S. and the Holy See have observer status with the Council of Europe and can participate in the Committee of Ministers and all intergovernmental committees.
 - a) Canada
 - b) Belize
 - c) Barbados
 - d) United Kingdom
- 6) The Council also voted to restore Special Guest status to ... , on condition that this country declares a moratorium on the death penalty.
 - a) Belarus
 - b) Azerbaijan
 - c) Serbia
 - d) Bosnia and Herzegovina
- 7) Which of the following lead to the establishment of Council of Europe?
 - a) 1 Cambodian coup of 1970
 - b) 3 ASEAN Charter
 - c) Treaty of London (1949)
 - d) Liberation Day
- 8) The British MP Sir David Maxwell-Fyfe was rapporteur for the drafting of the
 - a) 1 International Covenant on Civil and Political Rights
 - b) 2 International human rights law
 - c) 3 International Covenant on Economic, Social and Cultural Rights
 - d) 4 European Convention on Human Rights

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

6. Homework

Look for some information about other international organizations and write about one of them.

LESSON 85

SOCIETY AND ITS PEOPLE

Цілі: вдосконалювати навички вживання нових лексичних одиниць; вдосконалювати навички читання, аудіювання й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати толерантне ставлення до інших і зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up

- 1) What is a society?
- 2) What kind of improvements would you like to see in your society?
- 3) Is your society getting better or worse?
- 4) Are you proud of your society?

2. Listening

Listen to someone's opinion about living in a society and say how society influences on people and relationship.

SOCIETY AND ITS PEOPLE

The world we live in always has a changing society because people think they should fit in certain society standers. It does not make any difference where you live most people will still try to be with a group of people. A lot of people will pay a lot of money just to be in some groups even if they do not like the people in the group. I have always tried to do things with people that make around the same amount of money as I do. I am willing to spend little more just to do something different as long as I don't spend money I do not have. Trying to keep up with certain society groups can put yourselves in a lot of trouble.

Society has a way of making people change their life style for a life style they really don't like that much. I have always tried to have a few friends in every different group of people I am around. If your society of life is based on that type of life you will always have a lot more friends. Society should not dictate how your life should be lived. You will always have problems with groups of people if you do not really live their life style. If you try to keep up with the Joneses all the time you may lose a lot of good friends.

When you see shopping ads that stores create in order make you think you need to pay more, this is a form of high society. The whole society standard is based on how much you can afford to spend on the things you buy. Most people who make good money will still shop at stores that sell things cheaper. High society people will always try buy stuff cheaper and most of the time and they will never tell anyone about it.

The next time you think you need to be in a certain society group, check to see if you really need the people in that group. When you take the time to see which social group you adapt to best, you will like the idea of just being with someone you really want to be around. This way you will not have to try to impress people that you really don't like. Just be yourself and you will have a better social life.

3. Reading

Read some information from the Internet. Answer the questions.

- 1) What problem is raised in the article?
- 2) What are the reasons of such lifestyle?
- 3) What problems do these girls face?
- 4) What are the ways of solution of these problems in your opinion?
- 5) Wild teen girls: Dangerous lifestyle patterns

Early in life you aren't given very many choices. As a child, your parental figures make them for you, hoping to instill right from wrong. Some

children don't have model parents and depend ultimately on what their society teaches them. Young in life, some children are abused physically, verbally and/or sexually. Reasons behind wild teen girls and dangerous lifestyle patterns can be many.

The drinking, the drugs and the multiple partners is the easy way out of a temporary problem with long term consequences. You depressed and angry. No one understands except you and your friends with a bottle of liquor, and a bag of weed. You know what is best because only you know you and what you going through. Besides, what have you got to lose?

A major problem with teens, is they don't have a clue what their resources are. Usually by the time someone realizes there's a problem, it's gotten way out of control for the teen. They get lost in the underbelly of their society, making it harder for the teen to turn it around quickly. Established friendships with bad influences are tough to break and won't happen easily.

Since the 60's, teen suicide rates have tripled. Every year, 1 in 4 teenagers contracts an STD. Teen pregnancies have only dropped 72 out of every 1,000 females. This includes births, abortions and miscarriages.

High schools now provide daycare for teens still wanting to come back and graduate after giving birth. Police officers are designated to specific school districts to make their presence known. D.A.R.E. has become a joke if it even exists at their schools. Dangerous behavior is becoming more acceptable because now it is expected from teens.

Instead of only giving these girls ways to cope with the out comes of their poor choices, they need positive influences in the early teen years. A good role model can go a long way, especially if they don't have one at all to begin with. Even though they are old enough to take care of themselves while mom and dad are gone, doesn't mean they are old enough to handle the pressures of society and potential hazardous outcomes on their own.

We can't protect anyone from everything, nor is it our responsibility. It is our responsibility as parental figures, teachers, counselors, and community members to promote education. The goal here is to reach these girls before the dangerous lifestyle patterns become a dangerous lifestyle period.

4. Speaking

Work in groups

A large area of your country has been set aside by the current government for the development of a new nation. This area will include an invited international community of 20,000 men and women. Imagine that your group has to decide the laws of this new country.

Discuss the following questions.

- 1) Which political system will the country have?
- 2) What will the official language(s) be?
- 3) Will there be censorship?
- 4) What industries will your country try to develop?
- 5) Will citizens be allowed to carry a gun?
- 6) Will there be the death penalty?
- 7) Will there be a state religion?
- 8) What kind of immigration policy will there be?
- 9) What will the educational system be like? Will there be compulsory education to a certain age?
- 10) Who will be allowed to marry?

5. Summary

Do ex. 5, p. 250.

6. Homework

Write a short paragraph "How has technology changed society?"

LESSON 86

INTERNATIONAL ORGANIZATIONS

Цілі: вдосконалювати навички вживання нових лексичних одиниць; вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати толерантне ставлення до інших і загальну культуру учнів.

Клас
Дата

Procedure

1. Warm-up
Do ex. 1, p. 251.
2. Reading and speaking
Do ex. 2, p. 251.

3. Vocabulary practice

Fill in the gaps with the words from WORD FILE (p. 251).

All people have the right to (1) ... of opportunity.

In the end we (2) ... the deal on very favorable terms.

It (3) ... acts of Parliament and subordinate legislation made under the authority of the parent act.

Only five of the firm's employees are (4)

A (5) ... amount of research was done here by our science department.

The utility company is still working to (6) ... power supplies in rural areas.

Only in one particular (7) ... could the court legally override the decision.

Care for the disabled, old, and sick is essential in a (8) ... society.

Key: 1 equality, 2 settled, 3 comprises, 4 permanent, 5 considerable, 6 restore, 7 circumstance, 8 civilized.

4. Reading and speaking

Read the text about the United Nations Organization and answer the questions.

- 1) When was the organization founded?
- 2) What was the reason of foundation?
- 3) Who mentioned the term "United Nations" for the first time?
- 4) How many first members of the organization were there?
- 5) Where was the United Nations Headquarters located at the beginning?
- 6) Why was the organization criticized?
- 7) How many members of organization are there now?
- 8) What is the leader of the United Nations Organization called?
- 9) What is the structure of the organization?
- 10) What are the main goals of the organization? (To keep peace throughout the world; to develop friendly relations among nations; to help nations work together to improve the lives of poor people, to conquer hunger, disease and illiteracy, and to encourage respect for each other's rights and freedoms; to be a centre for harmonizing the actions of nations.)

The United Nations is an international organization whose stated aims are facilitating cooperation in international law, international security, economic development, social progress, human rights, and achievement of world peace. The UN was founded in 1945 after World War II to replace the League of Nations, to stop wars between countries, and to provide a platform for dialogue. It contains multiple subsidiary organizations to carry out its missions.

The League of Nations failed to prevent World War II (1939–1945). Because of the widespread recognition that humankind could not afford a third world war, the United Nations was established to replace the flawed League of Nations in 1945 in order to maintain international peace and promote

cooperation in solving international economic, social and humanitarian problems. The earliest concrete plan for a new world organization was begun under the aegis of the U.S. State Department in 1939. Franklin D. Roosevelt first coined the term ‘United Nations’ as a term to describe the Allied countries. The term was first officially used on 1 January 1942, when 26 governments signed the Atlantic Charter, pledging to continue the war effort. On 25 April 1945, the UN Conference on International Organization began in San Francisco, attended by 50 governments and a number of non-governmental organizations involved in drafting the United Nations Charter. The UN officially came into existence on 24 October 1945 upon ratification of the Charter by the five then-permanent members of the Security Council — France, the Republic of China, the Soviet Union, the United Kingdom and the United States — and by a majority of the other 46 signatories. The first meetings of the General Assembly, with 51 nations represented, and the Security Council, took place in Westminster Central Hall in London in January 1946.

The organization was based at the Sperry Gyroscope Corporation’s facility in Lake Success, New York, from 1946–1952, before moving to the United Nations Headquarters building in Manhattan upon its completion.

Since its creation, there has been controversy and criticism of the United Nations. In the United States, an early opponent of the UN was the John Birch Society, which began a “get US out of the UN” campaign in 1959, charging that the UN’s aim was to establish a “One World Government”. After the Second World War, the French Committee of National Liberation was late to be recognized by the US as the government of France, and so the country was initially excluded from the conferences that aimed at creating the new organization. Charles de Gaulle criticized the UN, famously calling it le machin (“the thing”), and was not convinced that a global security alliance would help maintain world peace, preferring direct defense treaties between countries.

There are 193 member states, including every internationally recognised sovereign state in the world but Vatican City. From its offices around the world, the UN and its specialized agencies decide on substantive and administrative issues in regular meetings held throughout the year. The organization has six principal organs: the General Assembly (the main deliberative assembly); the Security Council (for deciding certain resolutions for peace and security); the Economic and Social Council (for assisting in promoting international economic and social cooperation and development); the Secretariat (for providing studies, information, and facilities needed by the UN); the International Court of Justice (the primary judicial organ); and the United Nations Trusteeship Council (which is currently inactive). Other prominent UN System agencies include the World Health Organization (WHO), the World Food Programme (WFP) and United Nations Children’s Fund (UNICEF). The UN’s most prominent position is Secretary-General which has been held by Ban Ki-moon of South Korea since 2007.

The United Nations Headquarters resides in international territory in New York City, with further main offices at Geneva, Nairobi, and Vienna. The organization is financed from assessed and voluntary contributions from its member states, and has six official languages: Arabic, Chinese, English, French, Russian, and Spanish.

5. Summary

- 1) Are the nations united?
- 2) How has the United Nations changed the world?
- 3) Do the big nations have too much power in the United Nations?
- 4) Would you like to work for the United Nations?

6. Homework

Search for some information about the latest activities of the UNO and write an essay about it.

LESSON 87

INTERNATIONAL ORGANIZATIONS

Цілі: вдосконалювати навички вживання нових лексичних одиниць; вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати толерантне ставлення до інших і загальну культуру учнів.

Клас
Дата

Procedure

1. Warm-up

- 1) Is the United Nations the world's most international organization?
- 2) In which countries should the United Nations do more right now?

2. Reading

Read some information and say why people celebrate United Nations Day. List the reasons.

WHAT IS UNITED NATIONS DAY?

United Nations Day celebrates the purpose and cause of the United Nations, and that is to make the world a better place for everyone who lives in it. The United Nations organization was one of Franklin Roosevelt's enduring achievements as he worked with many Allied leaders towards the development of the UN organization. Replacing the League of Nations after World War II in 1945, almost every nation in the world belongs to this organization, with a membership of 192 countries.

United Nations Day has been celebrated every October 24th since 1948 and was declared a public holiday in 1971 to gain support of its work. It is a day to make the world aware of the goals of the organization, and to celebrate its achievements, which are many. As the UN continues to address important matters of the world, United Nations Day is a chance to reflect on the goals that they have accomplished, and to support the goals set for the future.

The major achievements of the United Nations and their accomplishments are plentiful, and along with its organizations, have been awarded the Nobel Peace Prize five times through the year 1996. While peacekeeping and humanitarian assistance is what the United Nations are known for, there are many other ways in which they help to make the world a better place.

The UN and its family organizations work constantly to promote respect for human rights, gender equality and the advancement for women, protecting the environment, fighting disease and reducing poverty. Among the challenges that affect humanity, the United Nations also adopted a global action plan to achieve eight anti-poverty goals by the year 2015. These goals, called the Millennium Development Goals, were adapted in 2000.

The UN agencies are responsible for defining the standards for safe and efficient air travel, to improve telecommunications, and leads the international campaigns against drug trafficking and terrorism. In December 2007, 187 countries agreed to begin a two year process of negotiations in an effort to address the problem of stop the spread of HIV.

While many people are not aware of the outstanding jobs, goals, responsibilities and plans are of the UN, it is one of the many reasons why we celebrate United Nations Day, in order to better understand what they do and what they stand for. The United Nations continue to be guided in future cooperation with respect to peace, development, equality and justice for mankind in every part of the world.

3. Listening and speaking

Listen to the text and do the task.

UNICEF stands for United Nations International Children's Emergency Fund. It was created by the United Nations General Assembly on

December 11, 1946, to provide emergency food and healthcare to children in countries that had been devastated by World War II.

In 1954, UNICEF became a permanent part of the United Nations System. UNICEF relies on contributions from governments and private donors. Governments contribute two thirds of the organization's resources; private groups and some 6 million individuals contribute the rest through the National Committees. Most of UNICEF's work is in the field, with staff in over 190 countries and territories. More than 200 country offices carry out UNICEF's mission through a program developed with host governments. Seven regional offices provide technical assistance to country offices as needed.

UNICEF's programs emphasize developing community-level services to promote the health and well-being of children. UNICEF was awarded the Nobel Peace Prize in 1965 and the Prince of Asturias Award of Concord in 2006.

- 1) UNICEF was established before the end of World War II.
- 2) The organization relies only on governments contributions.
- 3) Most of UNICEF's work is in its headquarters.
- 4) UNICEF has won two awards so far.

Key: 1 F, 2 F, 3 F, 4 T.

4. Reading

Read about activities of UNICEF in Ukraine. What are their aims in Ukraine and what programmes do they support?

The United Nations Children's Fund (UNICEF) opened its office in Kyiv in 1997. Since then, the children's agency has been working to improve the lives of children and families throughout Ukraine.

Over the years, UNICEF has increased its support to the Government of Ukraine to develop health, nutrition, education and protection programmes for children. UNICEF advocates for children's right to participation and prioritises actions for the most vulnerable and disadvantaged. Recognizing that the well being of children is closely linked to the situation of their mothers, UNICEF also works to help women in Ukraine to better their health and education, and protect their rights.

In 2006 UNICEF launched a new programme that reflects the country's pursuit of the Millennium Development Goals that include improving maternal health, reducing child mortality, halting the spread of HIV / AIDS and tuberculosis, and protecting the vulnerable and promoting gender equality.

UNICEF's current Country Programme of Cooperation with the Government of Ukraine consists of four programmes:

Advocacy, Information and Social Policy Programme

HIV / AIDS, Children and Youth Programme

Child Protection Programme

Child Health and Development Programme

UNICEF programmes are being implemented in Kyiv, Crimea, Odesa, Donetsk, Lviv, Kherson, Sumy, Ivano-Frankivsk, Cherkasy, Zhytomyr, Khmelnytsky, Chernigiv, Kharkiv, Dnipropetrovsk, Zaporizhzhya, Mykolayiv.

UNICEF is funded by the voluntary contributions of individuals, businesses, foundations and governments.

5. Speaking

Do ex. 4, p. 254.

6. Summary

Would you like to work for an international organization? Why??

7. Homework

Do ex. 3 (b), p. 253.

LESSON 88

VOTING IN UKRAINE

Цілі: вдосконалювати лексичні навички й навички читання; вдосконалювати навички аудіювання й говоріння; розвивати логічне мислення; виховувати повагу до законів і зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up

- 1) What is the minimum voting age in your country?
- 2) Who represents you in your local and national government?
- 3) How long is the term of elected officials in your country?
- 4) Which party is now in power in your country?
- 5) When were they elected?
- 6) Who is the leader of this party?
- 7) Is voting an important responsibility of a citizen?
- 8) Why do you think voting is important?

2. Reading

Do ex. 1, p. 255.

3. Grammar practice

Do ex. 2, p. 256.

4. Speaking

Work in pairs

Act the dialogue and make up one of your own.

PRESIDENTIAL ELECTIONS

Alex. This election is going to be close!

Helen. I think you're right. The Republicans and the Democrats are fighting for every vote.

Alex. Did you watch the conventions?

Helen. Yes, I watched a little bit. The party platforms are extremely different.

Alex. Yes, they are! Watching them on TV, it was hard to believe they come from the same country!

Helen. Oh, it wasn't that bad.

Alex. Hmm, anyway the delegates certainly clapped hard for their nominees.

Helen. But it was the same stump speech over and over again. In both parties!

Alex. That's what politicians do best. Talk... the problem is whether they actually do very much.

Helen. Oh, you're a pessimist!

Alex. I wouldn't say that. It's just that I'm sick and tired of all the attack ads.

Helen. I see your point. It would be nice to know what they want to govern the country, rather than why they think the other guy isn't any good.

Alex. They treat us like idiots! I hate sound bites. Short simple statements that don't really give me much information. Treat me like I have a brain.

Helen. Some say we get what we deserve. Voter turnout is so low, perhaps we don't deserve any better.

Alex. But that's why people don't come out to vote. They don't feel represented even if they do vote.

Helen. I think we need a third party in this country.

Alex. I couldn't agree with you more!

Helen. Perhaps a third party would stop the partisanship.

Alex. Another thing that I don't think is fair is the electoral system.

Helen. No kidding! Just think, a state like California has 54 electoral votes. One vote majority in the popular vote and ALL of those 54 votes go to ONE candidate!

Alex. It just isn't fair.

Helen. Of course, there are reasons for that.

Alex. Hmm. I guess...

Helen. Are you a registered voter?

Alex. Of course! I'm a registered voter and I go to the voting booth to vote. I want that vote to represent my voice.

Helen. OK, OK, no need to give a speech.

Alex. Ha ha, I just think it's my duty as a citizen to vote.

Helen. Yes, I agree with you. If you can vote, vote!

5. Speaking

Do ex. 3, p. 256.

6. Summary

- 1) Why do we have laws?
- 2) What laws in your country do you hate?
- 3) Are there any laws in your country that you think should be made tighter?
- 4) Have you ever broken any laws?
- 5) Do you think the laws in your country are similar to those in other countries?
- 6) Do you think there are laws for the rich and different laws for the poor?
- 7) Where, when and why do you think laws first started?
- 8) What laws do you tend to ignore?
- 9) Do you think all laws are good?
- 10) Would you like to be a lawmaker?
- 11) What would your country be like if there were no laws?
- 12) What's the craziest law you know of?
- 13) What do you think of the idea of international laws that would replace all national laws?
- 14) What new laws would you like your country to introduce?
- 15) Do you think laws are evenly applied to everyone in your society?
- 16) What new laws do you think we'll have fifty years from now?
- 17) Have you ever been to see a lawyer?
- 18) What law would you like to make for your English class?

7. Homework

Do ex. 4, p. 256.

LESSON 89
CITIZENSHIP

Цілі: вдосконалювати лексичні навички й навички читання; вдосконалювати навички аудіювання й говоріння; розвивати логічне мислення; виховувати повагу до законів і зацікавленість у розширенні своїх знань.

Клас
Дата

Procedure

1. Warm-up

- 1) Would you get a good understanding of our society just from watching TV and films?
- 2) What sort of things might you misunderstand?
- 3) Who would you think were the most important people in our society?

2. Speaking

How should we really judge a person's contribution to society?

Rank public figures and decide what makes a good citizen.

Work in pairs

Design your own way of assessing contributions to society.

Suggestions for contributions:

- Helps others
- obeys the law
- Is a good friend
- Votes in every election
- Makes people happy
- Supports charities
- Joins a political party
- Works hard
- Follows political issues in newspapers
- Supports people in the community
- Protests when something is wrong
- Takes part in politics
- Writes to a Member of Parliament if they feel strongly about something
- Takes part in activities to protect the environment

3. Reading

Do ex. 6(a), p. 258.

4. Writing

Do ex. 6 (b), p. 259.

5. Reading

Work in pairs

Read the article and share your opinions as for being a good citizen.

I think a good citizen is a person who...

List the ideas concerning this problem in the article and add your own.

PERSONAL VALUES: GOOD CITIZENSHIP

Good citizenship sounds like a value from elementary school, but it's more. Then, good citizens didn't pass notes in class. They played fair at recess. They waited their turn, and didn't pick on the younger kids. Some schools even gave awards for good citizenship, which really meant more than following the rules. It meant helping to make the school a better community.

For adults, good citizenship is still about contributing to the community, and it's about giving back to the nation as well. It's one of the ways that ordinary people can play a part in something larger than themselves.

Good citizens grumble about jury duty, but they show up for it. They don't park where they will block fire trucks or access for the disabled. They pay their taxes, though they grumble about that too.

Yet, just like in elementary school, good citizenship is more than following the rules. Good citizenship is about actively promoting the welfare of the community, about helping society thrive.

Good citizens vote, even when it's inconvenient. They recognize their responsibility to add their voice when the nation makes choices. They may make contributions to a political group, even though it's not tax-deductible, and they may even volunteer to get out the vote.

Good citizens don't just refrain from littering, they pick up refuse they see on a hike. They stay on trails, especially in heavily traveled areas, and if they can, they help on trail workdays. Perhaps they join a public interest group that protects public lands.

They don't just keep their yard in good condition, they lend tools, or even help their neighborhoods with yard projects. They make sure their landscaping isn't a problem to their neighbors, and they may even share seeds or cuttings that seem well adapted to the area.

Good citizens volunteer in their children's schools, as much as they can find the time for, knowing that the public schools today couldn't make it without unpaid help. They support the teachers to their children, and they support schools when they vote, even if they don't have children in public schools.

Good citizens don't just feed and clothe their children, they give them good values. According to their personal beliefs, they teach them right from wrong, and also teach them compassion.

Good citizenship is a broad term that extends from selfless patriotism on the grand scale to friendly, low-key neighborliness on the local front. It acknowledges our debt to the community that enfolds us, and accepts our duty to try to contribute in return.

6. Speaking and writing

Ukrainian citizens have certain rights and responsibilities.

Discuss it with your partner and fill in the chart.

Rights	Responsibilities
the right to vote equality rights	to respect the rights and freedoms of others to obey Canada's laws

7. Speaking

Do ex. 7 (a), p. 260.

8. Summary

Do ex. 7 (b), p. 260.

9. Homework

Do ex. 8, p. 261.

LESSON 90

WRITING ARTICLES

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. 263.
2. Reading and speaking
Do ex. 2, p. 263.
3. Reading
Do ex. 3, p. 264.
4. Reading and writing

Read the brief information about the UNO and write an article about the role of this organization in changing the world using the tips below.

HOW HAS THE UNITED NATIONS CHANGED THE WORLD?

The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.

Due to its unique international character, and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provide a forum for its 193 Member States to express their views, through the General Assembly, the Security Council, the Economic and Social Council and other bodies and committees.

The work of the United Nations reaches every corner of the globe. Although best known for peacekeeping, peace building, conflict prevention and humanitarian assistance, there are many other ways the United Nations and its System (specialized agencies, funds and programmes) affect our lives and make the world a better place. The Organization works on a broad range of fundamental issues, from sustainable development, environment and refugees protection, disaster relief, counter terrorism, disarmament and non-proliferation, to promoting democracy, human rights, gender equality and the advancement of women, governance, economic and social development and international health, clearing landmines, expanding food production, and more, in order to achieve its goals and coordinate efforts for a safer world for this and future generations.

Tips for writing:

- Answer the question
- Plan your article.
- Give your article a title.
- Make sure you have at least 4 paragraphs.
- Ask rhetorical questions to get your readers' attention. E.g. What would the world be like without oil? What will life be like in 20 years time?
- Speak directly to your readers. E.g. Let's just imagine some of the possibilities.
- Give examples where appropriate.
- Use humour where appropriate

- Give a conclusion and summary in the last paragraph.
- Finally, give your opinion where appropriate.
- Revise your article to correct mistakes.

Useful phrases for article writing

- Rhetorical phrases:
- Have you ever...?
- What do you think about...?
- Are you one of those people who think that...?
- Are you one of those people who...?
- What would life be like if...?
- Will the future bring us...?

Introducing your first point:

- Firstly
- In the first place
- First of all
- The first thing to consider is
- One thing to consider is
- To begin with

Introducing more points:

- Secondly
- Another consideration
- Yet another consideration
- Another thing to consider is
- Added to that
- Apart from that
- In addition to this

Introducing your final points:

- In conclusion
- To conclude
- To sum up
- So

Introducing your opinion:

- I think
- In my opinion
- Personally I believe that
- In my view
- If you ask me
- To my mind
- My personal opinion is

5. Speaking
Do ex. 4, p. 265.
6. Summary
Do ex. 5, p. 266.
7. Homework
Ex. 6, p. 266.

LESSON 91

LISTENING COMPREHENSION

Цілі: перевірити рівень умінь учнів з аудіювання.

Клас

Дата

Procedure

Listen to the text and do the task.

JOHN MUIR: AMERICAN NATURALIST

John Muir was an inventor, conservationist, explorer, naturalist, and teacher. He dedicated his life to preserving nature.

Born in Scotland on April 21, 1838, John was one of eight children. He started school when he was three years old. The Scottish countryside was the perfect playground for John. He watched birds, explored meadows and fields, and climbed the ruins of a nearby castle. His early love for hiking, climbing, and nature followed him throughout his life.

In 1849 John's father decided to move to America. He took John and his two younger children with him. The rest of the family arrived from Scotland nine months later. The Muirs settled in Wisconsin. Pioneer work was very hard for young John. Land had to be cleared, and logs had to be cut and split to make fences. Fields had to be plowed, planted, and harvested.

John continued to work on the family farm until he was 22 years old. He then packed his bags, moved to Madison and entered the University of Wisconsin. At the university John studied chemistry, biology, and geology. In the spring of 1864 John set out for Canada. He began a lifelong journey to explore and eventually protect parts of the North American wilderness.

On his first journey to California, John was amazed by the beauty he saw. The clear rivers, towering waterfalls, and great variety of plants and wildlife convinced him that California would be his home. While working for a shepherd, John realized that sheep's hooved feet damaged the delicate plant life.

From these experiences grew John's love of the Sierra Nevada Mountains. When he saw sheep destroy the wilderness, he became more dedicated to finding a way to save it. He became a famous writer on the Sierras. Through his writings and continuous work, Yosemite Valley was soon protected by the state of California.

He found so much destruction of the environment that he sat out to save it. His efforts helped make Yosemite a national park in 1890. By 1892, he formed and became the first president of the Sierra Club. He was a respected consultant on conservation matters from then until 1914, when he died.

Choose the right answer.

- 1) John Muir was born in

a) America	b) Great Britain
c) England	
- 2) He started school in

a) 1840	b) 1848
c) 1841	
- 3) His family decided to move to America when he was

a) 11	b) 12
c) 13	
- 4) In America John helped his family

a) at the firm	b) on the farm
c) at the plant	
- 5) After university he started exploration of

a) California	b) the north of Canada
c) Nevada	

OVERVIEW OF THE INTERNATIONAL SCULPTURE CENTRE

The International Sculpture Center (ISC) is in Hamilton, New Jersey. It started in 1960 under the capable hands of Elden Tefft. At that early time, ISC was at the University of Kansas. It is mainly a website and a magazine. The website launched in 1997. In 2010, the first international conference took place in London, England. In 2006, the ISC press opened with the publications of three books.

The Center is a non-profit organization which works with artists, journalists, architects, curators, patrons, historians, galleries and many other people interested in learning sculpture. ISC exists to give sculptor a supportive place to talk with other sculptors about their work, share their work and educate the public about sculpture and its value in today's world.

ISC offers conferences, publications and education to any that show an interest in sculpture. They publish Sculpture Magazine. The office is in Washington D.C. The website has a directory which allows members to search for an artist and see his works. Anyone can browse through and see their favorite sculptor. The website lists all the sculptor's achievements and two photos of his favorite sculptures. Articles about the sculptors also appear on the website.

ISC has a number of membership levels: the basic membership, students and seniors, friend and patron. Memberships include Sculpture Magazine (10 issues) both the digital and print additions, The Insider Newsletter, discounts on registration fees and vendor sales and webpage featuring 2 photos and 2 pages of text concerning the sculptor and his work. The Magazine is about half the membership cost and digital edition only \$25.

Upcoming events include Chicago Conference entitled "Process, Patron, and Public" in October during the first weekend. This conference is for sculptors to share their ideas concerning how to involve the public more in contemporary sculpture. The Conference will take place at the Chicago Cultural Center and the School of the Art Institute in Chicago.

February 11–15, 2013 is a symposium in Auckland, New Zealand. The symposium features many trips to private studios including The Farm and Connells Bay Sculpture Park to view Alan Gibb's sculpture.

Besides all the discounts, ISC also has a store where members can buy books and products, like T-shirts at reduced costs. It also has back issues of Sculpture and a directory of sculpture parks and gardens. This directory lists sculpture parks all over the world and is an easy resource to use with or without a membership to the website.

True or False

- 1) The International Sculpture Center started in the middle of the twentieth century.
 - 2) Some funds support this organization.
 - 3) Anybody who wants to know more about sculpture may join this centre.
 - 4) You can find all the necessary information about your favourite sculptor on the website as in the magazine.
 - 5) No special privileges for members.
 - 6) The main goal of the centre is sharing ideas.
 - 7) Everybody can purchase products from the centre store at a lower price.

Key: 1 T, 2 F, 3 T, 4 T, 5 F, 6 T, 7 F.

LESSON 92

SPEAKING

Цілі: перевірити рівень умінь учнів з усного мовлення.

Клас

Дата

Procedure

Choose any of the following topics and speak of it.

It's your planet

- 1) What would you do if scientists realized that in fifteen years, the Earth would be unable to support any life whatsoever... and nothing could be done?
- 2) Could you do more to reduce global warming and protect the environment?
- 3) What can other countries do to ensure large polluters like America or China get serious about the environment now?
- 4) What are five ways that every person can help the environment, starting now?
- 5) How was the Earth's sickness similar to what our bodies do when we are sick?
- 6) What were some "symptoms"?
- 7) What can we do to help the Earth feel better?
- 8) What can we do to stop the Earth from feeling sick?
- 9) What do you think people do with these exotic animals?
- 10) What do you think can be done to stop the poachers?
- 11) Do you know which other animals are in danger of extinction?
- 12) What do you think we should do to protect these animals?
- 13) What alternative sources of energy should we use instead?
- 14) Why don't we use alternative sources of energy now?
- 15) What changes do you think people could make in their everyday lives in order to help prevent the planet from getting warmer?
- 16) What do you do to reduce energy consumption?
- 17) What does your school or company do?
- 18) What do you do to save water? What could people do to save more water in the future?

Speaking about art

- 1) How great is your interest in art?
- 2) What's the best art gallery you've been to?
- 3) Do you like modern art?
- 4) What do you think of installation art?
- 5) Do you ever think a lot of art is not really art?
- 6) Do you have a favorite artist?
- 7) What kind of art do you like — paintings, sculpture, ceramics, etc?
- 8) What is art?
- 9) Does art change the way you think or feel?
- 10) Do you think anyone can be an artist or do you need a special talent?
- 11) Do you think all children should study art at school?
- 12) Do you think children should learn the history of art?
- 13) Do you think a painting can really be worth a million (or more) dollars?
- 14) Do you think today's artists are as good as those from hundreds of years ago?
- 15) What was the last painting / poster / piece of art you bought. Why did you buy it?
- 16) Describe the pieces of artwork in your house.
- 17) What kind of art is your country famous for?
- 18) What kind of life do you think an artist's is?

-
- 19) Do you have any artistic talents?
20) How would the world be different without artists?

Focus on Youth

- 1) What are the good things and bad things about today's youth?
2) Are today's youth different from the youth of yesteryear?
3) How would you describe an average member of today's youth?
4) Do today's youth respect authority?
5) What is the fountain of youth?
6) Do you think youths understand how lucky they are?
7) How are the youth of different continents different to the young people in your country?
8) Pablo Picasso said: "Youth has no age". What did he mean? Do you agree?
9) Someone once said: "Don't waste your youth growing up". What did they mean? Do you agree?
10) What three adjectives would you use to describe today's youth?
11) What's the biggest problem with today's youth?
12) What aspects of today's youth make you hopeful about the future?
13) Do you have any wild and crazy stories from your youth?
14) What's the thing you hated most about your youth?
15) Do old people understand today's youth?
16) What kind of youth were you?
17) What things about the world do you think youths are angry about?
18) Herbert Asquith said: "Youth would be an ideal state if it came a little later in life". What did he mean? Do you agree?
19) George Bernard Shaw said: "Youth is a wonderful thing. What a crime to waste it on children". What did he mean? Do you agree?

People and Society

- 1) How are government officials chosen in your country? Do you think this method is fair?
2) In your opinion, how much should governments contribute to university education?
3) How interested are you in politics?
4) What type of information--if any--do you think a government should keep from its citizens?
5) What do you think is the most important political issue right now? Why is it important?
6) How much does a politician's personal life affect their ability to do their job?
7) Why do you think the media pays a lot of attention to politicians' personal lives?
8) Tell about an important political event in your country's recent history.
9) What do you think of Ukrainian politics?
10) Tell about a political person you admire.
11) How successful do you think the European Union has been / will be?
12) Is military service required in your country? Do you think it's a good idea?
13) Do you think it's important for a country to have a strong military? Why or why not?
14) Why do you think there aren't more women in politics? Do you think people pay more attention to female politicians than male ones?
15) What can governments do about poverty?
16) If you were a politician, what political issues would you focus on?
17) What qualities make a good political leader?
18) What does it mean to be a good citizen?

LESSON 93

READING

Цілі: перевірити рівень умінь учнів з читання.

Клас

Дата

Procedure

Read the text and choose the correct answer.

RECYCLING

Commentator. We hear it a lot in the news these days: “Recycle newspapers and save a tree. Collect bottles and cans so they can be reused in the manufacturing of new products”.

Protecting our delicate environment seems to be on the agenda of politicians, government leaders, and citizens in many parts of the world to show support for mother nature. The concept of green consumerism has gained momentum more and more over the last decade, and the public feels moved to pitch in and help. However, three essential keys needed to power this movement include a more informed public, the development of improved technology, and a greater demand for recycled materials.

Let's use paper as an example. The first step is to raise public awareness about the recycling process, to explain the kinds of materials that can be recycled, and provide ways on how to properly dispose of them. Local governments should educate the public on how to properly sort reusable materials from those, like waxed paper, carbon paper, plastic laminated material such as fast food wrappers, that can't be recycled very easily. Then, a system of collecting these sorted materials needs to be established. The Public interest might be there, but soon may wane if there isn't a system where they can take these materials to be recycled. Sometimes, we become complacent when it comes to recycling, but when you speak in terms of actual facts and figures that everyone can understand, people become more cognizant of the problem. I remember reading one time that the energy saved from one recycled can provides enough power to operate a television for three hours. Give the public information they can grasp, and then you will increase your chances of gaining followers.

Second, technological progress has been made on many fronts, but governmental agencies need to step up their support for companies involved in recycling by providing tax incentives, low-cost loans, or even grants to upgrade equipment and to encourage further research. One breakthrough has been the development of a new manufacturing process that uses enzymes to help remove ink from paper in more energy efficient and environmentally safe methods. Recycling paper materials can be expensive in both monetary and environmental terms. The difficulty in removing print from paper, the amount of energy expended during the process, and caustic waste that is sometimes produced are costs that companies incur that are then passed on to the consumer.

The final key is to increase demand for the growing surplus of resources waiting to be recycled. This process (or rather, problem) has appeared in various regions of the world where the technology to process the used materials lags far behind the amount being collected for recycling. There may be a great outpouring of support; yet the great stumbling block to implementing the second stage of this plan could be impeded by the corporate sector's inability to find commercial enterprises interested in using recycled goods especially when the cost exceeds those of virgin materials.

Recycling is a crucial key to protect our planet. The three keys mentioned are important ways to achieve this end.

- 1) What would be the best title for this lecture?
 - a) Important Keys to Recycling Paper
 - b) Technological Advances Improve Recycling
 - c) Steps to Improving Recycling
 - 2) According to the article, paper materials that are difficult to recycle include:
 - a) copy paper
 - b) document shred
 - c) food wrappers
 - 3) In some cases, recycling could be hazardous to the environment if special precautions are not taken because:
 - a) industrial emissions are sometimes created in the process.
 - b) chemical waste is sometimes produced as a result.
 - c) a great deal of energy is expended to create new products.
 - 4) According to the lecture, the demand for recyclable materials in the manufacturing of new products is sometimes sluggish because
 - a) some governments are unwilling to support expensive recycling methods.
 - b) there is a lack of advanced technology to process the materials.
 - c) businesses do not invest enough money into research.
 - 5) Which is NOT one of the main keys to recycling as mentioned in the lecture?
 - a) government regulation of waste
 - b) better technology
 - c) more demand for recycled materials

Key: 1 c, 2 c, 3 b, 4 b, 5 a.

ADDICTION MAY BE IN OUR GENES

Scientists have discovered that addictions may be hereditary. A team from Britain's University of Cambridge found that siblings of drug addicts share the same brain abnormalities as their drug-using brothers and sisters. The research team said these abnormal brain structures are linked to poor self-control and drug dependence. The researchers suggest that addiction is in some ways a "disorder of the brain". This may provide important new ways into helping people with problems of self-control when it comes to addictions. The study sought to find out if drugs changed the "wiring" of the brain or whether the brains of drug addicts were wired differently from birth.

Lead researcher Dr Karen Ersche told the BBC: "It has long been known that not everyone who takes drugs becomes addicted". She continued: "It shows that drug addiction is not a choice of lifestyle, it is a disorder of the brain and we need to recognise this. These brothers and sisters who don't have addiction problems, what they can tell us is how they overcome these problems, how they manage self-control in their daily life". Dr Ersche and her colleagues studied 50 pairs of siblings — one with a history of drug addiction and one with no experience of taking drugs. She compared these with 50 healthy people. She concluded: "We need to find out how these non-addicted siblings were able to resist using drugs".

True or False

- 1) Scientists say that many addictions may be hereditary.
 - 2) Drug addicts can have the same brain abnormalities as their siblings.
 - 3) Abnormal brain structures usually results in better self-control.
 - 4) The study may be able to help people control themselves better.
 - 5) Everyone who takes drugs becomes addicted in some way.
 - 6) A researcher said addiction is a brain disorder and not a choice.
 - 7) The researcher said one in fifty of us are drug addicts.
 - 8) The doctor knows why some siblings of drug addicts are not addicts.

Key: 1 T, 2 T, 3 F, 4 T, 5 F, 6 T, 7 F, 8 F.

LESSON 94

WRITING

Цілі: перевірити рівень умінь учнів з письма.

Клас

Дата

Procedure

Choose any topic you like and write an essay, a review or an article.

Write your ideas as for protection the largest green zone in your city.

Read the synopsis of the film and write a review.

PIRATES OF THE CARIBBEAN: ON STRANGER TIDES

Captain Jack Sparrow (Depp) crosses paths with a woman from his past (Cruz), and he's not sure if it's love -- or if she's a ruthless con artist who's using him to find the fabled Fountain of Youth. When she forces him aboard the Queen Anne's Revenge, the ship of the formidable pirate Blackbeard (McShane), Jack finds himself on an unexpected adventure in which he doesn't know who to fear more: Blackbeard or the woman from his past.

In London, Captain Jack Sparrow escapes from the soldiers that are chasing him and learns that an impostor is recruiting a crew and a vessel using his name. He meets the impersonator and finds that she actually is Angelica, a woman that he had seduced in a convent in Seville. Jack is abducted and when he awakes aboard, the ship is sailing, Angelica tells him that her father, the pirate Blackbeard, is cursed and he needs to find the legendary Ponce de Leon's Fountain of Youth to save his life. They force Jack, who knows the location of the fountain, to guide them. Meanwhile, Barbossa is hired by King George to lead the British crew and dispute against the Spaniards and Blackbeard who arrives first in the fountain. But along their dangerous quest, they need to find first two chalices that belonged to Ponce de Leon and a tear of mermaid.

Write an essay about addiction.

- 1) What is addiction?
- 2) What causes addiction?
- 3) What in the way of solution of this problem?

Write an article "Is it easy to be young today?"

ДЛЯ НОТАТОК