

І. П. Лисовець

# Усі уроки АНГЛІЙСЬКОЇ МОВИ 10 клас РІВЕНЬ — СТАНДАРТ

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Посібник пропонує детальні розробки уроків англійської мови в 10 класі загальноосвітніх навчальних закладів (рівень – стандарт) відповідно до чинної програми.

Велика кількість автентичного текстового матеріалу, актуальна тематика, комунікативно спрямовані завдання для розвитку усіх мовленнєвих компетенцій, вправи в форматі завдань зовнішнього незалежного оцінювання роблять цей посібник незамінним помічником учителя.

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# First semester

## I, MY FAMILY AND MY FRIENDS

### LESSON 1

#### Personality

**Objectives:** to present and practise some new adjectives to describe personality; to develop students' creative abilities; — to activate multi-part verbs; to develop students' speaking and writing skills.

**Epigraph:** "Intellect has powerful muscles, but no personality".  
(*Albert Einstein*).

#### PROCEDURE

##### I. Warm up

↳ Looking at some proverbs and sayings, written on the blackboard, try to guess the topic of the lesson and find their Ukrainian equivalents:

- Appearances are deceptive. (Зовнішність — підступна).
- The face is the index of the mind. (Обличчя — дзеркало душі).
- A fair face may hide a foul heart. (За гарною зовнішністю не завжди впізнаєш підлу душу).

↳ Make up acrostic:

P  
E  
O  
P  
L  
E

##### II. Main part

#### Vocabulary

##### Key words

- *Figure:* tall, short, stout, thin, frail, delicate, athletic, muscular, weedy, bent, powerful, gigantic
- *Face and head:* round, oval, long, small, square-jawed, thin, fat, wrinkled
- *Forehead:* narrow, flat, wide, prominent, high

- *Nose*: long, flat, snub, straight, broad, enormous, aquiline (eagle-like)
- *Hair*: straight, wavy, curly, brown, grey, silvery, auburn, golden, long, silky, plaited
- *Eyes*: clear, bright, large, small, brown, blue, green, sparkling, round, almond-shaped
- *Mouth, lips, teeth*: wide, thin, straight, irregular, projecting uneven, well-brushed, thick
- *Character*: organised, disorganized, sympathetic, creative, generous, dynamic, hard-working, honest, reliable, selfish, shy, helpful, stubborn, sociable, insensitive.

☞ Match the pairs

- |                              |                 |
|------------------------------|-----------------|
| 1. впертий                   | a) dynamic      |
| 2. співчутливий, симпатичний | b) sociable     |
| 3. організований             | c) helpful      |
| 4. неорганізований           | d) honest       |
| 5. байдужий, нечутливий      | e) sympathetic  |
| 6. товариський               | f) disorganized |
| 7. працьовитий               | g) stubborn     |
| 8. соромливий, боязкий       | h) reliable     |
| 9. корисний                  | i) organised    |
| 10. активний, динамічний     | j) generous     |
| 11. егоїстичний              | k) hard-working |
| 12. творчий                  | l) insensitive  |
| 13. чесний                   | m) shy          |
| 14. великодушний, щедрий     | n) creative     |
| 15. надійний                 | o) selfish      |

*Answers:* 1 g, 2 e, 3 i, 4 f, 5 l, 6 b, 7 k, 8 m, 9 c, 10 a, 11 o, 12 n, 13 d, 14 j, 15 h.

### Describing people

☞ Divide the adjectives into two groups: *positive* and *negative* and make up sentences with them.

Use the drawings and the context to describe these people.

‘Don’t you know Mary? She’s got shoulder-length *wavy* / *straight* blond hair. She’s quite *short* / *tall* and *slim* / *overweight*. She’s got blue eyes. She’s *middle-aged* / *in her early twenties*. Her brother, Tony, is a good friend of mine. Both of them like outdoor sports like *skiing* / *stamp collecting* and *hiking* / *listening to music*. She’s a very outgoing, *sociable* / *shy* sort of person who seems to know hundreds of people.



She's very *cheerful* / *stubborn* — you know, the sort of person who is always laughing. But she can be a bit *disorganised* / *reliable*. She once lost everybody's cinema tickets and we all had to pay again!

'We had Mr Kemp for history last year. He's got a *moustache* / *beard* and short, *curly* / *straight* hair. He's quite short and *well-built* / *overweight*. He's probably in his mid *teens* / *thirties*. He really loves his subject and he knows a lot about history. He's also interested in *climbing* / *surfing*. He went up some of the mountains in the Tatras one year, he told us. He was a very *hard working* / *insensi-*



*tive* teacher. He gave us lots of essays and always marked them quickly. He was never *moody* / *dynamic* — always the same, always smiling. He was also very *confident* / *patient* with us. If anybody didn't understand something he explained it again in a different way. He did everything he could to be *selfish* / *helpful*'.

### Game 'Guess a person'

A student describes one of the students in the group without naming him / her, and the other students have to guess who he / she is.

### Game 'Office politics'

#### *Essential vocabulary*

Punctual, efficient, inefficient, cheerful, grumpy, bad-tempered, hopeless at, precise, rigid, inflexible, flexible, organised, disorganised, decisive, indecisive, friendly, pompous, good-natured, down-to-earth, narrow-minded, kind, natural, careless, weak, open-minded, unpretentious, competent, miserable, standoffish, moaning, complaining, nice, shy, kind-hearted, forgetful, gentle, moody, muddled, tolerant, broad-minded, absent-minded, vague, rude, eccentric.

#### *How to use the game*

The game may be played with 8–16 players. If you have more than 16 students, play the game in two or more groups. Copy one role card



for each student in your group / class. Give out the role cards to the students. Ask them to make a badge for themselves with their name on. Tell them that they all work in the same office and that since their boss is leaving, one of them is eligible for promotion. Naturally, everyone had very strong ideas about who it should / shouldn't be, which they want to communicate to as many people as possible.

However, the rule is: you can say as much as you like about the people behind their back, but never to their face.

The object of the game is to find out what other people think of you.

You can either set a time limit on the game and when it is up, see how many people discovered anything about themselves and whether they discovered one opinion or two conflicting ones, or make a rule that as soon as people discover an opinion about themselves, they should sit down, out of the game. It then gets progressively harder for those that are left to find anything out. The aim of the game then is not to be left in until last.

### **Gerry**

You've just joined the firm and you don't know many of the people yet. However, you don't like Jo much — he seems a rather weak and indecisive person. Sam seems more efficient.

### **Toni**

You've just joined the firm and you don't know many of the people yet. However, you don't like Sam much — he seems very inefficient. Alex seems nice and cheerful, always making jokes. Gerry joined at the same time as you: very nice, but rather shy.

### **Leslie**

You've just joined the firm and don't know many of the people yet. However, you don't like Alex, who seems a miserable type: told you off for being late. Terry seems nicer: very good-natured and kind-hearted — showed you how the coffee machine worked on your first day. Toni joined at the same time as you: very nice but a bit forgetful.

### **Jo**

Someone in your department is going to be promoted to supervisor. Naturally, you hope it's going to be you.

You wouldn't mind if Sam or Alex gets the job. Sam's very efficient and Alex is a nice cheerful person. But you hope it's not Terry or Pip. Terry's very bad-tempered and Pip's hopeless at figures.

Talk to people and find out what they think. Try to convince them of your opinion. Don't tell anyone directly what you think of them, of course, but you can tell them what other people think of them, if you like. Your main aim, though, is to find out what other people think about you!

**Sam**

Someone in your department is going to be promoted to supervisor. Naturally, you hope it's going to be you.

You wouldn't mind if Alex or Terry gets the job. Alex is a cheerful sort of person and Terry is good-natured. But you hope it's not going to be Pip or Robin! Pip is absolutely hopeless at figures and Robin is so rigid and narrow-minded.

Talk to people and find out what they think. Try to convince them of your opinion. Don't tell anyone directly what you think of them, of course, but you can tell them what other people think of them, if you like. Your main aim, though, is to find out what other people think about you.

**Alex**

Someone in your department is going to be promoted to supervisor. Naturally, you hope it's going to be you.

You wouldn't mind if Terry or Pip gets the job. Terry is very good-natured and kind and Pip is very careful and precise: very good with figures. But it would be a disaster to have Robin or Jan. Robin is so narrow-minded and Jan is so careless and disorganised.

Talk to people and find out what they think. Try to convince them of your opinion. Don't tell anyone directly what you think of them, of course, but you can tell them what other people think about them, if you like. Your main aim, though, is to find out what other people think about you!

**Terry**

Someone in your department is going to be promoted to supervisor. Naturally, you hope it's going to be you.

You wouldn't mind if Pip or Robin gets the job. Pip is very careful and precise: very good with the accounts and Robin is very flexible and open-minded. But it would be terrible if Jan or Chris got the job! Jan is totally disorganised and Chris is so pompous.

Talk to people and find out what they think. Try to convince them of your opinion. Don't tell anyone directly what you think of them, of course, but you can tell them what other people think about them, if you like. Your main aim, though, is to find out what other people think about you!

**Writing and Speaking**

✎ Write notes about someone you know.

Who are you going to describe?

*Alex, my uncle.*

How long have you known him / her?  
*all my life.*

What does he / she look like?  
*short, black hair, beard*

What does he / she like?  
*football, dogs*

What is he like?  
*honest, shy, reliable*

✎ In pairs, ask and answer the questions. Show interest using words from the exercise above. Students speak about their relatives according to the notes.

✎ Write a description of a person you know and like. Follow the stages below.

### *Stage 1*

Decide who you are going to write about — someone in your family, a friend, or a famous person.

### *Stage 2*

Write some notes.

## MY GRANDMOTHER

### *Appearance:*

- white hair
- lots of make up
- clear blue eyes
- short
- thin

### *Character:*

- cheerful — always smiling
- generous
- Helpful

### *Relationships:*

- popular with neighbours
- often baby-sits
- argues with granddad

### *Likes:*

- talking , especially gossip
- animals, especially dogs
- loves children

*Dislikes:*

- TV (except films)
- junk food

*Stage 3*

Write three paragraphs.

Check your writing for mistakes.

*Extension*

Demonstrate the activity by building up some notes on the board about a famous person from a book or a film, e.g.

*Jack* (Leonardo Di Caprio) in *Titanic*.

*Appearance:* in his thirties, fair hair, blue eyes

*Likes:* painting

*Personality:* sensitive, dynamic, sympathetic

*What he does:* falls in love, dies.

↪ In pairs, students think of two famous people from books or films and write notes about them.

Then the pairs form the groups of four and take turns to describe a person. The other pair guesses who it is. Some of the pairs can then describe their famous person for the class to guess.

### III. Homework

Describe one of the members of the family according to the plan:

- appearance;
- interests;
- personality.

## LESSON 2

### People. People. People

**Objectives:** to enrich students' vocabulary on the topic and help them consolidate and develop it by active using ; to improve students' skills for listening and comprehension; to develop speaking skills of students through the methods of interactive activities.

**Epigraph:** "Every fool knows you can't touch the stars, but it doesn't stop a wise man from trying" (*Harry Anderson*).

### PROCEDURE

#### I. Warm up

Choose one or more points which make the very first impression of a person you have not been acquainted with yet.

- I'm pretty sure it is somebody's voice and the way he / she speaks.
- The way he / she dresses and how smart or stylish he / she is.

- Being able to chat easily about lots of different things.
- How much he / she smiles.
- The ability to make other people pay attention to him / her.
- Being self-confident.
- Giving the impression of being intelligent and educated.
- How good-looking he / she is.
- Being friendly, polite, open.
- Being mysterious.
- Possessing a good sense of humour.

## II. Main part

### Vocabulary

☞ Match the nouns with their definitions.

- |                 |  |
|-----------------|--|
| 1. Ancestor     | a) offers to serve of his own free will              |
| 2. Bankrupt     | b) eats no meat; lives on vegetables, fruit, etc.    |
| 3. Cynic        | c) spends money unnecessarily                        |
| 4. Emigrant     | d) travels about on foot                             |
| 5. Glutton      | e) looks on gloomy side of life                      |
| 6. Host         | f) serves his country loyally because he loves it    |
| 7. Immigrant    | g) a person from whom one is descended               |
| 8. Optimist     | h) a person unable to pay his debts                  |
| 9. Orphan       | i) a child whose parents are dead                    |
| 10. Patriot     | j) sneers at others, believing their motives selfish |
| 11. Pedestrian  |  |
| 12. Pessimist   | k) always looks on the bright side of life           |
| 13. Spendthrift | l) comes into a country to settle there              |
| 14. Vegetarian  | m) leaves his native country to live abroad          |
| 15. Volunteer   | n) entertain people at his house                     |
|                 | o) eats more than is good for him                    |

*Keys:* 1 g, 2 h, 3 j, 4 m, 5 o, 6 n, 7 l, 8 k, 9 i, 10 f, 11 d, 12 e, 13 c, 14 o, 15 a.

### *Personality adjectives*

What are these mystery adjectives?

This person:

- |   |                          |
|---|--------------------------|
| 1. Is able to plan their work and life well | 6. Is shy                |
| 2. Never puts things away                   | 7. Is nice to people     |
| 3. Makes friends easily                     | 8. Puts things away      |
| 4. Isn't noisy                              | 9. Isn't lazy            |
| 5. Helps other people                       | 10. Doesn't tell lies    |
|   | 11. Likes meeting people |

**Keys:** 1 organized; 2 untidy; 3 friendly; 4 quite; 5 helpful; 6 introvert; 7 kind; 8 tidy; 9 energetic; 10 honest; 11 outgoing.

🔗 Complete the descriptions with *the* pairs of adjectives.

Easy-going / sociable extrovert / talkative hard-working / practical / shy / sensitive thoughtful / reliable

1. 'My sister never gets angry and she has lots of friends. She's really \_\_ (easy-going) and \_\_ (sociable).'
2. 'My little brother doesn't like taking to people and he cries a lot. He's very \_\_ (shy) and \_\_ (sensitive).'
3. 'My best friend always remembers my birthday and she always keeps her promises. She's really \_\_ (thoughtful) and \_\_ (reliable).'
4. 'My sister gets good grades and she can cook, light fires and put up our tent! She's much more \_\_ (hard-working) and \_\_ (practical) than me.'
5. 'My friend loves meeting people and chatting on the phone. She's very \_\_ (extrovert) and \_\_ (talkative).'

### Speaking Task

🔗 Look at one of the pictures. Your partner will examine the other picture. Discuss the pictures following these stages.



1. First, describe your picture to your partner.  
Include the following points:
  - physical appearance (age, build, face, hair, eyes)
  - family background
  - personality and character

- skills and abilities
  - style of life (occupation, house, daily routine)
  - relationships with other people
  - likes / dislikes
  - past and future life
2. Listen to your partner's description. Feel free to react and ask questions when your partner is describing his / her picture.
  3. Look at both pictures together to find similarities and differences.

### *Work in pairs*

- ✎ Ask your partner the questions and then look at the answers. Is the personality description accurate for you?

### HOW EXTROVERT ARE YOU?

Do these statements describe you? Mark each one on a scale of 1–4.

- 1 — no, not at all
  - 2 — sometimes
  - 3 — often
  - 4 — yes, definitely.
1. When I'm out with my friends, I talk less than others.      1    2    3    4
  2. I listen to other people before I give my opinion.      1    2    3    4
  3. When I go to a party, I only talk to people I know.      1    2    3    4
  4. I'm a thoughtful, careful and loyal person.      1    2    3    4
  5. When I'm busy and the phone rings, I ignore it.      1    2    3    4

### *Answers:*

*Most answers are 1:* You are a very open and out-going person — a real extrovert! You love being with people and meeting new people. Sometimes you 'speak' before you think!

*Most answers are 2:* You are a very sociable and friendly person. You enjoy the company of friends.

*Most answers are 3:* You are a quite person and possibly a bit shy. You enjoy being with your friends but don't consider yourself a 'leader'. You are hard-working.

*Most answers are 4:* You are a very quite and thoughtful person and possibly shy but you are not afraid to say what you think! You are hard-working and independent.

- ☞ Find out how many students in the class are in each group. (Group 1: most answers are 1. Group 2: most answers are 2, etc.) Ask the students in each group to put their hands or stand up. The rest of the class say whether they think the students in each group have a similar personality.

### Listening

Listen to Harry talking about his friends, Cara, Rani and Tim. Fill in the necessary information into the gaps.

*Name:* \_\_ (Rani)

*Interests:* dance, \_\_ (travelling), meeting people

*Personality:* easy-going, \_\_ (energetic), \_\_ (extrovert)

*Name:* \_\_ (Cara)

*Interests:* \_\_ (adventure sports), \_\_ (travelling), meeting people

*Personality:* outgoing, sociable, \_\_ (practical)

*Name:* \_\_ (Tim)

*Interests:* music, \_\_ (the Internet)

*Personality:* introvert, \_\_ (thoughtful), \_\_ (helpful)

### MY THREE BEST FRIENDS

My name's Harry and my three best friends are Cara, Tim and Rani. We all go to the same school and we're the same age. Cara is amazing. She loves adventure sports and travelling. She enjoys meeting people and trying new activities. She's very practical, too — she repaired my skateboard for me last week!

Now, Tim is opposite. He likes to be by himself and he doesn't talk too much. He's a good musician and he surfs in the Net a lot. I don't see him after school much but he's a good friend. He's very thoughtful and he's always helping his little sister.

Rani is also different. She's really easy-going. I've never seen her get angry. She's really into dance, so she's energetic and quite extrovert. She always enjoys travelling and meeting people. She works hard at school, too. I think she's probably the best student of our school.

I really enjoy seeing them every day.

### Post-listening activity

Complete the sentences to make them true for you.

1. With my friends, I'm usually \_\_ and \_\_.
2. At home, I'm sometimes \_\_ and \_\_.
3. At school, I think I need to be more \_\_ and \_\_.
4. People usually think I'm \_\_ and \_\_.
5. My best friend is usually \_\_ and \_\_.
6. My favourite person in the world's my \_\_ because he's / she's \_\_ and \_\_.



### III. Homework

Write a composition “Would you like to change anything on yourself?”

## LESSON 3

### We are teenagers

**Objectives:** to practice speaking about teenagers and their problems; to focus on phrasal verbs; to practise reading for gist and then for more intensive understanding.

#### PROCEDURE

#### I. Warm up

Read the information about teenagers’ rights in Britain. Are they the same in your country?

In Britain you can...

- get a part-time job when you are thirteen.
- leave school, join the army and get married (with your parents’ agreement) when you are sixteen..
- drive a car when you are seventeen.
- leave home, vote, get a tattoo and get married (without your parents’ agreement) when you are eighteen.

#### II. Main part

##### Substitution tables

We are teenagers

1. Is it easy to be a teenager?

You are a teenager and it is time of conflicting feelings and desires  
 of important public exams  
 of hard school work  
 of starting serious relationship  
 when relations can be unstable  
 when you experiment with your image  
 of conflicts at school  
 of feeling of pressure  
 of misunderstanding

## 2. What does it mean to be a teenager?

A typical teenager		hard at school
Typical teenagers	is	rude and tactless
	neglect	lazy irresponsible
	speak	industrious
	has	like his parents (teachers, friends)
	are	serious problems
	rebel	cool guys
		alcohol, drug habits
		unpredictable
		against parents

**Vocabulary**

☞ Match the verbs with their meanings.

- |                      |                             |
|----------------------|-----------------------------|
| 1. Look forward to   | a) organize                 |
| 2. Go through        | b) wait for with excitement |
| 3. Deal with         | c) arrive                   |
| 4. Get in touch with | d) contact                  |
| 5. Get to            | e) experience               |
| 6. Turn up           | f) reach / arrive at        |

*Keys:* 1 b, 2 e, 3 a, 4 d, 5 f, 6 c.

☞ Complete the sentences with verbs (1–6) in the correct tense.

I really 1 \_\_ (look forward to) my birth day because I always have a big party and it's great fun.

First, I 2 \_\_ (get in touch with) my friends a couple of weeks before and invite them. My mum and I 3 \_\_ (deal with) all the arrangements — we decorate the living room, and buy the food. I always get a bit nervous just before the people 4 \_\_ (turn up) and think nobody is coming.! Then, when it 5 \_\_ (gets to) about 9 o'clock, I cut my cake and everybody sings "Happy Birthday!"

*Verb Quiz*

Complete the verbs in the sentences.

- Some of my friends got *together* and organised a party last week.
- At the party, I came *across* some old photos of my parents' wedding.
- We found *out* all about Bar Mitzvah last week in class. They're coming of age ceremonies for Jewish boys when they get *to* the age of thirteen.

## Reading

- ☞ Read a magazine article about teens' romantic experiences in summer. Choose the most suitable heading from the list (1–6). There are two extra headings, which don't match any part.

### TRUE ROMANCE

1. Last summer, I was selected to go on a choir tour through Europe with teens from across my state (Nebraska). In Paris, something spered between me and a guy on the tour. We started flirting and getting to know each other. In Switzerland, we had out first kiss amid snow-topped mountains and waterfalls. It was romantic! We are great friends now. (*Melanie, 16*)
  2. In Florida last summer, I helped a woman find a hotel room. Two days later, her handsome 17-year-old son came up to me, he wanted to thank me by taking me out. After dinner, we made out by the water. We're still in touch. (*Corri, 16*)
  3. My summer fling turned into my boyfriend. We met at a summer school programme. And I was impressed with how much of a gentleman he was. He was always saying 'please' and 'thank you' and he still runs around the car to open my door. We started dating after about a week and have been together foe a year and right months. (*Jessica, 18*)
  4. I met my amazing guy at a coffee shop last summer. We agreed about everything: music, life, future. We looked at the stars, played the guitar our favourite songs together all summer. In late August, he told me he was moving back to Indiana for college. We ended it, but we still talk. (*Jess, 17*)
  5. Three summers ago, I went to Hawaii with my school choir. I met a boy staying at our hotel who was with a marching band from Nevada. We spent a whole day together on the beach and talked via cent phone at night. Now we write to each other and talk on the phone three times a week. He's even travelling six hours to take me to my senior prom\*! (*Krystle, 18*)
  6. I had a job at an amusement park gift shop, where I dated a co-worker. He even came home to meet my parents. (They loved him.) It lasted a few weeks, then he got promoted to supervisor of a different shop. We broke up... Because of different working hours we couldn't see each other any more, but I'll never forget our long lunches. (*Kayla, 17*)
- A. Dating On the Clock  
B. One Good Deed Deserves... Big Romance

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\* Prom — a formal dance often held at a high school (in the USA)

- C. Romantic Travel In Nevada
- D. Kiss In the Wilderness
- E. Totally In Tune
- F. Sounds of Music
- G. Chivalry Isn't Dead
- H. Lasting Love.

*Keys:* 1 D, 2 B, 3 G, 4 E, 5 H, 6 A.

### Listening

#### THERE IS NO PLACE LIKE HOME

Today Nicky Samson came home from school at 4 o'clock. She watched TV for half an hour. Then she did her homework. She's working hard at the moment because she's got an exam soon. After dinner, while she was helping with the washing up, she talked to her parents about a problem she had been having at school.

It was a normal day, but it was a kind of day that makes Vicky and her parents happy. "I can't believe it", says Vicky. "Four months ago I was living in a cardboard under a railway bridge in London."

Last October Vicky ran away from home. How did it all start? "I hated school and I didn't see the point of it all. My mum didn't understand me. We only spoke to each other when we were arguing. One day I just couldn't stand it any more".

On that October day, Vicky didn't go to school. She went to the station and caught the train to London. "At first it was really fantastic! There were all the bright lights, theatres, shops and some really interesting people. I had to sleep on the streets but I didn't mind. I was free — no school, no homework, no parents". But soon there were no food and no money either. Vicky was cold, hungry and miserable, but she survived until one night about a week before Christmas. "I was walking down the street, when I looked at someone's front window. There was a girl there just like me. She was decorating a Christmas tree", I thought. If I were at home, I'd be decorating our tree now. "Then I just couldn't help it. I just sat down and on the pavement and cried and cried". Luckily for Vicky, the man who lived in the house, Mr. Robinson, came home while she was sitting there. He took Vicky into the house and Mrs. Robinson gave her something to eat. "They were so kind. I told them my whole story. They offered to pay for my ticket home, but I didn't want that. I thought my parents would be angry".

But the next day she was back home. While Vicky was in the house, Mrs. Robinson went next door and telephoned the police in Birmingham.

ham. Three hours later Vicky's father arrived to bring her home. "It was the best Christmas present I'd ever had", said Mrs. Samson.

*Pre-listening tasks*

🔗 Answer the questions:

1. What problems do teenagers usually have?
2. How do they solve them?
3. Do they solve them in the right way?
4. Who can help teenagers to solve their problems?
5. What do you think happened to the girl in the story?

*While-listening tasks*

🔗 Choose the right answer to the questions:

1. How many months ago was Vicky living in a cardboard under a railway bridge in London?
  - a) 2 months
  - b) 4 months
  - c) 1 month
2. How did Vicky start her escape?
  - a) She hated school
  - b) She became ill
  - c) She wanted to travel
3. How did she get to London?
  - a) by bus
  - b) by train
  - c) by car
4. How did she live in London?
  - a) She lived in her friend's house
  - b) She lived at her job.
  - c) She had to live in the streets.
5. How did the Robinsons help Vicky?
  - a) They gave her some money.
  - b) They gave her a warm coat.
  - c) They called the police.

*Keys: 1 b, 2 a, 3 b, 4 c, 5 c.*

🔗 Answer the questions:

1. Who had a lot of problems?
2. Who ran away?
3. Who hated school?
4. Who lived in a cold, hungry and miserable life in London?
5. Who saw a girl decorating a Christmas tree?
6. Who took Vicky to the house?

7. Who gave her some food?
8. Who called to Birmingham?
9. Who arrived to bring her home?
10. Who was happy?

🔗 Correct the sentences.

Today Vicky came home at 5 o'clock. She *doesn't work hard* at the moment because she's got an exam. *Five months* ago she was living in a cardboard under a railway bridge in London. At first it *wasn't* exciting in London because there were *no* bright shops, lights, interesting people. Soon Vicky had *much* food. Mrs. Robinson gave her some bread and butter and they *bought her a ticket to her place*. The next day *Vicky came back with the ticket they bought her*.

### Post-listening tasks

Think about the future holds for Vicky.

1. This is what Vicky and her parents have decided:
  - a) to buy \_\_\_\_
  - b) to do \_\_\_\_
  - c) to organize \_\_\_\_
  - d) your variant \_\_\_\_
2. Here are some of her arrangements:
  - a) to take an exam \_\_\_\_
  - b) to visit \_\_\_\_
  - c) to invite \_\_\_\_
  - d) your variant \_\_\_\_

### III. Homework

Write a composition "Would you like to stay in the world of childhood?"

## LESSON 4

### Problem page

**Objectives:** introduce and activate some key vocabulary; to practise extensive and intensive reading skills; to develop students' speaking skills.

### PROCEDURE

#### I. Warm up

Read the poem and fill in the necessary words: to think, do charity, to play, work, give, laugh, read, be friendly, to love and be loved, pray.

**TAKE TIME**

Take time to \_\_ (to think),  
It is the source of power.  
Take time to \_\_ (to play),  
It is the secret of perpetual youth.  
Take time to \_\_ (read),  
It is the fountain of wisdom.  
Take time to \_\_ (pray),  
It is the greatest power on earth.  
Take time to \_\_ (to love and be loved),  
It is a God-given privilege.  
Take time to \_\_ (be friendly),  
It is the road to happiness.  
Take time to \_\_ (laugh).  
It is the music of the soul.  
Take time to \_\_ (give),  
It is too short a day to be selfish.  
Take time to \_\_ (work),  
It is the price of success.  
Take time to \_\_ (do charity),  
It is the key to heaven.

**II. Main part****Substitution tables****1. Do teenagers have common problems?**

There are a lot of common problems for all teenagers:

to plan future  
to spend time  
to deal with bullying (to escape bullying)  
to do after school  
to find friends  
to deal with your friends

How      to solve conflicts with friends, parents  
            to make parents understand you  
            to find common language with parents  
            to express your opinion  
            to deal with your boyfriend (girlfriend)  
            to avoid conflicts  
            to become independent  
            to establish priorities

2. What advice could be given to teenagers to escape bullying?
- |            |                                 |
|------------|---------------------------------|
| Anybody    | should (not) be weak            |
| A person   | call classmates nasty words     |
| A teenager | spread rumours about classmates |
|            | make unpleasant remarks         |
|            | push                            |
|            | kick                            |
|            | pinch                           |
|            | deserve to be bullied           |
|            | behave himself in a violent,    |
|            | threatening way                 |
|            | frighten someone who is weaker  |
|            | encourage someone who is being  |
|            | bullied                         |

### Vocabulary

#### *Key words Feelings*

- Angry
- Annoyed
- Anxious
- Bored
- Delighted
- Depressed excited
- Furious
- Nervous
- Relaxed
- Sad
- Scared
- Upset
- Worried

☞ Which words are positive and which are negative. Use them to describe the class / group-mates.

☞ Complete the poem with the words in the box. Use the rhyme to help you.

scared, upset, annoyed, sad, depressed

Don't be (1) \_\_ (depressed).

If you fail your test

You must feel (2) \_\_ (sad)

If your team is bad.

It's silly to be (3) \_\_ (scared)

Your problems can be shared



Don't be (4) \_\_ (annoyed).  
Life can be enjoyed  
When you fell down.  
Your friends will be around  
Don't be (5) \_\_ (upset).  
We like you — don't forget!

✎ Choose the correct adjective to complete the sentences.

1. I get angry / worried when my sister uses my things. (*Angry*)
2. I've taken up yoga and now I feel more relaxed / excited. (*Relaxed*)
3. I've just passed my driving test and I'm worried / delighted. (*Delighted*)
4. I broke my friend's mobile and he was furious / excited. (*Furious*)
5. Did you feel nervous / angry before your audition? (*Nervous*)
6. I get a bit bored / anxious before exams. (*Anxious*)
7. I'm having a party soon and I'm really excited / angry. (*Excited*)

✎ Write adjectives to answer the questions about you.

How do you feel:

- a) before exams?
- b) when you watch the news?
- c) when you listen to music?
- d) when it rains?
- e) before the summer holidays?

## Reading

*Work in groups*

### Group 1

✎ Read the letters and match them with the replies.

### PROBLEM BUSTERS

Problems? We'll sort you out!

1. I have a crush on this girl but I'm scared to ask her out. I know that when I ask her, she'll turn me down. What shall I do?
  2. My friends think I'm happy but I'm not. I'm often depressed but I just don't show it. Should I tell people about my feelings?
  3. I look young. I'm going to college soon and I'm worried that people will laugh at me. What can I do?
  4. I'm so upset! I need glasses but I look stupid if I wear them. What should I do?
- A. You should learn to express your feelings. When you feel sad, talk to someone. You won't feel better unless you share your feelings with a friend. And your friendship will also grow stronger when you open to your friends.

- B. Just be yourself — if people tease you, don't react and don't be annoyed. There will always be people who love you just as you are. Remember, looking young isn't so bad — you'll look 30 when you are 50.
- C. If you don't care of your eyes now, you'll regret it later. Glasses make your life easier. You'll see the difference when you start wearing them. And don't worry! A lot of people look much better with their glasses than without.
- D. Just ask her out. She won't know you're interested unless you talk to her. If she turns you down, just move on. There are lots of other girls out there!
- Which problem is the most serious? Why?

### Group 2

- ✎ Read an article about teens' overweight. Identify which sections of the text (1–5) contain the answers to questions (A–G). There are two extra questions that have no answers in the sections.

### PROBLEM NUMBER ONE FOR TEENS

1. The word *obesity* means being so overweight that is bad for your health. Doctors work out if a person is obese by looking at how tall they are and how much they weigh.
2. One in 25 children is now classed as being obese. With about one in ten kids already overweight, doctors are really worried about how this might affect children's health when they are older. We're putting on weight because we eat a lot more calories but now we don't do as much exercise as we used to. Also, experts say portion sizes have got bigger, fast food is available everywhere and kids are encouraged to buy high fat and high sugar products advertised by celebs.
3. Food is a fuel and everyone needs to eat to get energy. But you have to look at what's in your food. All food and drink except water contains calories. If you eat more calories than you need then those calories aren't used; the body stores it as fat. If you eat loads of extra calories, like a big chocolate bar, you should try and do some exercises to wear off that energy before it turns to fat.
4. Being obese can be very dangerous to your health and doctors say that if you're overweight as a child you're likely to be overweight as an adult. It's linked to heart disease, cancer, strokes, high blood pressure and weak bones. It can also lead to emotional problems like being bullied and feeling down.
5. Experts say you should enjoy your food but be careful about what you eat and remember to keep active. The government is trying to

work out how to let you know what's in your food. They may decide that food like burgers and chips should be served up with a warning that you should balance your meal with exercise — just like cigarettes have health warnings on them. Pop stars and sport stars may be banned from advertising fast food and high fat, high sugar snacks and drinks. And some vending machines in school have already been emptied and replaced with healthier options. Cooking lessons could also be included in you day, to help you learn how to prepare food that's good for you.

- A. How do you become obese?
- B. What's being done about the problem?
- C. Why do pop and sport stars advertise fast food?
- D. What does obese mean?
- E. How does overweight affect your health?
- F. Why do kids prefer fast food?
- G. Why is obesity a problem?

Keys: 1 D, 2 G, 3 A, 4 E, 5 B.

### *While-reading activity*

- ☞ Read the text using interactive reading strategies.
1. Read the text using the following interactive reading strategy: put some marks on the margins:
    - ✓ information you know;
    - information that contradicts your ideas;
    - + new information;
    - ? information you are interested in.
  2. While reading the texts the students use the following interactive reading strategies:
    - The most important information / Your comments.
    - I know / I want to know / I've known

## HEALTHY LIFESTYLE

- ☞ Read about some typical problems teens have and advice by well-known stars given to them. The answers have been mixed up. Match questions (1–5) to answers (A–F). There is one extra answer which doesn't match any question.

### Questions

1. I'm dreading going to summer camp because it's always so clique-ish. How can I survive the dining hall drama and make new pals?
2. My mom is always on my case about everything. I'm sick of fighting with her. What should I do?

3. My buds are popular and pretty, but I feel like I'm not. Guys at my school even call me ugly. What can I do?
4. This is hard to admit, but my boy friend is always saying mean things to me, like calling me fat and saying I'm stupid. What should I do?
5. This girl in my neighbourhood is always talking smack about me. How can I keep her from ruining my entire summer?

#### Answers

- A. Try to be optimistic and keep a positive attitude! Time cures. You are sure to find true love. Remember there is always someone for everyone! — *Christina*
- B. Just ignore it. Saying something is just gonna drag the situation out. I'd say, be totally nice to her and kill her with kindness! (*Lindsay Lohan*)
- C. Don't let their words get to you. People can be stupid, and that's the truth! No one understood me at school, but now when I look back at it I just think it's funny! (*Nick Jonas*)
- D. I'd usually just have one friend to sit with. There's always going to be the clique-y tables and then the kids who don't fit into any of the cliques. But I just kind of going with it. Once people get to know each other they usually end up hanging together away. (*Teddy Geiger*)
- E. It's so sad when I hear stuff like that. If he wants you to change then obviously he doesn't like you for you. Remember, you don't need to act a certain way to have a boy-friend. Find someone who appreciates how cool you truly are! (*Hilary Duff*)
- F. It's hard being a teen. You want your own space and feel like people are always in your business. But your parents are trying to help. Just remember that they love you and always will! (*Beyonce*)

Keys: 1 D, 2 F, 3 C, 4 E, 5 B.

#### Speaking

Work in groups

Discussion: 'Teenagers' main problems and the way out of them'.

#### III. Homework

Prepare for the discussion: "What do the teenagers have to do to avoid their problems?"

## LESSON 5

### Generation gap

**Objectives:** to practise some adjectives related to personality; to develop students' reading and speaking skills; to roleplay a situation (parents and children).

#### PROCEDURE

##### I. Warm up

Which of these things do you argue about with your parents?

Homework — your clothes — your room — playing computer games — watching TV — your hair — your friends — your mobile phone — making phone calls at home — getting home late — doing household chores — playing music too loud — having a tattoo or body piercing.

##### II. Main part

##### Substitution tables

- Why is it important for parents / teenagers to be tolerant?

It	nec-		tole-		teen-		you		to solve con-
is	es-		rant		agers		both		licts
	im-	to be	libe-	with	par-	be-	of	have	to make
	por-		ral		ents	cause	you	has	right choices
	tant						he		to find bal-
							she		ance in your
							they		relations
									to keep your
									opinions
									open
									to cultivate
									positive
									emotions
									to establish
									priorities

- It is different being a teenager today from when my parents were teenagers.

It is different being a teenager today because

Teenagers	have	more freedom	today	because...
We	need	more space to act		
Life	is	more complicated		
Pressure	goes on	teenagers		

**Vocabulary. Adjectives**

☞ Match the descriptions (1–6) to the adjectives (a–f).

1. My cousin is very different from me. I love sports and being outside, but she just watches TV. And she never helps at home.
2. My uncle likes to tell jokes. But he forgets the words, so he isn't funny. I always go red when he tells a joke to my friends!
3. I love my sister but she can be difficult. You can't tell her what to do. When she makes a decision, she won't ever change!
4. My best friend is great. He has a brilliant imagination. He writes stories and he's really *good* at drawing, too.
5. My little brother always wants to play football with my friends and me. I try not to get angry with him, but it's difficult.
6. My classmate, Simon, is a good friend but he isn't very easy-going. You can see him in the morning and he's fine. Then in the afternoon, he's annoyed or upset.

- a) creative
- b) embarrassing
- c) irritating
- d) lazy
- e) moody
- f) stubborn

*Keys:* 1 d, 2 b, 3 f, 4 a, 5 c, 6 e.

☞ Complete the dialogue with the words in the box.

argument angry offer generation gap fault natural argue disaster zone

**Grandma.** Hello, Mark. What are you doing here?

**Mark.** I had a big (1) \_\_ (argument) with Mum last night.

**Grandma.** What did you (2) \_\_ (argue) about?

**Mark.** My bedroom — she said it was a (3) \_\_ (disaster zone). But I share it with Nick so it's his (4) \_\_ (fault), too. Mum got very (5) \_\_ (angry). Nick didn't (6) \_\_ (offer) to help, so I had to tidy up.

**Grandma.** Well, that's not very fair, but all families have problems — that's only (7) \_\_ (natural). I remember your mum was a very difficult teenager. I couldn't understand her, but that's just the (8) \_\_ (generation gap).

**Reading**

☞ Read the magazine article. What do people argue about?

**WHAT DO YOU ARGUE ABOUT AT HOME?**

**Andy.** My mum's a bit irritating. I mean, I'm nearly sixteen and she won't let me an earring. We argue about homework and she makes

me go to extra classes after school. When she goes out, I can't use the computer because she won't tell me the password for it.

**Jessica.** I love my mum but we argue a lot these days. She says I'm always late but I'm not. And she says it's my fault our phone bills are so big! She gets angry when I fail school exams. She says I don't make an effort in some subjects but I do my best — most of the time!

**Edward.** My dad can be so embarrassing. When my friends come round, he tries to be 'funny'. We don't argue much but he makes a fuss about my room. I know where to find everything but he says it's untidy. He makes me tidy at weekends.

**Susan.** I'm very proud of him. He's very creative and he does well at school but he's a bit lazy about doing his homework — he prefers playing computer games! He can be stubborn, too and hates it when people tell him what to do. He wants an earring but I think I'll make him wait until he's eighteen.

**Karen.** She makes friends easily. She's very outgoing, like me and loves to chat with her friends — she spends hours on the phone! I let her out at weekends but she sometimes forgets to ring me up when she's late. She's a bit moody, too, especially in the morning. I was exactly the same at her age.

**George.** We like a lot of the same music and films. I think there's less of a generation gap these days. Of course, he's annoying sometimes, that's only natural! His room is a disaster zone. He won't make his bed and he makes a mess in the living room, too. He never offers to do the washing up — I have to make him do it!

### *Post-reading activity*

☞ Which person from the article could say these things?

- a) If you don't get off that phone, you'll have to pay the bill yourself! (*Karen*)
- b) It's not fair! All my friends have got earrings. (*Andy*)
- c) I won't let you go out unless you make up your bed. (*George*)
- d) They don't think you're funny, you know. (*Edward*)
- e) I know I failed but I worked hard. Honestly! It was just a difficult exam. (*Jessica*)
- f) Turn the computer off! It's time to do your homework. (*Susan*)

### **Vocabulary**

☞ Do or Make?

Household chores, a fuss, an effort, my best, homework, well, friends, phone calls, your bed, a mess, the washing-up

*Make:* a fuss, an effort, friends, phone calls, your bed, a mess.

*Do:* household chores, my best, homework, well, the washing-up

🔗 Choose the correct words.

*Word Builder*

*I made / did* a mistake in the test.

I can't *do / make* calculations in my head.

We enjoy *making / doing* puzzles.

Top footballers *do / make* a lot of money.

*Make / Do* your best in the race.

The children *made / did* a mess in the kitchen.

My mum *does / makes* a fuss about my clothes.

*Verb Quiz*

🔗 Complete the expressions with Do or Make.

1. \_\_\_ the shopping (do)
2. \_\_\_ a cup of tea (make)
3. \_\_\_ a suggestion (make)
4. \_\_\_ money (make)
5. \_\_\_ a mistake (make)
6. \_\_\_ athletics (do)
7. \_\_\_ puzzles (do)
8. \_\_\_ calculations (do)

🔗 Complete the description with Do or Make in the correct form.

When I get home from school, my mum (1) \_\_\_ (makes) me a cup of tea. Then, I go to my room and (2) \_\_\_ (make) my bed (I don't have time in the morning) After that, I (3) \_\_\_ (do) my homework — my mum (4) \_\_\_ (makes) a fuss when I don't. We get tons of homework at our school and you really have to (5) \_\_\_ (make) an effort to (6) \_\_\_ (do) well.

**Relaxation**

*Fact or fiction?*

66% of American parents say they have the same value as their children. Only 46% of teenagers say they have the same value as their parents!

Fact!

**Listening**

*Pre-listening activity*

🔗 Look at the following statements and decide whether you agree or disagree with them.

1. Teenagers argue a lot with their grandparents.
2. Researchers interviewed students from the University of Glasgow.
3. About 150 people were interviewed in the study.
4. Grandparents are helpful when children argue with their parents.



5. Only young children are very close to their grandparents.
6. It's easy for teenagers to talk to their grandparents.
7. Grandparents sometimes help with money.
8. Older people can't learn about modern technology.

*Post-listening activity*

- ↳ Listen to the text and decide if the statements are correct (C) or incorrect (I).
1. Teenagers argue a lot with their grandparents
  2. Researchers interviewed students from the University of Glasgow.
  3. About 150 people were interviewed in the study.
  4. Grandparents are helpful when children argue with their parents.
  5. Only young children are very close to their grandparents.
  6. It's easy for teenagers to talk to their grandparents.
  7. Grandparents sometimes help with money.
  8. Older people can't learn about modern technology.

**FORGET THE GENERATION GAP — TEENAGERS  
SAY THEIR BEST FRIENDS ARE THEIR GRANDPARENTS**

Don't believe that teenagers and adults argue all the time — teenagers and their grandparents get on very well together. Researchers at the University of Glasgow have done a study on the relationship between teenagers and their older relatives.

They interviewed 75 young people aged 10–19, and 73 older people aged between 50 and their late 80s. It shows that grandparents play a very important role in families. They look after children, and they give a link to the past. They can also help when there are disagreements between teenagers and parents.

Most people believe that only very young children have a close relationship with grandparents. This is because they often take care of the children when parents are at work or out in the evening. The study shows that when children become teenagers, they are still very close to their grandparents. Although teenagers spend more time with friends than with their grandparents, many young people say that their grandparents are very important to them. So, in what ways are grandparents important?

- They are good listeners. It's easy for teenagers to share their problems and express their feelings with their grandparents.
- They help to look after children and they can provide financial help in small ways, like pocket money, and in bigger ways, like school fees.

- They help young people develop respect and responsibility. They also help communication in a family.
- They know a lot about a family's history and so can help teenagers understand about the past.

And what are the advantages for older people?

They can have fun with their grandchildren and take part in *different activities*.

- They can stay active and be part of the modern world.
- They often learn about modern technology so they can keep up with their grandchildren.

There is a lot of negative news about the generation gap, so it's good to hear that older people and teenagers can be good friends.

### Speaking

☞ Look at the expressions from the arguments. Who says them? A teenager (T) or a parent (P)

1. Where have you been? (P)
2. Can I have a... Why not? (T)
3. Oh, please. I just want a small one on my shoulder. (T)
4. Why are you late? (P)
5. Why didn't you phone home? (P)
6. It's not fair. All my friends have got them. (T)
7. You never listen to me. (T)
8. Everyone else stays out late. (T)
9. I'll pay for it with my own money. (T)
10. You are too young to have a... (P)

### Work in pairs

Roleplay two situations.

#### Student A

##### Roleplay 1

It's eleven o'clock on Saturday night. You are a parent. Your 15-year-old son — daughter is out with friends. You think he / she went to a youth club but you are not sure. He / she has got a mobile phone. He / she usually comes home about 10 o'clock. You are worried. Then he / she comes through the door. You start, e.g. *Where have you been?*

##### Roleplay 2

You are 15 years old. You want to get a tattoo. (What part of your body) Your parents won't let you. It is breakfast time and you are at the table with your mother or father. You raise the subject again.

**Student B****Roleplay 1**

You are 15 years old. It's eleven o'clock on Saturday night and you are going into your house. You went out at seven o'clock with your friends to a youth club. You usually go home at about ten o'clock but tonight you are late. Why? Why didn't you phone your parents on your mobile?

Your mother / father speaks as you go in the door.

**Roleplay 2**

You are a parent. Your son / daughter wants to get a tattoo. You and your husband / wife don't want him / her to get a tattoo. It's breakfast time. Your son / daughter raises the subject again.

**III. Homework**

Make up a dialogue between a teenager and his / her parent as for doing household chores / having a body piercing.

**LESSON 6****Past Tenses. Grammar in games**

**Objectives:** to present and practise Past Simple, Past Continuous, Past Perfect in comparison with each other. to practise narrating past events; to check students' grammar skills.

**PROCEDURE****I. Warm up**

The students read the quotation and try to predict the topic of the lesson.

- I came, I saw, I conquered. (*J. Caesar*)
- The report of my death was an exaggeration (*M. Twain*)
- I have raised a monument more lasting than bronze. (*Horace*)
- I have found! / I've got it! (*Archimedes*)
- He was like a cock who thought the sun had risen to hear him crow. (*G. Eliot*)

**II. Main part****Presentation Past Simple**

In the days of early times  
 England *was* the land of tribes.  
 People *came* and *went* away.  
 Their traces still remain.

Kings and barons, chiefs and knights —  
 Their lives *were* full of fights.

Farmers *grew* and *gave* them foods.  
Trades *brought* and *sold* them goods.  
Vast landscapes and gardens green  
Heavens in the lakes are seen.  
Fresh and rainy countryside  
Like a blooming paradise.  
English home is a castle.  
Rose bushes sweetly rustle.  
They can tell us what life was  
In the days of peace and wars.

We use the Past Simple to talk about :

1. Finished actions.
2. Past situations that are repeated or continuous, and past habits.

We can use the following time adverbials with the Past Simple:  
*yesterday, last month, last Monday, two days ago, three years ago.*

### Game “Noughts and Crosses”

The class is divided into two teams: team A and team B. The teacher draws a noughts and crosses grid on the board. The student of the first team puts down the infinitive of the irregular verb on the square and the student of the other team has to put down the second form of this verb on this square. If the Team B's student is correct, the Team A's student rubs the infinitive of the verb and puts down a cross in that square. If the Team B's student is not correct, the word remains where it is and the other team has a chance to put it right. If Team B get it right, they write 0 in the square where the word was. The aim of the game is the same as the original Noughts and Crosses game: to get three consecutive Noughts and Crosses either vertically, horizontally or diagonally.

🔗 Give Ukrainian equivalents of the following proverbs and idioms.

Proverbs:

1. When I lent I had a friend, when I asked he was unkind.
2. A little bird told me.
3. It just came and went.
4. He who never climbed, never fell.
5. The golden age was never the present age.
6. The pot called the kettle back.

Idioms:

1. Like the cat that stole the ice-cream.
2. This is where we came in.
3. (Just) what the doctors said.
4. His tongue failed him.
5. Those were the days.

### Game ‘When did you last see your father?’

This game may be played in groups of three or four. Copy and cut up one set of time cards and one set of picture cards for each group. Ask the students to deal out the time cards and put the picture cards face down in a pile in the middle. Player 1 pick up a picture card and asks the player on his / her right a question beginning *When did you first / last...?* based on the picture (for example, *When did you last smoke a cigarette?*)

The player addressed must reply, using one of the time cards in his / her hand (for example, *Half an hour ago*). The other player must decide if the answer is plausible or not according to their knowledge of the player. If the answer is plausible — it doesn’t have to be accurate, just plausible — (for example, *Ten minutes ago* / *This morning* for smoker, or *Two years ago* for someone who has given up) then the player may discard the time card.

If the answer is obviously implausible, they may challenge the player, who has to tell the truth, and retain the time card.

Then it is the next player’s turn.

The object of the game is to get rid of the time cards.

The player who gets rid of his / her cards first is the winner.

#### *A rules sheet for this game*

last week	two years ago	15 years ago	20 years ago
yesterday	the day before yesterday	two day ago	last month
last year	two weeks ago	last summer	two hours ago
10 minutes ago	half an hour ago	last weekend	tree day ago
on Sunday morning	this morning	yesterday evening	an hour ago

### Presentation Past Continuous

We use the Past Continuous to talk about:

1. Activities that continued for some time in the past
2. Activities or situations that form a background for an event.
3. Two actions in progress at the time.

#### Past Simple and Past Continuous

When the Past Continuous and the Past Continuous appear in one sentence, the Past Continuous describes the background (setting the scene), and the Past Simple reports an event.





### Past Simple or Past Continuous

☞ Complete the sentences with correct form of the verbs in brackets.

1. Something \_\_ (fall) out of the window while I \_\_ (stand) under it. (Fell, was standing)
2. When Jane \_\_ (have) her Saturday job at a flower shop she \_\_ (send) me flowers. (Had, sent)
3. Dad \_\_ (pay) me very well when I \_\_ (work) in his shop in the holidays. (Paid, was working)
4. It \_\_ (snow) while we \_\_ (make) a snowman. (Was snowing, were making)
5. I \_\_ (leave) the shop and then I \_\_ (see) this picture, so I \_\_ (buy) it. (Was leaving, saw, bought)
6. A light rain \_\_ (fall) when I \_\_ (arrive) in Abilene for the first time. (Was falling, arrived)
7. I \_\_ (write) to you as soon as I \_\_ (know) I \_\_ (come) on the 21st. (Wrote, knew, was coming)

### Presentation Past Perfect

We use the Past Perfect to talk about an event which happened before some other past events.

### Past Perfect or Past Simple

☞ Complete the text with the correct form of the verbs in brackets.

Last month a police car in Arizona, USA took (take) fifteen-year-old Nancy Kellerman to the police station. Her crime? Earlier that night, she \_\_ (be) out with her friend's in the park. She \_\_ (not realize) that it was after 10 p.m. and the police \_\_ (arrest) her. Yes, in Arizona any teenager under sixteen has to be at home by 10 p.m. and because Nancy \_\_ (forget) that she \_\_ (be) at the police station that night. She \_\_ (take) her fingerprints and \_\_ (ask) her some questions. Then her dad \_\_ (take) her home.

### Game 'Moral tales'

#### *How to use the activity*

Copy the half proverbs so that there is one half proverb for every student in the class. Read the fable of two such as *The Mice Meeting* or *The Wind and the Sun* with the students, and ask them for suggestions as to what the moral might be.

Then give every student half proverb and ask them to find the person with the other half. When they found each other, pairs should sit down together and write a short fable to illustrate the proverb. They should write the story on one piece of paper, and the proverb on



another. When the pairs have finished, collect the stories, give each story a number and pin them on the wall.

Collect the proverbs and redistribute them. Ask the students to go round the class, reading the stories until they find the one which illustrates the proverb they have just been given.

**Proverbs:**

If at first you don't succeed  
Don't cross your bridges  
It's no use crying  
A stitch in time  
Don't count your chickens  
Don't pull all your eggs  
The early bird  
A bird in the hand  
The grass is always greener  
Too many cooks  
You can't teach an old dog  
All that glitters  
It's an ill wind  
There is no smoke  
Fine feathers  
One good turn

try, try, try again.  
before you came to them.  
over spilt milk.  
saves nine.  
before they're hatched.  
on one basket.  
catches the worm.  
is worth two in the bushes  
on the other side of the fence.  
spoil the broth.  
new tricks.  
is not gold.  
that blows no good.  
without fire.  
do not make fine birds.  
deserves another.

### THE MICE MEETING

Once upon a time a number of mice called a meeting to decide upon the best means of ridding themselves of a cat that had killed many of their relations.

Various plans were discussed and rejected, until at last a young mouse proposed that a bell should be hung round the tyrant's neck in the future, so that they would have plenty of warnings of her movements and therefore time to escape.

The suggestions was received joyfully by nearly all, but the old mouse, who had sat silently listening to the talk for some time, got up and said: 'While I consider the plan to be a very clever one, and feel sure that it would prove to be quite successful if carried out, I should like to know which brave mouse is going to put the bell on the cat?'

It is easier to make a suggestion than to carry it out.

### THE WIND AND THE SUN

Long ago at the start of the world the wind and the sun were talking together when a dispute arose between them. Which of them was the strongest, they wondered, and to prove the point they agreed to have a contest.

Seeing a passing traveler, they decided to see which of them could take off his cloak first.

The wind began and blew with all his might, a cold and fierce blast to chill the bone. He tried to blow the man's coat from his back, but the stronger he blew, the closer the traveler gathered his cloak about him and tighter he clasped it around his throat.

Next, it was the sun's turn: breaking out from behind the clouds he let him warm, welcoming beams fall on the traveler. The cold and the chill were soon dispersed and the traveler, feeling the gentle warmth on his shoulders, sat down and shrugged his cloak to the ground. It was clear that the sun had won the contest.

Persuasion is better than force.

### *Mini-test "Past Perfect, Past Continuous or Past Simple"*

✎ Find the mistakes in the verb forms and correct them.

*This man stopped a drunk driver. But he's the one in trouble with the police.*

Jason Turner thought he did (had done) the right thing when he had seen (saw) a drunk get into a car and drive off. A year earlier another drunk driver was injuring (had injured) a friend of his when he was knocking (had knocked) him off his motorbike. So Mr Turner, A 36-year-old financial dealer, had followed (followed) the drunk in his own car. As they had driven (were driving) along Mr Turner had shout-ed (shouted) at the other driver. He was telling (told) him to stop the car. But the other driver hadn't taken (didn't take) any notice. Mr Turner later was telling (told) the police that it was only then that he was trying (had tried) to hit the other car. 'The other car drove (was driving) very fast and dangerously,' Mr Turner had explained (explained). 'And I was stopping (stopped) him.' The police did not agree. Mr Turner had to pay \$ 800 for dangerous driving. Was that right? What do you think? Call these hot numbers: 01727 51346 if you agree and 01727 89790 if you disagree.

### **III. Homework**

Make up 10 sentences in Past Perfect, Past Continuous and Past Simple.

Write a story using one of the proverbs.

## **LESSON 7**

### **Home Reading**

# SPORT AND LEISURE

## LESSON 8

### Your world of sport

**Objectives:** to present and practise multi-part verbs; to revise and enrich students' vocabulary on the topic "Sport"; to practise students' listening skills.

**Epigraph:** "Serious sport is war minus shooting" (*George Orwell, English writer*).

### PROCEDURE

#### I. Warm up

Make up a poem (acrostic).

Sport is very cool,  
People think it's good.  
Only swimming pool  
Really raises mood.  
Try to do it!

Sports questionnaire

1. What sport do you like?
2. Do you like watching sport on TV?
3. Have you ever turned up late for a match?
4. If your school asked you to be in a team, would you try to back out?
5. Do you think you'll ever take up a dangerous sport?
6. What extreme sports would you like to try?
7. What extreme sports could you go through with?
8. Have you ever watched extreme sports on TV?

#### II. Main part

##### Vocabulary

Look at the Key Words. Add as many sports as you can to the lists in two minutes.

*Key words: Sport*

- *Personal achievements:* discus, javelin, long jump, weightlifting
- *Racing:* horse racing, marathon, rowing
- *Individual:* boxing, fencing, wrestling

- *Team games*: basketball, cricket, ice hockey, rugby, water polo
- *Adventure*: paragliding, scuba diving, sky diving, surfing

Which sports have you played?

Which would you like to play?

### Speaking

*Work in pairs*

Do you think violent and dangerous sports like boxing, rugby and motor racing should be banned? Give reasons. Use some of these words: *accident, challenge, danger, death, freedom, health, pain, risk, rules, safety*.

### Listening

👂 Listen to Ellen talking about sport. Complete the questionnaire with the answers.

Ellen

You

1. Which category of sport do you prefer to watch on TV?
  - a) personal achievement sports
  - b) racing
  - c) sports against one opponent
2. Which of these team games do you like to watch?
  - a) cricket
  - b) rugby
  - c) basketball
  - d) hockey
3. Which of these team games do you like to play every week?
  - a) football
  - b) basketball
  - c) hockey
  - d) volleyball
4. Which of these more unusual sports would you like to try?
  - a) fencing
  - b) water polo
  - c) ice hockey
5. Have you ever tried any of these adventure sports?
  - a) paragliding
  - b) scuba diving
  - c) sky diving
  - d) surfing

*Keys: 1 a, 2 c, 3 d, 4 b, 5 b.*

**Interviewer.** Er, excuse me. Can I ask you a few questions about sport, please. We're doing a survey. It will only take five minutes.

**Ellen.** Yes, sure.

**Interviewer.** Thanks. The first question is about different types of sport. Which category of sport do you prefer to watch on TV: personal achievement sports like long jump, racing like a marathon or sports against one opponent, like boxing?

**Ellen.** Oh, I hate boxing! And I don't enjoy racing much, so I think personal achievement sports are the most interesting.

**Interviewer.** Okay, thanks. Next question. Which of these team games do you like to watch: cricket, rugby, basketball or hockey?

**Ellen.** Well, my dad likes cricket — but I don't really understand it. I never watch rugby or hockey, but I do like watching basketball.

**Interviewer.** Right. Question 3. Which of these team games do you like to play every week: football, basketball, hockey or volleyball?

**Ellen.** I go to a girl school and we don't play football. I play volleyball every Friday, but I never play the other two.

**Interviewer.** Okay. Next question. Which of these more unusual sports would you like to try: fencing, water polo or ice hockey?

**Ellen.** Hmm. I'm hopeless at skating, so I don't think ice hockey is for me. But water polo or fencing sound fun. I think I'd go for water polo because I'm quite a good swimmer.

**Interviewer.** Good. One last question. Have you ever tried any of these adventure sports?

**Ellen.** Well, I'm terrified of heights, so I've never tried sky diving or paragliding. I'd love to try scuba diving, but I haven't yet. But I did go surfing on holiday — and it was great fun.

**Interviewer.** Okay, that's great. Thanks a lot.

## Vocabulary

### *Multi-part verbs*

☞ Replace the words in italics with these words in their correct form.

*Not do it, organize, be interested in, arrive, wear, do (it) as planned, explain, start doing*

I decided to take up (*start doing*) bungee jumping and now I am (really) into (am really *interested in*) it. When I turned up (*arrived*) for my first jump I was so nervous that I tried to back out (*not do it*), but my friends persuaded me to go through with it (*do it as planned*). You don't have to put on (*wear*) any special clothes, just a sweater and jeans, but obviously you need a lot of time to set up (*organize*) the equipment. But it's worth waiting for. It's difficult to get across (*explain*) how exciting it is!

🔗 Complete the sentences with a multi-part verb in the correct form.

1. Ann waited for Tom for ages but he didn't \_\_\_. (Turn up)
2. What kind of music \_\_\_ you \_\_\_? (Are you into)
3. A friend of mine \_\_\_ you just \_\_\_ jogging in order to get fit. (Has just taken up)
4. Why don't we \_\_\_ our computer in the study? (Set up)
5. They were going to have a party last Saturday but \_\_\_ at the last minute. (Backed out)
6. George \_\_\_ riding. His horse is called Tilly. (Has taken up)
7. (On the phone) "Hello, James. You know, we arranged to see a film this evening? Well, I'm not \_\_\_ but can we go next week?" (Backing out)
8. Laura's new computer is \_\_\_ in her room as a surprise for when she comes home. (Set up)
9. I'm afraid of exams and I just can't \_\_\_ the maths exam. Sorry! (Go through with)
10. I \_\_\_ bungee jumping for three years now and I love it. (I've been into)

### Listening

🔗 Answer the questions

1. People do extreme sports in order to feel
  - a) excited
  - b) nervous
  - c) happy
2. Extreme sports have become popular in the last
  - a) 5 years
  - b) 10 years
  - c) 20 years
3. People usually bungee jump from
  - a) aeroplanes
  - b) high buildings
  - c) bridges
4. In sky surfing people do mid-air
  - a) gymnastics
  - b) dancing
  - c) swimming
5. Snowboarding has similarities with
  - a) skiing
  - b) surfing
  - c) canoeing

6. Snowrafting is
  - a) quite dangerous
  - b) very dangerous
  - c) not very dangerous
7. For white-water rafting you need
  - a) a big river
  - b) a warm river
  - c) a mountain river
8. Ice divers
  - a) swim under the ice
  - b) walk on the bottom of the lakes
  - c) walk upside down the ice.

*Keys:* 1 a, 2 b, 3 c, 4 a, 5 b, 6 b, 7 c, 8 c.

### EXTREME SPORTS

**Presenter.** ...and now we're going to take a look at extreme sports. What exactly are they? How dangerous are they? What makes people risk their lives to do them? Michelle is going to tell us all about them.

**Michelle.** Speed, excitement, danger. You can find all these in the various extreme sports that have become popular in the last ten years or so. Take bungee jumping. You jump off a bridge, like this one I'm standing on now, and you fall and fall, and then, just before you hit the ground or water, an elastic rope pulls you back. Other extreme sports appear just as crazy. In sky surfing you jump out of an aeroplane and use a board to "surf" the air, doing gymnastics in mid-air! Amazing! And extreme sports on land can be just as dangerous.

Winter sports have always had an element of danger. The new winter sports are even more dangerous. For example, snowboarding, which has all the excitement of surfing but on snow, is more dangerous than even skiing. Probably the most dangerous of all new winter sports is snowrafting. You sit in a rubber boat and sail down a mountain at great speed — and you can't control the boat.

Of course, water sports have always been fun, in white-water rafting you sit in a small inflatable raft and go down a river at a great speed. Fast flowing mountain rivers are the best.

Then there is ice diving, for those people who are absolutely crazy. You put on diving equipment and dive under a frozen lake. And, if that's not enough, you then try to walk upside down on the ice! Mm, I feel cold just thinking about it.

### Speaking

#### *Work in pairs*

- ☞ Use the questionnaire to interview your partner. (*See Warm up*)

*Example***A.** What sports do you like doing?**B.** I'm really into ice hockey.

Is your partner:

- a) Very / quire / not very keen on sport?
- b) Very / quite / not very interested in extreme sports?

**III. Homework**

To make up 8 sentences with multi-part verbs.

To make up a dialogue to interview your partner.

**LESSON 9****A sound mind in a sound body**

**Objectives:** to activate some key vocabulary; to focus on phrasal verbs; to practise students' reading and listening skills; to develop communicative skills using the active vocabulary on the topic.

**PROCEDURE****I. Warm up**

☞ Answer the questions.

- 1. Why is sport so important in our life?
- 2. Do all people need exercises?
- 3. What should people who suffer from general tiredness do?
- 4. How does exercise change you?
- 5. What kind of exercise is the best?
- 6. What sports are popular in our country?

**II. Main part****Vocabulary**

☞ Make up a list of as many sports and leisure activities as you can think of.

☞ Write in *play, go or do*. There are three of each.

- \_\_\_ tennis
- \_\_\_ exercises
- \_\_\_ jogging
- \_\_\_ athletics
- \_\_\_ volleyball
- \_\_\_ aerobics
- \_\_\_ football
- \_\_\_ fishing
- \_\_\_ skiing



☞ Choose some of the sports or activities from your list and fill in the columns below. Use your dictionary to look up any new words that you needed.

- *sport / activity*: football
- *play, go or do*: play
- *people*: goalkeeper, footballer, referee
- *place*: stadium, football pitch
- *equipment needed*: ball, boots

☞ Find the odd one out

1. Ice hockey, cricket, rugby, *weightlifting*
2. Rowing, *sky diving*, water polo, surfing
3. Paragliding, *horse racing*, surfing, javelin (none of the others involve animals)
4. Boxing, fencing, *discus*, wrestling (all the others involve an opponent)
5. Horse racing, marathon, *scuba diving*, rowing (all the others use races)
6. *Wrestling* discus, javelin, long jump (all the others require equipment)

☞ Which sport from the exercise above are they talking about?

1. Personal achievements is important to me in sport. I've just lifted my heaviest weights ever. (*Weightlifting*)
2. I prefer team games to individual sports. We're playing well at the moment — all of the team are really good skaters. (*Ice hockey*)
3. I think it should be banned. The poor animals often get injured. (*Horse racing*)
4. It felt like I had been running forever but I managed to finish the race. (*Marathon*)
5. I love adventure sports I tried it last year, but I kept falling off the board into the sea. (*Surfing*)
6. I don't know why people watch it. It's horrible to see two men hitting each other. (*Boxing*)

### Listening

☞ Listen to two people talking about their leisure activity and make notes under the following headings

- Which sport activity are they talking about?
- How often do they do it?
- Where do they do it?
- Why do they like it?
- Are they good at it?

## SUZANNE

I love many sports, but best of all — skiing. I first skied when I was six years old, and lived in Canada, and then for many years, in fact decades. I wasn't able to ski again because I was living in hot places. But since I've been living in England, I've resumed skiing and it's even better than it was. For me now the place to ski is the Alps, and particularly France. I live in England and the winters are gloomy, and there's not much sun, so one of the wonderful things about skiing for me, is the light and the brilliant sunshine that you find high, high up in the mountains. A lot of other people like it, too and it can be rather crowded, especially around the lifts because you now have mechanical lifts that take you zooming up, flying up the mountains like a god, whereas in Canada I had to walk up if I wanted to ski down.

The equipment you need... skis, and boots, and poles. Many people own their own equipment but I hire mine in the resort. I do have my own clothes though, and clothes are very important because skiing is quite a fashion-conscious sport. Also, it's necessary to have clothes that will protect you because the weather can be very severe. You need a ski-suit, a hat, goggles to protect your eyes, socks, mittens, and a rucksack is useful to carry around your bits and pieces. Now at this point, I have to confess that I am not the world's greatest skier, but that doesn't stop you having a wonderful time. Also, there is the social life that is such an important part of skiing. You can eat and drink as much as you want because you know you're burning it all off. And then at the end of the day there's the evening and the food with friends and everybody talking about their excitements during the day. I love it.

## DOROTHY

I'm an elderly lady of eighty-three and I've always been interested in keep fit, yoga and anything to keep myself mobile, and er... two years ago, I joined a little club run by the Salvation Army, where about eighteen of us meet together and we go through all our movements with music — it's very enjoyable. Needless to say, I'm the eldest one there, but I'm able to do most of the exercises, when I feel OK. When I've got a bad bout of sciatica, I've got to ease a bit.

How often? I go once a week on a Thursday for ... oh we exercise for about three quarters of an hour, and then we end up with having a nice lunch, which is always very good, and that is at the Salvation Army Hall in Branksome. Who with? Lots of my friends; I have made friends since joining because I was a complete stranger when I went there but now there's a lot of people I can call my friends. And for this keep-fit we just wear a leotard with a nice bright yellow top and fell

very smart. And across the top it says, “Branksom is fighting fit”. And am I good at it? Well, I think I am... and the instructress tells me, or tells the others rather, that I am an example to the rest of them.

### Speaking

*Work in pairs*

Student A

Your activities are:

- sailing,
- going on a polar expedition,
- white –water rafting
- playing tennis

Where are you?

What can you see?

What are you wearing?

Who is with you?

How do you feel?

Student B

Your activities are:

- bungee jumping
- sky surfing
- swimming
- rock climbing

Where are you?

What can you see?

What are you wearing?

Who is with you?

### Reading

- 👉 Read the text quickly and find all the sports and activities that Fitz Gym offers.

#### FITZ GYM

Bored at the weekends?

Then why not come along and find out what we can offer you?

- Do you want to take up a new sport? Have you considered badminton, table tennis or short tennis?
- Do you want to start your own team? Then get in touch with our local team director for football, basketball or volleyball.
- Fancy some underwater action? Why not look into our full range of water classes? WE offer water aerobics, swimming lessons for all levels and water polo sessions.

- All classes take place between 9.00 a.m. and 10 p.m. every day so there's always time to fit them in between work, studies or busy homelife.
- The first month is absolutely free if you sign up before the end of the month. After that it costs 35.00 pounds per month.
- Need to know more? Then look up our website, pick up a leaflet from any of your local shops or come along and see us.

### *Phrasal verbs*

There are three types of phrasal verbs:

1. Those that are intransitive and do not take an object, e.g. *grow up*.
2. Those that are transitive and take an object which must come after the phrasal verb e.g. *look after*
3. Those that are transitive and take an object which can go either after the phrasal verb or between the verb and the preposition or adverb, e.g. *knock down*

☞ Match the phrasal verbs underlined in the text to these definitions.

- a) to happen (take place)
- b) to start doing activity, usually for pleasure (take up)
- c) to arrive (come along)
- d) to sign an agreement to do something (sign up)
- e) to take away (pick up)
- f) to discover (find out)
- g) to investigate something (look into)
- h) to do something at a time that does not affect other arrangements (fit them in)
- i) to find a piece of information in a book or on the Internet (look up)
- l) to make contact with someone (get in touch with)

☞ Read about the people (1–4) and the sports (a–f). Decide which sport would be most suitable for each person to try.

#### 1. DONNA

Donna can ski and she has done ballet since she was a child. She loves moving to music and she wants to try an activity that will make her stronger. She isn't keen on water sports.

#### 2. JO AND DAN

Jo and Dan used to do karate. They are looking for a new challenge that they can do together and they want something that will keep them fit. They prefer individual sports to team games. Dan isn't a very strong swimmer.

### 3. RANI AND MATT

Rani and Matt aren't very sporty but they want to get some exercise. Neither of them likes winter sports and Matt isn't keen on swimming. They would like to find a sport that they could play together.

### 4. CLAIRE

Claire used to be a champion skier and she isn't afraid of a challenge. She is a confident swimmer and she likes having variety in sport. She is very fit and she wants to test her strength and skills.

## USUAL SPORTS

### A. KORFBALL

Korfball is a team sport and is similar to netball in some ways. The key difference is that it is designed for mixed groups, with four boys / men and four girls / women on each team. It is a game where skill and team play more important than strength and so can be enjoyed by both sexes.

### B. FENCING

Fencing is a type of sword fighting, in which you touch your opponent on the chest with the end of the sword. The action takes place between two fencers on a strip 14 m long by 2 m wide under the eye of a referee. Fencing is a fast and athletic sport, so it is very good for building fitness and coordination.

### C. CAPOEIRA

Capoeira comes from Brazil. It is unusual combination of martial art and dance set to music.

The players don't try to hit or injure their opponent. They use a lot of different movements and avoid contact with the other player to show their strength and skills. Capoeira develops a strong sense of balance as well as physical strength.

### D. SNOWBOARDING

Snowboarding is similar to skiing but instead of going down a mountain on two skis, you have both feet on a single snowboard. You can turn on the snow by moving your weight, but beginners can find it hard to stay on the board. It's good sport for people who have already tried surfing or skiing.

### E. TRIATHLON

Triathlon is a race over three different distances in different sports: swimming, cycling and running. A race usually starts with a swim, then a cycle ride, and finally a run — all against the clock. You need to be a good all-round athlete to go for the triathlon.

## F. SYNCHRONISED SWIMMING

Synchronised swimming is really gymnastics in water. The swimmers, both boys as well as girls, perform routines to music. In performances with more than one swimmer, everyone has to do exactly the same movements all way through. You need a lot of training to get it right. The swimmers must be very fit, and completely confident in the water.

### III. Homework

To make up 8 sentences with multi-part verbs; to write a mini-composition ‘This sport would be most suitable for me’.

## LESSON 10

### The olympics

**Objectives:** to develop learners’ reading skills through the methods of interactive reading; to present and practise phrasal verbs.

### PROCEDURE

#### I. Warm up

The teacher asks the students to draw the symbol of the Olympic Games on the board. Then he / she asks if they know what the guiding principle of the Olympic Games is. (“Important not winning but participation”) and if they agree with it.

Sport is very cool  
People think it’s good.  
Only swimming pool  
Really raises mood.  
Try to do it!

☞ Try to guess the word according to its definition.

1. A football referee shows this when he sends a player off. (*Red*)
2. In this event you throw a pointed stick. (*Javelin*)
3. The type of medal a winner gets. (*Gold*)
4. Someone who is good at sports. (*Athlete*)
5. This person performs in a gym. (*Gymnast*)
6. In this event you throw a heavy disc. (*Discus*)
7. (& 8 down) Event in which you jump over a horizontal bar. (*High jump*)
8. A group of players. (*Team*)
9. A drug problem in sport. (*Doping*)
10. The king of the gods in ancient Greece. (*Zeus*)
11. You get one if you came 1st, 2nd or 3rd. (*Medal*)

12. The first modern Olympic Games were held in 1896. (*Athens*)
13. Olympic city in 2008. (*Beijing*)
14. This race is over 42 km long! (*Marathon*)
15. Styles in this sport are freestyle, breaststroke and butterfly (*Swimming*)
16. A sport played on ice. (*Ice hockey*).

☞ Match the pairs

#### Olympic kinds of sport

- |               |                     |
|---------------|---------------------|
| 1. Hockey     | a) бокс             |
| 2. Badminton  | b) водне поло       |
| 3. Archery    | c) хокей            |
| 4. Boxing     | d) фехтування       |
| 5. Karate     | e) стрибки у воду   |
| 6. Water Polo | f) стрільба з лука  |
| 7. Sailing    | g) бадмінтон        |
| 8. Diving     | h) вітрильний спорт |
| 9. Fencing    | i) карате           |

☞ Find 9 words, denoting Olympic kinds of sport.

D	Q	B	Q	W	E	R	W	s
I	H	0	C	K	E	Y	A	A
V	G	X	Z	A	F	U	T	I
I	H	I	X	R	G	K	E	L
N	J	N	C	A	H	L	R	I
G	K	G	V	T	J	J	P	N
A	R	C	H	E	R	Y	0	G
F	E	N	C	I	N	G	L	Q
B	A	D	M	I	N	T	0	N

(*Hockey, badminton, archery, boxing, karate, water polo, sailing, diving, fencing.*)

## II. Main part

### Reading

#### Pre-reading activity

☞ Try to answer these questions:

1. What do you know about the ancient Olympic Games?
2. Where did the ancient Olympic Games take place?

- 3, What did the winners get?
- 4, How often did they hold the games?
- 5, What sports were in the games?

### *While-reading activity*

- ✎ Read the first two paragraphs of the text. Check your answers.  
Read the text using the following interactive reading strategy: put some marks on the margins:

- ✓ information you know;
- information that contradicts your ideas;
- + new information;
- ? information you are interested in.

1. The first Olympic Games were held in Olympia in 776 BC to honour the god Zeus. As well as being an important religious centre, Olympia was easy to get to by ship. This was important because athletes and spectators came from as far as Spain and Egypt.
2. Only Greek-speaking men could take part and the games were always in the same place. Instead of *giving out* medals, they presented crowns of olive leaves to the winners. However, some things are still the same today. Like the old games, the modern Olympic Games take place every four years and athletes get a lot of money for winning. Apart from chariot and horse racing, competitors still do most of the original events like boxing and running, as well as discus and javelin throwing.
3. The Olympics have produced colourful characters as well as great champions, like the Soviet gymnast Larisa Latynina, winner of a record eighteen medals. Polydamus of Thessaly once killed a lion with his bare hands to entertain the crowd! More recently, British ski jumper “Eddie the Eagle” became a celebrity in 1988. Eddie was overweight, wore glasses and dropped like a stone. However, although he came last in every event, he did not *drop out of* the competition. Eric Moussambani (“Eric the Eel”) from Equatorial Guinea, was the unlikely star of Sydney 2000 — for swimming one of the slowest races in the history. He had only learned to swim five months before and nearly *gave up* because he thought he was going to drown!
4. Modern Olympic Games have sometimes been controversial. In the 1936 Olympics in Berlin, The Nazi leader Adolf Hitler congratulated all the winners apart from black athlete Jesse Owens. And although there was a terrorist attack on the Israeli team at the 1972 Munich games, they decided to *go ahead with the* games.



5. Apart from the politics, the biggest controversy of recent times has been “doping”, as some athletes try to cheat. In 1988, the Canadian, Ben Johnson, won the 100 m in record time but *let* his country *down* when he tested positive for drugs. He didn’t *get away with* it but he was the only one of many athletes taking drugs. Since then, he has *spoken out against* drugs but “doping” is still a big issue.

🔗 Use the Reading Help to take notes about the text.

*Reading Help: Taking Notes*

- Read each paragraph to find the topic or main point. Write down a key word or phrase.
- Find information related to the topic.
- When taking notes, only write down key words.

*After-reading activity*

🔗 Work in pairs. Close your books. Use your notes to ask and answer the questions about the text.

**Vocabulary**

🔗 Look at the phrasal verbs and try to guess the meaning of the verbs.

- *give out* — (to distribute)
- *drop out of* — (to leave something before finishing)
- *go ahead* — (to start something as planned despite the problems)
- *let down* — (to disappoint a person)
- *get away with* — (escape without punishment)
- *speak out against* — (to say something publicly)
- *give up* — (to stop an activity)

🔗 Replace the verbs in *italics* with the phrasal verbs.

1. He gave *his opinions against* racism in sport. (*Spoke out against*)
2. She was in last position but she didn’t *stop*. (*Give up*)
3. He failed his exams and *left* university after the first year. (*Dropped out of*)
4. They *distributed* free sun hats to runners in the local marathon.
5. I really tried in the race because I didn’t want to *disappoint* my school.

🔗 Complete the sentences with the verbs in the box.

give out drop out of go ahead let down get away with speak out give up
--

1. Despite the bad weather, we are going \_\_\_ the competition. (*To go ahead*)

2. I started to feel ill. So I had to \_\_ the race. (*To drop out of*)
3. The president is going to \_\_ the medals to the winners. (*Give out*)
4. There's no point in cheating because you won't \_\_ it. (*Get away with*)
5. I didn't play well. I think I \_\_ everyone \_\_. (*Let down*)
6. If you want to get fit, you have to \_\_ smoking. (*Give up*)
7. It's important for famous sportspeople to \_\_ against drugs. (*Speak out*)

✎ Choose the correct words.

1. Put your sweater *on / off* if you're cold.
2. Can you turn *on / up* the computer? I want to send an e-mail.
3. That bag looks heavy. Put it *off / down*.
4. Turn the radio *down / up*. I'm on the phone.
5. They're putting *on / up* a new stadium near here.
6. Don't forget to turn the TV *off / up* when you go to bed.
7. The match has been put *up / off* until next Saturday.
8. I love this song. Please turn it *off / up*.

### Speaking

#### Work in pairs

✎ Ask and answer the questions.

1. What are the most popular Olympic events in your country?
2. Who are Olympic celebrities in your country?
3. Do you do any sports that are in the Olympics? How good are you?
4. Would you like to take part in the Olympics? Why? Why not?

### III. Homework

Write a composition about Olympic celebrity in our country.

## LESSON 11

### Oh, sport! You are the world

**Objectives:** to practice intensive reading skills; to practice students' work in groups.

#### PROCEDURE

##### I. Warm up

##### Cloze test

✎ Every eighth word in the text is omitted. Try to guess what it is.

## MY ATTITUDE TO SPORT

Well, it is quite a strange question. \_\_ (There) is no doubt if we ask this question to a 100 strangers in the street \_\_ (the) answer will be the same. No one \_\_ (doubts) the fact sport is useful, it helps \_\_ (us) to keep fit, so the attitude is \_\_ (only) positive. But unfortunately, the attitude alone cannot \_\_ (make) us fit and healthy. There comes another \_\_ (question), what do we do to this \_\_ (attitude) come true? And it is a pity \_\_ (to) mention that of those 100 strangers about \_\_ (a) half would answer “nothing” to this question. \_\_ (The) question “Why? rises immediately and the answer \_\_ (to) it depends on a great number of \_\_ (reasons).

So, what are these reasons?

## II. Main part

### Reading

#### *Pre-reading activity*

### BRAIN-STORMING

#### “WHAT DO YOU KNOW ABOUT THE HISTORY OF THE OLYMPIC GAMES?”

1. When and where did the Olympic Games begin? (The Olympic Games began in 775B.C. in Greece and took place every four years for nearly twelve centuries at Olympia)
2. Why did the Olympic Games become the symbol of peace and friendship? (For the period of the games all the wars stopped)
3. When did the Games in Greece stop? (In 394 A.D. the games were abolished and not renewed until many centuries later)
4. Who renewed the Olympic movement? (In 1894, a Frenchman, Baron Pierre de Coubertin renewed the Olympic movement)
5. When and where did the first modern games take place? (The first modern Olympic Games took place in Greece in 1896)
6. When was the International Olympic Committee set up? (The International Olympic Committee was set up in 1896)
7. Are Summer and Winter Games held separately? (Yes, they are)
8. What is the motto of the Olympics? (“Oh, Sport! You are the world!”)
9. What is the Olympic emblem like? (Five rings linked together)
10. What do five rings symbolize? (Five continents)
11. What do the colours symbolize? (Green — for Australia, black — for Africa, blue — for Europe, red — for America, yellow — for Asia)
12. When and where were the latest Olympic Games held? (In China, August 8 through August 24, 2008)

*While-reading activity*

- ↳ Read and translate the text orally to get the full information from the text.

*Post-reading activity*

**Group 1.** Read the text “Ukraine Finishes Olympic Games in China Eleventh”. Write down and ask pupils questions about Ukraine’s participation in the Olympic Games in Beijing, China (August, 2008)

**Group 2.** Read the text “Ukraine Finishes Olympic Games in China Eleventh”.

Do the mind-mapping “Summer Olympic Sports”

Summer

Olympic

Games

**Group 3.** Read the text “Ukraine Finishes Olympic Games in China Eleventh”. Fill in the chart “Ukrainian Olympic Team Results” (Summer Olympic Games, China, 2008)

Sport	Gold Medals	Silver Medals	Bronze Medals	Total Medals
Archery	1	0	0	1
Boxing	1	0	1	2
Canoe Kayak	1	0	1	2
Cycling	0	0	1	1
Diving	0	0	1	1
Fencing	1	0	0	1
Gymnastics	0	0	2	2
Judo	0	0	1	1
Pentathlon	0	0	1	1
Shooting	2	1	0	3
Track	1	1	3	5
Weightlifting	0	1	1	2
Wrestling	0	2	3	5

**Group 4.** Read the text “Ukraine Finishes Olympic Games in China Eleventh”. Make up a list of Ukrainian Olympic Champions (China, August, 2008)

- Archery Men’s individual — Viktor Ruban — Gold
- Boxing Men’s boxing — 57kg — Vasyl Lomachenko — Gold
- Boxing Men’s boxing — over 91kg — Vyacheslav Glazkov — Bronze

- Boxing Women's individual — Anna Bessonova — Bronze
- Judo Men's — 81 kg — Roman Gontiuk — Bronze
- Pentathlon Women's individual competition — Victoria Tere-shuk — Bronze
- Shooting Men's 50 m rifle 3 positions — Yury Sukhorukov — Silver
- Shooting Men's 50 m free rifle — Artur Ayvazian — Gold
- Shooting Men's 25m rapid pistol (60 shoots) — Oleksandr Petriv — Gold
- Wrestling Men's 60 kg — Vasyl Fedoryshyn — Silver
- Wrestling Men's 66 kg — Andriy Stadnik — Silver
- Wrestling Men's 66 kg — Armen Vardanyan — Bronze
- Wrestling Men's 84 kg — Taras Danko — Bronze
- Wrestling Women's 48kg — Mariya Stadnik — Bronze
- Track Men's pole vault — Denys Yurchenko — Bronze
- Track Women's 1500 m — Iryna Lishchynska — Silver
- Track Women's 1500 m — Nataliya Tobias — Bronze
- Track Women's discus throw — OlenaAntonova — Bronze
- Track Women's heptathlon — NataliiaDobrynska — Gold
- Track Weightlifting Women's +75 kg — Olha Korobka — Silver
- Track Women's 69 KG — NatalyaDavydova — Bronze
- Canoe Kayak Men's c-1 500m (canoe single) — Yurii Cheban — Bronze
- Canoe Kayak Women's k-1 500m (kayak single) — Inna Osypenko-Radomska — Gold
- Cycling Women's individual pursuit 3000 m — Lesya Kalitovska — Bronze
- Diving Men's synchro. 3 m spring board — Illya Kvasha, Oleksiy Prygorov — Bronze
- Fencing Women's team saber — Olga Kharlan, Olena Khomrova, Hakyna Pundyk, Olha Zhovnir — Gold
- Gymnastics Men's rings qualification — Oleksandr Vorobiov — Bronze

### UKRAINE FINISHES THE OLYMPIC GAMES IN CHINA ELEVENTH

Ukraine has finished the Olympic Games in Beijing, China at the eleventh place, winning twenty-seven medals.

This is according to the Olympics steering committee. Ukrainian sportsmen won seven gold, five silver, and fifteen bronze medals.

These make twenty-seven in all, which is a national record, because since Ukrainian sportsmen began participating in the Olympics

in 1996, and also in 2000 and 2004 they were winning twenty-three medals each time.

On August 23 Ukraine was tenth, but on Sunday; the last day of the Olympics, French men's team won gold and matched Ukraine in the number of gold medals.

France has scored sixteen silver medals, so it climbed one step up in the overall classification.

The first place took the Chinese team with fifty-one gold medals (100 medals in total), the second took the United States team with thirty-six victories (110 medals), and the third took the Russian team with twenty-three gold awards.

Ukraine comes tenth in the Olympic account.

A statement, made by the National Olympic Committee press service, reads that the NOC president Serhiy Bubka on Sunday congratulated the sportsmen who won medals in the last days of the Olympics in the Ukrainian Olympic House in Beijing.

"Your winning twenty-seven awards is a gift to all our compatriots on the Day of Ukraine's Independence. You are real heroes who presented unforgettable impressions and positive emotions to those who during sixteen days of the competitions have been feeling with you and rooting for you", Bubka congratulated the sportsmen.

Olympic champion in boxing Vasyl Lomachenko, silver medalist in women's 1,500 meters race Iryna Lischynska and bronze medalists Natalia Tobias (women's 1,500 meters race), Taras Danko (freestyle wrestling), Viktoriya Tereschuk (pentathlon), Denys Yurchenko (men's pole vault), Hanna Bessonova (rhythmic gymnastics) and their coaches were present at the meeting.

Volunteers who helped the Ukrainian headquarters at the Olympics also got presents.

As Ukrainian News reported, on August 22, the International Olympic Committee stripped Ukrainian athlete Liudmyla Blonska of the silver medal she won in heptathlon in Beijing.

In August, the Cabinet of Ministers raised the prize for winning gold medal in the 'Beijing Olympics to UAH 700,000 from UAH 500,000, for silver medal to UAH 500,000 from UAH 350,000, for bronze medal to UAH 350,000 from UAH 250,000.

In July, Rodovid Bank, presided by Serhii Bubka, set the awards to the Olympic sportsmen at UAH 50,000 for gold medal, UAH 35,000 for silver medal, and UAH 25,000 for bronze medal.

254 Ukrainian athletes took part in the Beijing Summer Olympic Games, which is a record number in the history of Ukraine's participation in the Olympics.

The 29th Olympic Games were taking place in China, August, 8 through August, 24.

Before, experts predicted that Ukrainian sportsmen would win thirteen-fifteen medals.

### III. Homework

#### Project work “Writing a letter to a newspaper”

Imagine your city / town has been chosen to host the next Olympic Games / Football Championship. You are worried about this decision and want to know how the city is going to raise money to provide all the necessary extra facilities. Write a letter to a newspaper.

*Example*

Dear Sir,

It has recently been announced that the next Olympics are going to be held in (Kharkiv). As a resident of (Kharkiv), I am very worried about this decision. If we hold the Games here, we will not only have to build a new (stadium and an Olympic village) but also build several new (hotels) for the (tourists). The amount of extra traffic will be enormous and, as well as building (new car parks), they will also have to improve (the roads, the transport system and the shopping facilities. What I would like to know is, how (are we going to raise the money to pay for all of this)?

Yours faithfully

## LESSON 12

### The friendly games

**Objectives:** to introduce and activate some key vocabulary; to develop learners' reading skills through the methods of interactive reading; to broaden pupils' knowledge of the topic “Sport”; to foster pupils' spoken habits.

#### PROCEDURE

##### I. Warm up

What are the Commonwealth Games?

##### II. Main part

#### Vocabulary

- baton — a cylindrical stick
- host — someone who accommodates other people
- to host — to accommodate
- lap — a circuit of a sports track or field

- to run away with
- sprinter — an athlete who runs short distances very quickly
- stir — controversy

### Reading

🔗 Read the text using the following interactive reading strategy: put some marks on the margins:

- ✓ information you know;
- information that contradicts your ideas;
- + new information;
- ? information you are interested in.

### THE FRIENDLY GAMES

The Commonwealth is a voluntary organization of 54 independent countries who share a common history as part of Britain's imperial Past. The countries are as diverse as Canada, New Zealand, Pakistan, Barbados, Sri Lanka and Zambia, and Queen Elizabeth is head of the organization. Today the Commonwealth works to advance democracy, human rights and social and economic development, and organizes special programmes to help promote trade, science, health, young people and many other specific issues in its member countries.

The Olympic-style the Commonwealth Games are held every four years in a different member country. Known as the Empire Games until 1950, the first event was held in Hamilton, Canada in 1930. There were only eleven participating countries, and the sports included athletics, boxing, bowls, rowing, swimming and wrestling.

England has only hosted the games twice: in London in 1934 and in Manchester in 2002. They have only been held twice outside of Canada, Britain or Australia — in Jamaica in 1966 and in Malaysia in 1998. The number of countries participating in the Games has slowly grown to over 70, and thousands of athletes now participate. Without competition from the USA and the major European countries, Australia, Canada and the British countries (which compete separately) usually win the most medals.

As happens for the Olympics, host countries usually build special new facilities for the Games. Manchester spent 20 years preparing for the 2002 Games. And built a new 48,000-seat stadium which cost over £100 million. Luckily, the Games attracted around 1 million visitors to the city and were a financial success.

The Commonwealth Games have their own version of the Olympic torch ceremony. On Commonwealth Day (May 11th) in a Game year, the Queen hands a baton containing a message to an athlete. This is then passed in relay style to other athletes. They run through diffe-



rent Commonwealth countries until they reach the host nation. The baton is opened and the Queen's message is read out at the opening ceremony of the Games.

✎ Are these sentences true or false?

1. The British monarch is head of the Commonwealth.
2. The Commonwealth Games take place every year.
3. The first Games were in 1950.
4. The Games are always held in Canada, Britain, Australia or New Zealand.
5. England, Scotland Wales and Northern Ireland compete as four separate countries in the games.
6. 48,000 people came to the Games in Manchester.
7. Commonwealth Day is in May.
8. Lots of different runners carry the Queen's message to the Games' host country.

✎ Make a list of all the Commonwealth member countries that are mentioned in the text.

### *Group work*

The students are divided into three groups. The students of the each group read the texts about different *Commonwealth heroes*.

While reading the texts the students use the following interactive reading strategies:

- The most important information / Your comments.
- I know / I want to know / I've known

### *Group I*

Commonwealth heroes

Cathy Freeman

Australia

(1994 Games in Victoria)

In 1994 Cathy Freeman became the first aboriginal to win a gold medal in the Commonwealth Games and the first athlete in Commonwealth history to win golds in both the 200 m and 400 m events. She caused a stir after the races, too, by carrying the aboriginal flag as well as the Australian flag in a lap of history. She was voted Australian of the Year in 1998, and in 2000 she was chosen to light the Olympic flame in Sydney.

### *Group II*

Commonwealth heroes

Allan Wells

Scotland

(1978 Games in Edmonton, 1982 Games in Brishane)

Allan Wells has won three Commonwealth medals, but that's not what he's most famous for. In a strange incident in the Brishane 200 m final he was totally awarded the gold medal with Englishman MikeMC Farlane when computers registered their times as identical — 20.43 seconds. Wells also won gold at the 100 min the Moscow Olympics, making him one of the most successful Scottish athletes ever.

### Group III

Commonwealth heroes

Lennox Lewis

Canada

(1986Games in Edinburgh)

Back in 1986, an unknown boxer fighting under Canadian flag ran away with the gold medal at the Edinburgh Games. Two years later he also took gold at the Seoul Olympics. Now a professional and fighting for Britain, where he was born, Lewis was the first boxer to win both world heavy weight titles since Mike Tyson.

### Speaking

After reading the texts each group sends its representative to other groups and this representative tells the information about the Commonwealth hero they've read.

After that the students can match the columns to make true sentences.

1. *Cathy Freeman* is a British boxer who won two gold medals at the 1982 Games in Victoria.
2. *Allan Wells* I a Scottish runner who won a gold medal for Canada at the 1986 Games in Edinburgh.
3. *Lennox Lewis* is an Australian runner who won a joint gold medal at the 1994 Games in Brishane.

### Relaxation. A game "Rumour"

The students are divided into two teams. The first players of each team whisper the name of the famous sportsman and the kind of sport he / she is good at to the player of the opposite team. This player whispers it to the second, third and so on player. So, the message is passed from player to player until the last player gets the message.

When both teams finish passing the message, the last player of each team says the name of the sportsman and the kind of sport that he / she heard. The message sometimes differs very much from the message the players made up. The team that gets the correct message, or more correct than the other team gets, wins.

## Reading and Speaking

- 🔍 Read the sports commentaries. Find three factual mistakes in each.

### SPORTS COMMENTARIES

What do you know about football and basketball?

#### FOOTBALL

It's another World Cup disaster for England. We are losing again in the quarter final to Argentina. It's the fifty-second minute and England are losing 2–0. Can we score before half time? Rooney takes the ball ... But he loses it to Sorin. Sorin passes to Cambiasso. Cambiasso goes past two men and sends a long pass to Ayala on the right. Ayala centres the ball and passes to Messi in the penalty area. Joe Cole challenges him and Messi goes down in the area. I'm afraid that's a penalty for Argentina! That's the third yellow card for Cole, too, so now England only has twelve men!

#### BASKETBALL

It's the last quarter of this fantastic World Championship basketball game between Croatia and Spain. Croatia are winning 1–0 but it's a very close game. Pau Gasol takes the ball and shoots from 4 metres out but he misses. It's a pity, Spain really needed that point there. Kasus takes the ball and throws it to Vujcic. Vujcic moves up the court. He passes to Ukis. Ukis passes to Vujcic. Navarro holds Vujcic arm and pulls the ball off him and passes it to Garbajosa. Now Spain have got possession again!

#### *Three factual mistakes*

##### Football

1. It can't be before half-time because it's the fifty-second minute of the game. Each half of a football game is 45 minutes.
2. Cole can't be getting a third yellow card. You must leave the game if you get 2 yellow cards.
3. England can't have 22 left. There are only 11 men at the beginning of a game.

##### Basketball

1. In the last quarter of a basketball game, the score would be much higher than 1–0.
2. If the player shoot the ball from 4 metres out. He gets more than 1 point if he makes a basket.
3. The game would have been stopped by the referee when Navarro held Vujcic's arm because this is a foul.

### III. Homework

Write a paragraph / prepare a report about one of your favourite sporting heroes.

## LESSON 13

### Sports abroad

**Objectives:** to develop learners' reading skills using the interactive reading strategies; to improve students' skills for listening and comprehension; to provide opportunities for developing learners' speaking skills.

#### PROCEDURE

#### I. Warm up

##### Task

Who do you think is the best now? Choose one player or team for each sport. Say what you think and find out who agrees with you.

*Example.*

- I think Jordan is one of the greatest basketball players in recent times.
- Hingis became the world number 1 female tennis player.
- Michelle Akers is the leading scorer for the USA World Champions of women's soccer.
- Johnson was one of the greatest runners.

#### II. Main part

##### Reading

The students are divided into two groups. The students of the first group read the texts about sport in America and the students of the second group read the text about British sports. Then the students of the first group send their representative to the second group and he / she tells them the information about sport in the USA. The representative of the second group tells the students about British sport.

*While-reading activity*

##### Group 1

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - +
  - ? information you are interested in.

2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

## SPORT IN THE USA

Baseball is the most popular sport in the United States of America. It is played throughout the spring and summer, and professional baseball team play well into the fall. Although no other game is exactly like baseball, perhaps the one most nearly like it is the English game cricket. In baseball there are nine men on each side. The two teams alternate at the bat (the offense) and the field (the defense). There are nine innings in a game. Every fall there is the World Series, a play-off for the professional championship between the top two teams of the nation — one the winner of the National League competition and the other of the American League.

Football is the most popular sport in the fall. The game originated as a college sport more than 75 years ago. It is played by almost every college and university in the country. The game is not the same as European football or soccer. In American football there are eleven players in each team, and they are dressed in padded uniform and helmets because the game is rough and injuries are likely to occur. The object of the game is to carry or forward pass the football across the opponent's goal, or scoring line.

There are professional teams in nearly all the major cities of the United States. The number of spectators at professional football games is larger than at college games, because the professional players, quite naturally, are more skilled and perform more spectacularly.

Basketball is the winter sport in American schools and colleges. Many Americans prefer it to football because it is played indoors throughout the winter and because it is a faster game. Professional basketball teams exist, but they do not attract as many fans as professional baseball team do.

Other spectator sports include wrestling, boxing and horse racing.

There are many participant sports in America. Golf is probably the most popular. Although the game originated in Scotland, it is possibly more popular in the United States than anywhere else.

But as much as Americans like to engage in sports or to watch games being played, they seem to have fully as much fun reading and talking about sports. The subject of sports is as inexhaustible as the enthusiasm of its lovers.

*Post-reading activity***ACT AS AN INTERPRETER**

**М-р Сташко.** Дуже радий зустрітися з вами, Mr White. Здається ми не бачилися роки два-три.

**Mr White.** More than two years. But I remember our heated discussion about sports events very vividly.

**М-р Сташко.** А Ви, як і раніше, захоплюєтеся спортом?

**Mr White.** Oh yes. I believe sports by their nature are enjoyable, and challenging.

**М-р Сташко.** Цілком згоден з Вами. Мені здається, що бейсбол — один з найулюбленіших видів спорту в вашій країні. Чи не так? Я часто бачу, як діти в парку грають у бейсбол. А що вже казати про пікніки? Жоден з них не проходить без бейсболу.

**Mr White.** Yes, it is really so.

**М-р Сташко.** А як довго триває сезон бейсболу? Здається, протягом цілого року.

**Mr White.** Officially, the baseball season is from April to September. The best American baseball players are professionals. They are the members of two major baseball Leagues. At the end of the season, when the top two teams play against each other to find the winner, excitement and tension rise all over the country.

**М-р Сташко.** Такі спортивні змагання обов'язково транслюються на радіо та телебаченні, а болівальники приїждять навіть здалеку, щоб побачити гру своєї улюбленої команди в нашій країні.

**Mr White.** The same with us. There is almost no other topic of conversation. And long after it's all over, baseball fans talk over the scores and the players.

**М-р Сташко.** А який вид футболу: футбол чи регбі більш популярний у вашій країні

**Mr White.** Neither. What's called football or international football in the other countries is called 'soccer here. Our football differs from 'soccer'. But soccer's beginning to become popular with us. Most high schools now have soccer teams.

**М-р Сташко.** ? А перегони? Багато людей їх відвідує?

**Mr White.** Not many. It isn't easy to go in for that kind of sport in a big city. Most of the people who follow horse racing are in fact attracted by the gambling.

**М-р Сташко.** А як щодо гольфу? Здається, зараз гольф в США більш популярний, ніж у Шотландії, країні, де він вперше з'явився.

**Mr White.** Yes, people are fanatical about the game. Golfers often line up at 5.00 or 6.00 in the morning in the weekend to be sure they'll be able to play a complete game.

**М-р Сташко.** Так, треба бути справжнім вболівальником, щоб витратити цілий день на гру. Судячи з усього, фанати в усьому світі мають багато спільного.

**Mr White.** Oh, there's sure to be.

### *While-reading activity*

#### Group 2

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

## SPORT IN GREAT BRITAIN

The English are lovers of competitive sports; and when they are neither playing nor watching games they like to talk about them; or when they cannot do that they think about them.

The game peculiarly associated with England is cricket. Organised amateur cricket is played between club teams, mainly on Saturday afternoon. A first-class match lasts for up to three days with six hours' play on each day.

Cricket is making no progress in popularity. For the great mass of the British public the eight months of the football season are more important than the four months of cricket. There are plenty of amateur association football (or soccer) clubs, but professional football is big business.

Every large town has at least one professional football club. English "league" football is organised in four divisions, with twenty-two or twenty-four teams in each. There is also, apart from the League games, a knock-out contest each season for the Football Association Cup. And the Cup Final, played in May each year in London, which is the culminating event of the season.

Rugby football (or 'rugger') is played with an oval-shaped ball, which may be carried and thrown (but not forward). There is some professional League rugby in the north, but elsewhere the game is played by amateurs. Rugby is also played at the great majority of "public schools".

Most secondary schools have playing fields, and boys normally play rugby or soccer in winter and cricket in summer as a normal school activity; schoolgirls play tennis and rounders (a sort of baseball) in summer and netball and hockey in winter.

The more social adult games of golf and tennis are played by great numbers of people. There are plenty of tennis clubs, every town provides numerous tennis courts in public parks, and anyone may play tennis on a municipal golf-courses in Scotland but very few in England.

Next to Association Football, the chief spectator sport in English life is horse racing. There are many race tracks all over the country, and each of these has from two to about six “meetings” every year. British are very proud of watching horses and dog racing.

Athletic sports and gymnastics are practiced at school, but not many towns have running tracks for public use. Remarkably few people are interested in bicycle racing. On the other hand, rowing occupies a leading place in the sporting life of schools and universities which have suitable water near by, and several regattas, held mainly in summer, are great social occasions watched from the river banks by vast crowds of spectators.

#### *Post-reading activity*

#### ACT AS AN INTERPRETER

**Mr Brown.** Would you like to come to the match this afternoon?

**М-р Сушко.** З задоволенням. А коли він починається?

**Mr Brown.** At 3 o'clock. But we'd better get there before that, as the stadium is bound to be crowded. What do you know about English football?

**М-р Сушко.** Наскільки мені відомо, ви маєте такий же поділ на ліги та класи.

**Mr Brown.** Yes. There are four divisions. The top-class teams are in the first division. Watford, the team we're going to see today, is in the second division. If they win this game, they could be promoted.

**М-р Сушко.** І що це означає?

**Mr Brown.** Well, the top two clubs from the third division and the top four clubs of the fourth move up a division at the end of the season. The four divisions make up a football league, and the top club in the first division at the end of the season becomes league champion.

**М-р Сушко.** Невже це єдиний вид спортивного заохочення?

**Mr Brown.** No, far from it. There is the Football League Cup, the F.A. (Football Association) Cup and Amateur Cup. In Scotland there are equivalent honours. And English club take part in international competitions, such as the World Cup and the Cup-Winner Cup.



**М-р Сушко.** Розумію. Наскільки я пам'ятаю, саме в Англії проводився чемпіонат миру з футболу. Чи не так?

**Mr Brown.** Yes, we won it.

**М-р Сушко.** Так, тоді вдача була на вашому боці. Ваші футболісти грали чудово.

**Mr Brown.** Yes, they were marvelous. Hurry up, it's time.

### Relaxation

#### *Fact or Fiction?*

The word "athlete" is an ancient Greek word. It means "champion".

*Fiction.* It means "someone who competes for a prize".

### Listening

#### *Pre-listening activity*

☞ Try to predict the answers to the questions

1. What do American footballers have to wear? Why? (*They have to wear helmets and special protective clothes because it is very physical game and they could get hurt*)
2. How many baseball leagues are there in the USA? (2)
3. Are basketball players well paid? (*Yes*)
4. Is football (soccer) very popular in the USA? (*No*)
5. What is the most popular winter sport in Britain? (*Football*)
6. Name another winter sport played in Britain. (*Rugby*)
7. How long can a game of cricket be? (*Five days*)

### COMPARING CULTURES

American football is one of the most popular sports in the United States. It's a very physical game and the players wear helmets and special protective clothes. Baseball is a popular summer sport and there are two major leagues. Basketball is the third most popular sport; and top basketball players can earn millions of dollars. Football, or soccer, is only a minority sport in the USA, though the national team has qualified for World Cup recently. In Britain the most popular sport in winter is definitely football clubs like Manchester United are famous all over the world. Rugby is another popular winter sport. Like American football, it is very physical and can be quite dangerous but the players don't wear any protective clothing. In the summer, cricket is the main sport. Very few countries outside Britain play it — only old colonies like India, Pakistan, the Caribbean, Australia and New Zealand. Cricket is a very complicated game — it's very slow, and games can take up five days.

### Reading

- ☞ Read an article from children's encyclopedia about golf. Complete statements (1–4) below the text by choosing the best answer (A, B, C, D).

### THE BEGINNING OF GOLF

The game of golf began in Scotland. According to a legend, a shepherd amused himself in the field by hitting little round stones with his staff. One day, a stone happened to land in a rabbit hole. The shepherd then tried to repeat this feat. The friends took up the challenge, and that, the story goes, was the first golf match in history.

It is known for sure that the first golfer in was a Scottish shepherd, but it is known that the game golf as it is played today developed in Scotland. In fact, golf became so popular during the fifteenth century the government banned the game. In 1457 in hopes of getting many golfers to their jobs. The ban didn't work, however, as few golfers were willing to give up sport.

In 1744, the first course designed especially for golf was built at Leith, Scotland. Until then, players used the wild, open land near the sea. In 1754, the world famous St. Andrews golf course was built. Eager golfers still travel to Scotland for a chance to play this famous course. The game was well established before a set of rules was organized and written. The first playing rules for golf were made official at St Andrews in 1882.

1. As stated by the legend, who was the first golfer on history?
  - a) St. Andrews
  - b) a shepherd in a field
  - c) A member of Parliament
  - d) Scottish Leith
2. Why did Parliament briefly ban the game?
  - a) Members played badly.
  - b) People played too much
  - c) Shepherd asked for this.
  - d) There were no rules.
3. According to the legend the first golf match in history was
  - a) between the members of Parliament.
  - b) played in the fifteenth century
  - c) amusing because of rabbits.
  - d) played with stones.
4. We can be sure that
  - a) the first golf player was a shepherd in the field.
  - b) at first golf was designed for shepherds.
  - c) Scotland is the country where it started and developed.
  - d) golf became extremely popular before the fifteenth century.

5. The first golf course was built by
- a member of Parliament.
  - in a Scottish city.
  - near the sea.
  - St Andrew.

*Keys: 1 b, 2 b, 3 d, 4 c, 5 b.*

### III. Homework

To make up a project 'Sport in the USA' / 'Sport in Great Britain'.

## LESSON 14

### A sports survey and report

**Objectives:** to develop students' creative abilities and imagination; to practise speaking about sport; to practise writing a short report.

#### PROCEDURE

##### I. Warm up

Sport is very cool  
People think it's good.  
Only swimming pool  
Really raises mood.  
Try to do it!

- 🔗 Try to guess the word according to its definition.
- A football referee shows this when he sends a player off. (*Red*)
  - In this event you throw a pointed stick. (*Javelin*)
  - The type of medal a winner gets. (*Gold*)
  - Someone who is good at sports. (*Athlete*)
  - This person performs in a gym. (*Gymnast*)
  - In this event you throw a heavy disc. (*Discus*)
  - Event in which you jump over a horizontal bar. (*High jump*)
  - A group of players. (*Team*)
  - A drug problem in sport. (*Doping*)
  - The king of the gods in ancient Greece. (*Zeus*)
  - You get one if you came 1st, 2nd or 3rd. (*Medal*)
  - The first modern Olympic Games were held in 1896. (*Athens*)
  - Olympic city in 2008. (*Beijing*)
  - This race is over 42 km long! (*Marathon*)
  - Styles in this sport are freestyle, breaststroke and butterfly. (*Swimming*)
  - A sport played on ice. (*Ice hockey*)

## II. Main part

### Reading

- 🔗 Read the sports survey. Which sports facilities do you use?
- 🔗 Complete the survey with these linking words:  
Although, as well as, instead of, however, too, apart from, finally, for example

### SPORTS SURVEY

I asked ten people for their opinions about the sports facilities in our town. (Wooferton, population 11,000).

#### They mentioned some positive things:

Nearly everybody said the sports centre was excellent. Two people liked the gym because it has lots of exercise machines. People said they enjoyed classes at the centre, \_\_ (to).

Two people mentioned that the aerobics teachers were brilliant.

There are clubs in the town for most sports \_\_ (apart from) hockey and basketball (you have to go to Shrewbury for those. Two people said the rugby club had good facilities.

Three people said the mountain bike circuit was fantastic.

#### \_\_, (however) the following criticisms were made:

Over half the people thought that activities at the sports centre were too expensive — \_\_ (for example), the fitness centre costs & 4.30 an hour. Two people suggested a discount for students.

People complained about the swimming pool. They said that, \_\_ (apart from) being old and crowded, it was also often closed to the public because of school classes.

Finally, three people said the sports center should organize more activities for young people in the school holidays.

To sum up, \_\_ (although) the town has good sports facilities, we need a new swimming pool

\_\_ (as well as) the old one we've got now. \_\_ (finally), there should be more activities in the school holidays.

### Writing

- 🔗 Write a report about sports facilities in your area.

*Step 1.* Write some questions.

- What sports facilities in your area do you use?
- What do you think about them?
- How can they be improved?
- What other sports facilities does your town need?

*Step 2.* Ask other students your questions and write down their answers. Don't write their names.

*Step 3.* Write short report of the results of your survey in rough. Try to include some reported statements and the linking words. (*See the survey*)

*Step 4.* Read the Writing Help. Check your report and rewrite it neatly.

### *Writing Help*

- Read the instructions again. Have you completed the task? How could you make your text more interesting?
- Have you used the correct tenses and linking words?
- Have you checked spelling and punctuation?

### **Relaxation. Anagram News**

What are the anagrams in the sports news?

Here is the sports news. Yesterday, Arsenal won their first game in the European Champion \_\_ 1 aeueegL (League) — three –nil against Glasgow Rangers. Manchester United were lucky to get a nil-all \_\_ wrad (draw) against Benfica of Portugal. In the athletics \_\_ 3 etoim-pontic (competition) at Wembley, Asafa Powell of Jamaica won the 100 metres \_\_ 4 ifanl (final) in 9.8 seconds. The winner of the men's \_\_ 5 sicsdu (discus) was Virginijus Alekna of Lithuania with a \_\_ 6 whrto (throw) of just over 70 metres. Everything is ready for the London \_\_ 7 rahnmoat (maratjon) next week. Tomorrow we will be talking with some of the top women \_\_ 8 tteaslhe (athletes) — Roba tola of Ethiopia, reiko Tosa of Japan and Jelena Prokopcupa of Latvia.

### **Speaking**

- ☞ Practise speaking about your favourite sport.  
When and why did you become interested in the sport.  
Things to do:

- play the sport / how often? / where? / with whom?
- watch it on TV / go to the matches
- collect things / photos / magazines / stickers / badges

### **III. Homework**

Write an article about your favourite sport for the school newspaper.

## **LESSON 15**

### **Home Reading**

# FOOD

## LESSON 16

### Eating out. Eating problems

**Objectives:** to focus on idioms; to improve students' skills for listening and comprehension; to practise reading for gist and more intensive understanding; to develop speaking skills of students.

#### PROCEDURE

##### I. Warm up

The students read the proverbs:

- An apple a day keeps the doctor away.
  - Good health is above wealth.
  - After dinner sit a while, after supper walk a mile.
- and try to predict the topic of the lesson.

##### II. Main part

##### Vocabulary. Idioms

Idiomatic expressions give English colour and vitality. They help students sound more natural. Using idioms makes the students' speech the kind of informal, everyday one.

##### *Dialogue*

**Tina.** I feel like going to a cafe.

**Barbara.** Forget it. I'm broke.

**Tina.** Don't worry. I'm loaded.

**Barbara.** No, we'll go Dutch. I don't like to freeload.

##### Vocabulary

1. Broke—having no money
2. Loaded —having lots of money
3. Go Dutch — each pays for himself or herself
4. Freeload — get things that others pay for

🔗 Complete the sentences with the correct idiom

1. I have so much money today. I'm \_\_ (loaded).
2. I don't have any money. I'm \_\_ (broke).
3. You pay for your meal. I'll pay for mine. We'll \_\_ (go Dutch).

4. She always eats dinner with us, and never invites us to eat at her house. She likes to \_\_ (freeload).

↪ Rewrite the phrases in italics, using the proper idiomatic expression.

1. They always get others to pay for them.
2. We will each pay our own bill.
3. After payday, I always have a lot of money.
4. After I pay all my bills, I have no money.

### Listening

↪ Read the hotel menu. Listen to Glenn's conversation with the hotel customers. Find the mistakes in Glenn's order and rewrite it correctly.

#### THE STRATFORD HOTEL

##### BREAKFAST MENU

Chilled fruit juice

Grapefruit segments

Cereals

Egg, bacon and tomato

Kippers

Scrambled egg on toast

Creamed mushroom on toast

Continental breakfast

(croissants, rolls, butter and jam)

Toasts with a selection of jams and marmalade

Tea or coffee

Table...	Table ...5...	Table ...5...
1 orange juice		1 tomato juice
1 cereal- cornflakes		1 cereal- cornflakes
2 mushrooms on toast		1 mushrooms on toast
toast		1 scrambled egg on toast
1 tea		toast
1 coffee		2 teas
Glenn		

### Tapescript

**Glenn.** Are you ready to order now?

**A.** Er, yes. What kind of fruit juice do you have?

**Glenn.** Orange, grapefruit or tomato.

**A.** Right. I'll have a tomato juice to start with, please.

**B.** And I'll have a cereal Do you have cornflakes?

**Glenn.** Yes, we do.

**B.** Fine. Some cornflakes for me. And I think I'll have the mushrooms after that, please.

**A.** Me, too. No, on second thoughts, I'll have scrambled eggs.

**Glenn.** Er, yes. Would you like toast to follow?

**A.** Yes, please.

**Glenn.** Tea or coffee?

**A.** I'd like tea, please.

**B.** Coffee for me, please.

**Glenn.** That's one tea and one coffee.

**B.** No, actually I think I'll have tea as well.

**Glenn.** Sure.

☞ Fill in the restaurant menu.

Starter (vegetables, tomato or chicken soup prawn cocktail, melon and ham or fruit juice)	Main Course (chicken casserole, roast beef, fish pie served with new potatoes and fresh vegetables)	Dessert (Black Forest Gateau / a chocolate cake/, an apple pie with cream or ice cream, cheeses and biscuits)

## Reading and Speaking

☞ Read the story about Adrian and underline the things he does which are rude in your country. Discuss them in the class.

### A DISASTROUS DINNER GUEST

Last week Adrian Wilson was invited to dinner at his girlfriend's parents' house. He had never met them before.

He was asked to come at eight o'clock but arrived at nine. He took off his coat, went into the sitting room and sat down. He said he was thirsty and asked for a beer. When he had finished his beer, everyone got up to go to the dinner table. Adrian was served first. While the others were waiting for their soup, Adrian started his. When he had finished, he asked for some more. After his soup, he lit up a cigarette and poured himself another glass of wine. During the main course, he



said he'd just remembered something and he got up to make a phone call. When he got back, he said he had to leave straight away and said goodbye to everyone.

*Example sentences*

- You are not supposed to take off your coat or sit down without being asked.
- You are not supposed to ask for a drink.
- You are supposed to wait until everyone is served / You are not supposed to start first.
- You shouldn't ask for more.
- You are not supposed to pour yourself a drink.
- You are expected to ask if you can smoke.
- You are not supposed to get up during the meal.
- You are expected to stay until the end of the meal.

**Reading**

- 🔍 Read a magazine article about different eating problems. Match questions (1–9) with paragraphs (A–G) of the text. There are two extra questions that have no answers in any paragraph.

**EATING PROBLEMS**

- A. Many children have problems with eating at some time in their lives. These problems can range from not liking certain food (which happen to most people. To serious eating problems which may come from medical or emotional troubles.
- B. Scientists think eating problems can start in a lot of ways. Some scientists think that you are born with them. Others believe your eating problems are learned from people around you, and from wanting to be like very thin fashion models. Also, people who don't feel in control of their lives turn to eating, as it's one thing they do have power over. Eating problems can also start because of other problems, such as unhappiness at home or school, someone you know dying, or a mixture of these and other things.
- C. It is a medical condition and its proper name is anorexia nervosa. People with anorexia nervosa avoid eating and lose a lot of weight. They often feel fat, even when they are very thin. They may use other ways of staying thin, such as taking laxative tablets (which is dangerous and makes you go to the toilet more often) or by doing too much exercise. They can become very weak, and without special help some people with anorexia die.
- D. It is also a medical condition and its proper name is bulimia nervosa. People with bulimia nervosa eat lots of food (called binge

eating) and then make themselves sick to get rid of what they've eaten. People with bulimia nervosa may not look underweight and so can find it easy to hide their eating problems. Binge eating and vomiting can eventually do serious damage to the teeth, heart, kidneys and muscles.

- E. This is when people eat much more than their bodies need, for a long period of time. Compulsive eating can also start from people using food to comfort or distract themselves. This can lead to someone being overweight and having serious medical problems.
- F. About one in a hundred of teenager girls suffer from eating problems. But some of them have them in a very small way. But the older you get, the more people tend to get eating problems. One in fifty young women and one in five hundred young men suffer from anorexia and bulimia.
- G. Many young people deny they have an eating problem or try to keep it a secret. But the sooner someone accepts that they do have a problem, the easier is for them to get help. You can get help from talking to people and family or a trained helper (called a counselor. You can find counselors by calling Child Line for free on 0800 1111. The Eating Disorder Association youth line is 0845 634 7650 or follow the link to the left.

Which paragraph

- 1. Informs about the number of people with eating problems?
- 2. Gives the information where to address to in case you have eating problems?
- 3. Tells how eating problems appear?
- 4. Point out how important it is to consult a doctor when you have eating problems?
- 5. Speaks about a disease when people try to get rid of what they have eaten?
- 6. Describes a disease when people don't realize they are underweight?
- 7. Describes a medical condition when people turn to eating as a result of their emotions?
- 8. Gives advice how to cope with some eating problems?

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

### Listening and Discussion

👂 Listen to the text and answer the questions.

- 1. How much does Walter weigh?
- 2. How much should he weigh, according to the text?
- 3. How long does he think it will take to lose his extra weight?

4. Until now, what has he usually had for breakfast?
  5. What kind of food is he going to eat now?
  6. What does he spend most of his time doing?
- 🔗 Discussion: “What is the way out of such a situation?”

### ENORMOUS WALTER HAS MORE THAN A SLIM CHANCE OF SUCCESS

Many of us feel we have to lose a bit of weight from time to time, but Walter Hudson thinks it will take him three years to lose his extra kilos — because he’s 380 kilograms overweight.

Enormous Walter, who weighs an astonishing 443 kg, is believed to be the world’s heaviest man. Now, however, the 1.8-metre-tall, 42-year-old New Yorker has decided to go on a diet.

Out will go the thirty-two sausages, half a kilo of bacon, twelve eggs, a loaf of bread, a pot of jam that he’s used to having for breakfast; the eight portions of burgers and chips that he has for lunch and five steaks and whole apple pie that make up an average dinner.

In will come a 1,900-calorie-a-day mix of fruit and nuts. And he’ll have to have more exercise — he’s so huge that he’s left his home only once in twenty-seven years and spends his time lying in bed. He’ll probably need some new interests to take his mind off food and get him out of bed. And we suggest he gives himself target of how much he wants to lose each week. Three years is a long time to be on such a strict diet. Well, Walter, the best of luck!

### Reading

- 🔗 Read a magazine article about the role of diet and exercises. Some parts of the sentences have been removed from the text. Choose from the list (A–G) the most appropriate sentence part for each gap (1–5). There are two extra parts that you do not need to use.

#### *Exercising judgement*

We’ve all heard about the one having to walk from London to Brighton to use the calories in a Mars bar. (1) \_\_, no matter how good exercises may be for us, it won’t help to lose weight.

(2) \_\_ may do more harm than good if it’s the only exercise someone gets. It won’t use many calories and it may mean pulled muscles, and overexertion of a heart that is not used to such activity.

(3) \_\_ taken at the appropriate level can be of real value. Over a period of weeks, the energy it uses is considerable. Quite low levels of exercise help many people to control the amount of food they eat. A lot of people who are very inactive never feel hungry and never feel full. (4) \_\_, but exercise often triggers the feelings of hunger and satiety.

And, perhaps most important of all, exercise makes the muscles in the body work. (5) \_\_, they are likely to stay in good shape.

- A. Chocolate is of no use and
- B. It's true that squash once a week
- C. Such stories suggest that
- D. Great amount of vegetables and fruit
- E. They just go on eating
- F. If they are working
- G. But frequent exercise — at least three times a week

*Keys: 1 C, 2 B, 3 G, 4 E, 5 F.*

### III. Homework

To prepare a project “Health Programme for people suffering from overweight”.

## LESSON 17

### Healthy food

**Objectives:** to practise extensive and intensive reading skills; to develop speaking skills of students through the methods of interactive activity; to develop culture of communication.

#### PROCEDURE

#### I. Warm up

☞ Answer the questionnaire.

- Do you like junk food?
- Do you bring a packed lunch or have lunch at a school canteen?
- How many times a week do you have borsch or soup?
- How often do you eat fast food?
- What would you choose: milk or Cola?
- What food would you advise to eat?
- Do you eat many sweets?

#### II. Main part

##### Vocabulary

##### *Idiomatic Language*

Match the idioms with their definitions.

- |                   |   |
|-------------------|---|
| 1. eat humble pie | a) be extremely hungry                          |
| 2. a melting pot  | b) to admit that you were wrong                 |
| 3. for starters   | c) a place with an exciting mixture of cultures |
| 4. be starving    | d) to begin with                                |

*Keys: 1 b, 2 c, 3 d, 4 a.*

## Reading

### *Work in groups*

The students are divided into two groups. The students of the first group read the text 'Healthy Food and the students of the second group read the text about the importance of health. Then the students of the first group send their representative to the second group and he / she tells them the information about different ways to be healthy. The representative of the second group tells the students about establishing good healthy habits.

### Group 1

☞ Read the text using interactive reading strategies.

#### *While-reading activity*

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

## HEALTHY FOOD

There are many ways to be healthy. One of them is eating healthy food. Eating fresh fruit and vegetables can reduce your chance of getting cancer, diabetes and heart disease. Low-fat meats, beans and nuts are also part of a good nutrition plan.

#### *What are the benefits of eating healthy food?*

- People who eat healthy food, feel and look better.
- They have fewer medical problems and miss less days from work or school.
- People who eat healthy food also feel more energetic and live longer than people who don't.

#### *Is it important to take vitamins?*

- You can get all the vitamins you need from the food you eat, but taking a multi-vitamin once a day is a good idea.
- Multi-vitamins can be taken once a day after eating.
- If you take a multi-vitamin, be sure to check the expiration date on the bottle.

*What kind of bread is healthy?*

- Whole white bread is good to eat.
- We should have at least three ounces of whole grains per day.
- Whole grains can be bread, cereal, crackers, pasta or brown rice.

*How many servings of vegetables should we eat?*

- We should eat 3/4 servings of vegetables a day.
- It is important to eat green and orange vegetables like spinach and carrots every day.
- Fresh vegetables are best, but frozen vegetables are healthy, too.

*How many servings of fruit should we eat?*

- We should eat 3/4 servings of fruit a day.
- Fresh fruit like apples and oranges are best.
- Avoid eating canned fruit because they contain too much sugar.

*What kinds of meat are the best?*

- Low-fat meat like turkey and chicken are good to eat.
- Meat that is low in fat is called lean.
- Meat that is baked has less fat than the meat that is fried.

*Are sweets good for your health?*

- No, sweets are bad for your health.
- Avoid eating too many sweets.
- Buy a juicer and make fresh juice instead.

## Group 2

📖 Read the text using interactive reading strategies.

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

Your health is important. If you want to restore it, or keep it, you must lay a proper foundation. You need to establish good healthy habits now if you want to enjoy living a healthy life for years to come.

1. Start your day with a healthy breakfast. Most of us busy people forget to have the first meal of the day, i.e. BREAKFAST. Contrary to the thought that skipping a meal will help you lose weight,

instead it sends signals to the body to use less calories. So the aim of burning more calories to lose weight is not achieved.

2. Drink plenty of water. Water is truly essential for living. One should drink 8–10 glasses of water every day to flush out the toxins produced in the body.
3. Eat healthy food. Good nutrition is one which enables us to grow well and enjoy good health. We should follow a basic rule while planning our meals. Carbohydrates should form 65–80 % of the diet, fats should be 10–30 % and proteins should be 7–15 %. Vitamins and minerals are included. Each component has a specific role in the body. Include fruit and vegetables in your diet.
4. Incorporate milk, its products and other sources of calcium. Calcium is required for healthy bones teeth and other functions in the body. Studies have proved that incorporating milk products help you lose weight.
5. Keep sugar and caffeine to minimum. A cup of tea is 70 Cal and coffee is 110 Cal. So every time you help yourself with a cup of coffee. Remember: you are adding these calories to your daily intake.

### Speaking

Discuss the following phrase: “We are living in a world today where lemonade is made from artificial flavors and furniture polish is made from real lemons”, said by Alfred E. Newman.

### Reading

- ☞ Read a magazine article about the importance of diet for people. Some parts of the sentences have been removed from the text. Choose from the list (A–H) the most appropriate sentence part for each gap (1–5). There are three extra parts that you do not need to use.

### MORE SLIMMING THAN LOSING WEIGHT

The quickest way to lose weight is to stop eating. (1) \_\_, but it is dangerous, unhealthy and won't help you to retrain your eating habits so you keep weight off permanently.

A lot of slimming diets have been prepared which are effective as much as they control energy intake so, provided you stick to them, you will lose weight. (2) \_\_ to construct a diet that restricts energy intake and contains enough of all vitamins and minerals that are needed.

There's a good plan offering low-calorie diet. (3) \_\_, but also contains enough of all vitamins and minerals to keep you healthy — maybe healthier than you've ever been!

It's not suggested that you should follow the same menu week after week. (4) \_\_, you'll have a good idea what a healthy, low-calorie diet is and, with the help of food labels, will be able to ring the changes for yourself while keeping to about 1,200 kcal for a woman and 1,500 kcal for a man.

The amounts for women are usually smaller than those for men and children. (5) \_\_ add about 300 kcal each day. This could be 1 piece of bread thinly spread with butter or margarine, and 1 medium potato or 50g dry weight rice or pasta.

- A. This 7-day plan is not only low in calories
- B. If you eat more fruit
- C. But, if you do keep to it for 7 days
- D. This is not only unpleasant
- E. Why not keep to this diet and
- F. Men and children need
- G. But it is not so easy
- H. Women are likely to be happy

*Keys: 1 D, 2 G, 3 A, 4 C, 5 F.*

### III. Homework

Prepare for the discussion: 'My attitude to different diets'.

## LESSON 18

### Traditional Ukrainian food

**Objectives:** to revise students' vocabulary on the topic; to develop communicative skills by using active vocabulary; to practice students' reading for gist and for more intensive understanding; to develop students' listening skills.

#### PROCEDURE

##### I. Warm up

Do you know any typical meals from the following countries?

France	Turkey	Italy	England
India	Spain	Mexico	Greece
America	Switzerland	Ukraine	

- What do you think influences a country's food?
- What influences the food in your country?



## II. Main part

### Vocabulary

- ☞ Choose adjectives from the list to describe the foods in the table.  
An adjective may be used more than once.

mild   tender   ripe   fatty   oily   sour   spicy   sweet  
hard   lean   juicy   tough   salty   strong   hot

	apple		meat
	orange		fish
	cheese		curry

- ☞ Find the name of the dishes hidden in the word search below as quickly as you can.

a	c	q	w	e	r	t	y	u	i
b	o	r	s	c	h	u	l	p	o
k	m	j	o	k	a	s	h	a	h
x	p	z	u	s	l	v	d	g	f
c	o	v	p	b	u	a	n	m	n
q	t	a	z	x	s	r	c	v	v
w	e	s	x	d	h	e	c	v	b
f	g	h	j	k	k	n	l	m	n
d	s	a	q	w	y	y	e	r	t
g	j	k	l	p	o	k	i	u	y
f	d	s	a	c	x	y	z	v	w

### Reading

#### *Pre-reading activity*

- ☞ Try to predict if the following sentences are true or false.
- Getting into a healthier pattern of eating is not at all easy, but it is worth it.
  - Although healthy food is dearer than ordinary food, it is just as easy to prepare.
  - We should change our eating pattern regardless of how expensive healthy food is or how much we dislike it.
  - It is all right to take one's time over changing eating patterns.
  - You will only lose weight if you eat less.

*While-reading activity*

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

**WHAT EVERYBODY NEEDS**

Healthy eating — why bother?

To eat healthily is not a 'bother' — as this leaflet sets out to show. It is worth getting into a healthier pattern of eating.

We would feel fitter for it, and it would help to reduce the risk of heart disease, high blood pressure and certain forms of cancer.

The problem is: what changes do we make?

We should:

- Eat less fat — to reduce the risk of heart disease.
- Eat less sugar — to help stop us being overweight.
- Eat less salt — to reduce the risk of high blood pressure.
- Eat more fibre — to improve our digestive systems.

**WHAT IS HEALTHY EATING?**

Eating food that is best for our health should not be boring, time-consuming or expensive.

What we eat has to be balanced against practical consideration — price, availability, personal taste, lifestyle.

The sort of changes we might start with are:

Grill food rather than fry them to reduce fat.

Put one less spoonful of sugar in tea and coffee.

Add less salt to food.

Change from white bread to wholemeal to increase fibre intake.

*Post-reading activity*

☞ Check your predictions.

1. Getting into a healthier pattern of eating is not at all easy, but it is worth it.
2. Although healthy food is dearer than ordinary food, it is just as easy to prepare.
3. We should change our eating pattern regardless of how expensive healthy food is or how much we dislike it.

4. It is all right to take one's time over changing eating patterns.
5. You will only lose weight if you eat less.

### Listening

- 👂 Listen to the text and do some tasks.

#### HOW CAN CLIMATE INFLUENCE THE MEAL

In southern countries where there is a lot of sunlight and it's usually hot many people like eating their meals in the fresh air. In these areas people often eat under trees or big umbrellas during the day because the heat is generally very strong, while in the evening they eat under the moon and stars, which produces a romantic effect on people. This, for example, is often done in Italy. The restaurants put tables in the gardens or in the street and most people eat there, not inside the restaurant. Renato was born in Italy and lived in a small town on the sea coast. When he was 32, he moved to London and bought a restaurant there. At first, London seemed huge, grey and unfriendly to him. But by and by, he began to like this city though he couldn't forget Italy and his home town. So, it is not surprising that one day he put some of his tables out in the street. As you know, it rains much more in England than it does in Italy. That's why Renato's idea was not really good and didn't work. What happened to Mr. Jenkins, a Londoner, one rainy afternoon proves it. Mr. Jenkins went to Renato's restaurant and in the evening he said to his wife". I had lunch at that new Italian restaurant and it rained all the time. It took me 25 minutes to drink soup!"

#### Variant 1

Insert the necessary words:

1. In southern countries there is a lot of
  - a) sunlight
  - b) fog
  - c) sun shines
  - d) the sun is shining
2. Many people like eating their meals in
  - a) in the forest
  - b) in the afternoon
  - c) in the restaurant
  - d) the fresh air
3. People often eat under trees or big umbrellas because
  - a) the wind is very strong
  - b) they like to breath fresh air
  - c) the heat is generally very strong
  - d) they enjoy fruit and vegetables

4. The restaurants put \_\_\_ in the gardens or in the streets
  - a) cafes
  - b) meals
  - c) tables
  - d) bills
5. At first, London seemed \_\_\_, \_\_\_ and \_\_\_ to him.
  - a) huge, small and unfriendly
  - b) large, grey and friendly
  - c) big, grey and unfriendly
  - d) huge, grey and unfriendly
6. It took Mr. Jenkins \_\_\_ minutes to \_\_\_ his soup
  - a) 30, eat
  - b) 25, drink
  - c) 32, have
  - d) 35, eat

*Keys:* 1 a, 2 d, 3 c, 4 c, 5 d, 6 b.

#### V a r i a n t 2

Fill in the gaps:

1. \_\_\_ and \_\_\_ produce romantic effect.
  - a) The sun and the moon
  - b) The wind and the sun
  - c) The moon and the stars
  - d) The sea and the air
2. Renato was \_\_\_ in Italy.
  - a) lived
  - b) born
  - c) travelled
  - d) moved
3. He moved to London when he was \_\_\_\_\_.
  - a) 32
  - b) 30
  - c) 35
  - d) 42
4. Renato's idea was \_\_\_\_\_.
  - a) surprising indeed
  - b) good though he liked it
  - c) not surprising
  - d) not really good
5. \_\_\_\_\_ didn't work.
  - a) Renato's idea
  - b) Renato's restaurant
  - c) Renato's wife
  - d) Renato's table

6. One rainy \_\_ Mr. Jenkins went to the restaurant
- a) day
  - b) afternoon
  - c) morning
  - d) evening

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

### Reading

- ✎ Read the text and retell it in chain: P1—P2—P3... (only one sentence).

### UKRAINIAN FOOD

We, Ukrainians, like to eat a lot of good tasty food cooked or fresh products. Fruit and vegetables, grown under the hot sun in rich Ukrainian soil often without any chemical fertile, have natural taste of real nature products. Since old times Ukrainian national cooking is famous for great variety of tasty and useful dishes. They are good for health because they combine almost everything the human body needs to be healthy. For example, the most popular soup, called borsch, has up to 20 components. A big plate of good borsch gives the person almost all elements and enough energy for half of a working day or so. So many Ukrainians prefer to eat borsch before hard work.

Ukrainian traditional food and drinks are very interesting from medical point of view. Doctors say that a person, who keeps old Ukrainian traditions in meals, gets everything he needs for health and fruitful mental and physical work. Traditional combinations of products supply the body and brain with all necessary elements and help the body to process meals on the best way.

There is a good Ukrainian tradition to share receipts even with unknown people if they are interested how to cook this or that. Soup is an essential dinner dish. The most popular traditional types of soups are borsch, kapustniak, kulish, yushka and milk soup. In Ukraine we say, "Each hostess has her borsch" because there is a lot of variants to cook it.

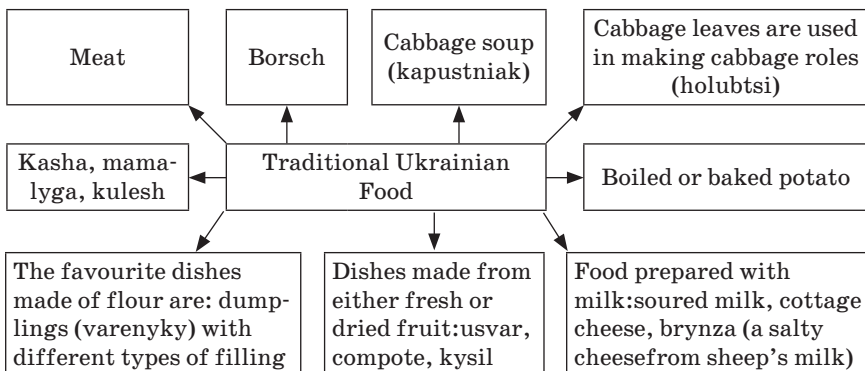
Yushka is a soup with potatoes or other vegetables, corns, beans, galushkas, macaroni or noodles. In Polissia and Volyn mushroom yushka is very popular. It is dark brown in colour, served cold and has original pleasant taste.

### Speaking

#### *Work in pairs*

Imagine your English pen-friend has come to Ukraine and you tell him every thing about meals in our country. The student from Great

Britain asks you questions as for traditional Ukrainian food. The table will help you.



### III. Homework

To write a short account of Ukrainian food

## LESSON 19

### British food and traditions

**Objectives:** to practise reading for gist and then for more intensive reading; to practise prediction and extensive listening for specific information.

**Epigraph:** “On the Continent people have good food, in England people have table manners”. (*George Mikes, a writer and humorist*)

### PROCEDURE

#### I. Warm up

☞ Comment on some lines from the magazine *Modern English* and try to predict the topic of the lesson.

“The English are not interested in food. Their food is standardized, and, in general, rather dull and unimaginative. Take, for example, the way of cooking vegetables. The English housewife simply boils them in the salt water. But now many British housewives do not even find time to boil fresh vegetables. They leave their homes and kitchens to go and work. They are not ashamed to use frozen, canned or pre-cooked food — simply because it saves time.

#### II. Main part

##### Vocabulary

☞ Look at the following group of words. Which four of the surrounding words cannot go with the noun ‘food’.

disgusting  
delicious      tasteless  
boiled      tasteful  
fresh      plain  
rich      FOOD.      tasty  
fast      frozen  
wealthy      starving  
disgusted      vegetarian  
home-grown

## Reading

### Pre-reading task

- ☞ Read these quotations about English food. Do all the people have the same opinion about English food?
- ‘It takes some skill to spoil a breakfast — even the English can’t do id! (*J. K. Galbraith, economist*)
  - If the English can survive their food, they can survive anything’ (*George Bernard Shaw, writer*)
  - Even today, well-brought English girls are taught to boil all vegetables for at least a month and a half, just in case one of the dinner guests comes without his teeth!’ (*Calvin Trillin, American writer*)
  - “English cooking? You just put things into boiling water and then take them out again after a long while!” (*An anonymous French chef*)

### While-reading task

- ☞ Read the text quickly. Match a paragraph 1–5 with a summary below.
- Historical and climatic influences on British cooking.
  - There’s everything except an English restaurant.
  - The legacy of World War II.
  - Where there is hope for the future
  - The British love affair with international cooking.

### Post-reading task. Comprehension check

- ☞ Read the article more carefully. Choose the best answer (a, b, c).
1. The writers believe that British cooking \_\_\_\_ .
    - a) has always been very bad.
    - b) was good until World War II.
    - c) is good because it is so international.
  2. They say the British \_\_\_\_ .
    - a) eat only traditional British food in their homes.
    - b) don’t like cooking with foreign ingredients.
    - c) buy lots of foreign ingredients.

3. They say the British weather \_\_\_\_ .
  - a) enables the British to produce good quality food.
  - b) often ruins fruit and vegetables.
  - c) is not such an important influence on British food as foreign trade.
4. They say that World War II had a great influence on British cooking because \_\_\_\_ .
  - a) Traditional British cooking was rediscovered and some good cheap recipes were produced.
  - b) people had limitless supplies of home-grown food.
  - c) people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.
5. They say that \_\_\_\_ .
  - a) British try lots of new dishes when they are abroad.
  - b) nowadays it is very unusual for British people to cook British food.
  - c) literature and language are more culturally important than food.
6. The writers' final conclusion about British cooking is that \_\_\_\_ .
  - a) there is no hope.
  - b) you will only be able to get British food in expensive restaurants.
  - c) you will be able to get more good traditional British dishes, especially in pubs.

#### IN SEARCH OF ENGLISH FOOD

1. How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, or Italian — but where are the English restaurants?
2. It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagna instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the end of the 20th century and we can get ingredients from all over the world in



just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding 'No', but understand this, we have to go back to before World War II.

3. The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language absorbed ingredients from all over the world — chickens, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cook was of course the weather. The good old British rain gives us rich and green grass, and means that we are able to produce some of the finest varieties-of meat, a fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.
4. However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!
5. However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world!

*By Verona Paul and Jason Winner*

### III. Listening

#### *Pre-listening task*

☞ Try to predict the answers to these questions and after listening to the small text check if you were right or not.

1. When do English people drink tea?
2. They never drink tea at work, do they?
3. What do the English usually have at tea-time?
4. What do the English usually have for “high tea”?
5. The English drink tea both from cups and glasses, don’t they?
6. How is tea with lemon called in England?

English people drink a lot of tea. Some English people have tea for breakfast, tea in the middle of the morning, tea after dinner, tea in the middle of the afternoon, tea at tea-time and tea with supper.

At work they take five or ten minutes in the middle of the morning and afternoon to have a cup of tea.

At tea-time they have one, two, three or more cups of tea, bread and butter, or cakes.

Some English families have “high tea” or “big tea” and no supper. For “high tea” they may have meat, bread and butter, cakes and, of course, a lot of tea.

The English always drink tea out of cups, never out of glasses. In England people usually drink tea with sugar and milk. The tea with lemon is called “Russian tea” in England.

#### *Post-listening task*

☞ Check your answers.

1. When do English people drink tea?
2. They never drink tea at work, do they?
3. What do the English usually have at tea-time?
4. What do the English usually have for “high tea”?
5. The English drink tea both from cups and glasses, don’t they?
6. How is tea with lemon called in England?

☞ Find definitions to different kinds of tea.

1. Herbal tea
  2. High tea
  3. Beef tea
  4. Green tea
  5. Cream tea
- a) A meal consisting of cooked food, bread, and butter and cakes, usually with tea to drink, eaten in the late afternoon or early evening instead of dinner.

- b) A drink made from dried herbs and hot water.
- c) A pale tea made from leaves that have been fried but not fermented.
- d) A special meal eaten in the afternoon, consisting of tea with scones, jam and thick cream.
- e) A hot drink made by boiling beef in water. It used to be given to people who were sick.

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

## Reading

### Cloze test

- ☞ Each eighth word in the text is omitted. Try to guess it.

### TEA LEAVES

Many years ago tea was unknown in \_\_ (European) countries. Many people didn't even know the \_\_ (word) "tea", though drinking tea was very popular \_\_ (in) the East. Once, a young sailor came \_\_ (back) from India. He was the only son \_\_ of) an old woman and every time he \_\_ (returned) to Great Britain from a far-away country \_\_ (he) brought his mother a gift. Of course, \_\_ (he) tried to bring her something unusual, that \_\_ (she) could show to her friends. This time \_\_ (he) brought her a box of tea. The \_\_ (old) woman didn't know anything about tea, but \_\_ (she) liked the smell, and invited all her \_\_ (friends) to come and try it.

When her \_\_ (guests) arrived, she invited them to the dining \_\_ (table. The old woman treated them to cakes, \_\_ (fruit) and tea-leaves. When the sailor entered the \_\_ (room) and saw a big plate filled with \_\_ (tea-leave), he understood everything. He smiled when he \_\_ (saw) his mother's friends eating tea-leaves with butt \_\_ (and) salt. They pretended they like it, but \_\_ (it) was clear they didn't enjoy eating leaves.

\_\_ (Where) is the tea, Mother?" the sailor asked. \_\_ (His) mother pointed to the plate in the \_\_ (middle) of the table. "No, this is only \_\_ (the) leaves of the tea", the sailor said \_\_ ("Where) is the water?"

"The waster!?" his mother \_\_ (said). "I threw the water away, of course".

## III. Homework

Comment on these words: "English cooking? You just put things into boiling water and then take them out again after a short while" (*An anonymous French cook*)

## LESSON 20

### How to make a traditional dish

**Objectives:** to practise writing the recipes of the traditional Ukrainian and English food; — to develop students' cognitive and creative skills; to foster learners' spoken habits.

**Epigraph:** "When baking, follow directions, When cooking, go by your own taste". (*Laiko Barhs*)

### PROCEDURE

#### I. Warm up

☞ Answer the questions:

1. What dishes is your country famous for?
2. What dishes are other countries famous for?
3. What kind of food is eaten a lot?
4. What is a balanced diet?
5. How did diet effect your health?

#### II. Main part

##### Reading

☞ Read the text about the Ukrainian borsch with pampushkas (dumplings). Some sentences have been removed from the text. The task is to fill the gaps with the sentences from the list (A–F).

#### UKRAINIAN BORSCH WITH PAMPUSHKAS (DUMPLINGS).

(1) \_\_ . Add some salt, vinegar essence, tomato sauce, sugar, sauté the ingredients till they get half-done. Onions carrots and parsley should be cut and roused in butter. (2) \_\_ . When the contents start to boil, put in the prepared vegetables, the gently sauteed and diluted with the cold stock flour, bay leaves, and pepper.

(3) \_\_ . Put some sour cream curdled together with the finely cut greenery into the plate. (4) \_\_ .

Recipe for making pampushkas: take flour, sugar, diluted in warm water leaven (yeast), some vegetable oil. (5) \_\_ Grate garlic with salt, add some vegetable oil, boiled water, stir the mixture and pour the resulting sauce over the baked rolls. (6) \_\_ .

- A. From this dough bake tiny round rolls.
- B. The well-done borsch should be thickened with pounded grease and cloves of garlic.
- C. Cut beets into fine slices (like French fries)

- D. Enjoy Ukrainian borsch with pampushkas.
  - E. Serve the table with pampushkas.
  - F. Put segment-cut potato into the simmering stock and cook till it gets half-done, add some cabbage.
- Keys: 1 C, 2 F, 3 B, 4 E, 5 A, 6 D.*

### Writing

#### *Work in groups / pairs*

Imagine that a foreign friend asked you for the recipe of a typical national dish that is a specialty of your country, which he or she can prepare easily. Decide on a suitable national dish. What ingredients are needed and are they obtained abroad? How is it made, step by step? Why have you chosen this particular dish?

Students write down the recipes of the traditional Ukrainian and English food and invite then guests to taste them.

### UKRAINIAN KASHA

#### Ingredients:

- 1egg beaten
- 1 cup kasha (buckwheat grouts)
- 0.25 cup butter cut in pieces
- 2.25 chicken broth
- 0.75 teaspoonful salt
- 0.25 teaspoonful pepper.

#### Steps:

1. Put an egg and kasha in medium bowl. Mix well.
2. Put a large frying pan over medium heat. Add kasha.
3. Cook, stirring constantly, until kasha is toasted and dried out.
4. Add rest of the ingredients.
5. Cover pan. Simmer for 15 minutes.
6. Stir occasionally.
7. Cook until kasha has absorbed liquid. Add water if necessary.
8. Fluff with a fork. Serve hot.

### SOME RECIPES OF THE MOST COMMON ENGLISH FOOD

*Prawn toasts* are deservedly popular. This recipe makes about 20 toasts. Chop finely 50g cooked, peeled prawns and mix well with 125 g minced pork, 2 crushed garlic clones, 2 tbsp fresh chopped coriander, 5 finely chopped spring onions, a lightly beaten egg white, 2 tsp fish sauce and black pepper.

Spread mixture evenly to cover slices of stale white bread. Remove crusts. Cut each slice into four triangles.

Heat 7,5 ch vegetable oil in a deep pan and fry a few at a time, meat side down, for 2 minutes. Turn over and fry the other side until golden all over.

*Walnut kisses* (a useful recipe for any left-over egg whites). Mix egg whites and icing sugar together with a whisk over a pan of not water. Remove from the heat and continue whisking until thick and soft peaks form between the mixture and the beater. Then mix in the roughly chopped walnuts and arrange on a greased baking tray using half a teaspoonful of the mixture at a time. Place in a preheated oven (130°C) and bake for 30–35 minutes. The biscuits should rise, turn golden brown and become hollow inside. Walnut kisses are very delicious and well-stored.

### Relaxation

#### TONGUE TWISTER

Betty Botta bought some butter.

“But”, she said, “This butter’s bitter”.

“But a bit of bitter butter

Will make my batter better!”

So she bought a bit of butter

Better than the bitter butter.

And it made her batter better.

Si it was better Betty Botta

Bought a bit of better butter

### Project Work “A New Product”

#### 1. Read the text.

An International food company, Stella Foods Ltd, is preparing to launch three new products: a soft drink, a yogurt and an ice cream, all with new fruity flavours. As part of its market research, the company has invited different groups to give their opinions on how to launch the products.

2. Then divide into groups of four or five and choose one of the products to discuss. Each group then chooses a person to chair the meeting and another to be the secretary and record the decisions. Work through the agenda for the meeting and discuss each point in turn.
3. Discuss and write the script for a one-minute radio or TV commercial for your product. Perform your commercial for the class.
4. Write a summary of your decision to give to the company.

#### AGENDA FOR DISCUSSION

#### 1. Flavour

Choose of fruit flavour (or combination of flavours) for the product.

2. Comparison with other products  
In what way is it different from other similar products?
3. Packaging  
How would you package and present it?
3. Name  
What would be a good name for it?
4. Consumers  
Who do you think would buy it?
4. Price  
How much do you think it should cost?
5. Advertising  
How and where would you advertise it?

### III. Homework

Write a letter to your pen-friend who asked you for the recipe of a national Ukrainian dish.

## LESSON 21

### Grammar in Games. Structure *Will* or *going to* +Infinitive

**Objectives:** to present and practice structure *Will* or *going to* +Infinitive.

**Epigraph:** “Grammar is the art of putting the right words in the right place”.

### PROCEDURE

#### Main part

#### Presentation

We use *will*:

1. To make prediction based on opinions or beliefs.
2. To take a sudden decision at the moment of speaking (this can be making an offer or describing an intention).
3. To express intensions, promises and offers.
4. To make a request or invitation.

We use *to be going to*:

1. To make a prediction about a future even because of something we can notice now.
2. To express an intension to do something.

*Will + Present Simple after when, before and as soon as*

🔗 Complete these sentences with the verbs in brackets in the correct tense.

1. We (have) our meal in the kitchen as soon as it (be) ready.
2. I (get) some flowers as soon as I (see) a flower stand.
3. We (have) a 'farewell' party for you before you (go) to university.
4. Before I (go) I ((help) you with the washing up.
5. I (give) Mary the letter when I (see) her this evening.
6. When I (find) the TV programme guide I (tell) you what's on TV.

*To be going to for intention*

🔗 Complete these sentences with your own ideas

1. When I've finished this exercise. I \_\_ ('m going to watch television).
2. When I go home after school I \_\_ .
3. When we have time, my friends and I \_\_ together.
4. Are we \_\_ next time we have a party?
5. Bad news! My parents \_\_ because it costs a lot of money.
6. When I see \_\_ next I \_\_ .

🔗 Write the correct form *to be going to* or *will*

- A. Don't forget, it's Jo's birthday tomorrow.
  - B. Is it? OK, I \_\_ ('ll) send her a card this afternoon.
  - A. What are your plans for the summer?
  - B. We \_\_ ('re going to) spend the whole summer by the sea.
1. Oh no, look at the child. She \_\_ ('s going to) fall off her bike!
  2. I think Ruth \_\_ (will) pass her exams without much difficulty.
  3. Those bags look heavy. I \_\_ (will) carry one of them.
  4. A. Now don't forget to phone us.  
B. Don't worry. I \_\_ (will) phone every day.
  7. If my grades are good, I \_\_ (will) get place at university.
  8. Millions of people \_\_ (will) die of hunger again next year.

🔗 Complete the table using all the sentences from the exercise above.

going to	1. Predictions about the future from evidence in the present	Look at the child. She's going to fall off her bike!
	2. Future plans decided before the time of speaking	We're going to spend the whole summer by the sea
will	3. Predictions about the future	I think Ruth will pass her exams without much difficulty
	4. Sudden decision made at the moment of speaking	I'll send her a card this afternoon
	5. Promises	I will phone every day
	6. Offers	I will carry one of them



will	7. With clauses of time and condition	I will get place at university
	8. Statements of fact about the future	Millions of people will die of hunger again next year

### Game. Good Intentions

#### *How to use the game*

This game may be played with any number of students. Copy the “good intentions” for every student in the class. Give out the forms to the students. Ask them to imagine it’s a New Year’s Eve and they are making their resolutions for the New Year.

Ask them to tick off on the form the resolutions they are making for themselves and to add one more personal resolution on the last line.

Then ask them to go around the class asking other students about their resolutions and telling them about their own.

*The object of the game is to find someone with at least three resolutions that are the same as yours.*

When the students have found their match, ask them to sit down together and imagine the time is one year later. Ask them to tell each other what they succeeded in doing and what they were going to do, but didn’t.

#### *Next year I’m going to:*

give up smoking

give up drinking

give up eating chocolate

work harder

work less

be a nicer person

stop shouting at my mum / dad / husband / wife / girlfriend /

boyfriend / sister / brother

lose weight

decorate the house

be tidier

do more exercise

travel more

read more

read more

be more punctual

watch less TV

be more decisive

be more relaxed

*and I’m going to...*

**Mini-Test**

🔗 Complete the sentences with the correct form of the verbs in brackets *going to* or *will*

**Peter.** In the summer holidays I \_\_\_ (am going to) (help) my mum in her computer shop.

**Laura.** What \_\_\_ (are you going to do) (you do)?

**Peter.** I don't know exactly. I probably \_\_\_ (won't do) (not do) anything difficult. Maybe I (play) computer games in the shop, so customers can come and watch, like I did last year.

**Laura.** And how long \_\_\_ (are you going to play) (you play) computer games? All day?

**Peter.** Oh, no! I \_\_\_ ('ll have) (have) lunch for about two hours. And then at four I \_\_\_ ('ll stop) (stop) for tea...

**Laura.** Peter! Well, I (not spend) my time like that, in the holidays I \_\_\_ (am going to work) work hard. But maybe \_\_\_ ('ll come) (come) and have lunch with you, one day!

🔗 Complete the sentences using cues.

1. Look at the clouds. \_\_\_ (It s going to rain) (It / rain).
2. I think that in a hundred years' time every big city \_\_\_ . (will have five airports) (have five airports)
3. Our team is playing very badly. \_\_\_ this game. (We aren't going to win) (we / not win)
4. Look at this ice. \_\_\_ to the top of the mountain, so let's go 'back (We aren't going to get) (We / not get).
5. I don't think my family \_\_\_ in this city when I go to the university. (will stay) (stay)
6. Because people are living longer there \_\_\_ (are going to be) more old people in the future. (Be)
7. All mobile phones \_\_\_ (will have) a 3D image by 2011. (Have)
8. I don't think we \_\_\_ (will solve) all our pollution problems in the future. (Solve)

**III. Homework**

Make up a short story using structure *Will* or *going to* +Infinitive.

**LESSON 22****Home Reading**

# NATURE AND WEATHER

## LESSON 23

### Global issues

**Objectives:** to present the vocabulary on the topic ‘Global issues’; to practice listening for gist; to provide opportunities for developing learners’ speaking skills (work in pairs and groups).

### PROCEDURE

#### I. Warm up

What are the major problems facing humanity in the twenty-first century: global warming, natural disasters, deforestation and the destruction of habitats, rising population and problems of food distribution, the widening gap between rich and poor people?

#### II. Main part

##### Vocabulary

##### *Key words*

- deforestation — the act of cutting down large area of forest;
- the destruction of habitats — the destruction of where wildlife lives as a result of deforestation;
- global warming — a group of animals having similar characteristic, able to breed with each other but not with other groups, that is in danger;
- famine — a serious situation in when there is very little food;
- flooding — a great overflow of water onto a place that is usually dry;
- global warming — raising of the temperature of the earth’s atmosphere caused by burning of fossil fuels and increased amount of gases such as carbon dioxide;
- the greenhouse effect — the warming of the earth’s atmosphere;
- natural disaster — terrible accident concerned with nature;
- overpopulation — the situation in which there are too many people living in a place.

Which of these issues are ‘environmental’ and which are ‘human’? Which are both?

## Listening

👂 Listen to three stories and identify the issues.

1

A new report has just been published confirming global climate change. For the last twenty-two years temperatures have been above average and the temperature has risen steadily since 1910, owing to the increased burning of fossil fuels and emissions of carbon dioxide — the famous greenhouse effect. The increase in the twentieth century was only  $0.6^{\circ}\text{C}$ , but this has actually meant major changes in climate. North America has regularly had temperatures higher than usual and both the Arctic and Antarctic ice caps are melting. The latest computer forecast predicts that the global warming could speed up and meteorologists predict an increase of  $6^{\circ}\text{C}$  in the twenty-first century. This will have unforeseen consequences for the future. (Global warming)

2

Statistics have just been released showing the number of endangered species on the 'red list', that is species on the brink of extinction. This list has grown dramatically in the last few years. Over a quarter of the world's reptiles and the fifth if the world's amphibians are all threatened by the destructions of their habitats. Eleven species of mammals are in danger and these include tigers, whose population is down to 5,000, and giant pandas, whose population is around 1,000 owing to deforestation. However, there is some good news. The white rhino, which in 1970 was on the verge of extinction with only 200 animals left, has now recovered, and there are now 11,000 white rhino in the world. (Endangered species)

3

The pupils of Uckfield Community College were enjoying the applause for their performance of the musical *Captain Noar and His Floating Zoo* — which features the song 'Let it rain, let it rain' — when the heavens opened. By yesterday morning twelve centimeters of rain had fallen overnight and their picturesque town in East Sussex was waist deep in muddy floodwater and sewage. All day long emergency workers rescued men, women and children from the flood. The people of Uckfield had been awoken by the frightening sounds of breaking glass and rushing water as the River Uck burst its banks and flooded the town. (Flooding)

👂 What do these figures refer to?

1.  $0.6^{\circ}\text{C}$  — (temperature increase in the 20th century)
2.  $6^{\circ}\text{C}$  — (the predicted increase in global warming in the 21st century)

3. 5,000 — (tiger population)
4. 11,000 — (number of white rhinos in the wild)
5. 12 cm — (overnight rainfall)

👉 Retell the text in chain.

### Speaking

#### *Work in pairs*

👉 Talk about the global issues. Which issue do you think is the most important for the 21st century.

These figures are written on the board.

61%      10°C      6,345      3 billion      5 cm      56.5%

Students work in pairs and practise saying figures to each other.

#### *Work in groups*

The teacher asks the students to look back at the Key Words and describe an example of two of the Key Words that have occurred in recent times in different parts of the world.

The students work on groups. Each group then tells the class about their examples. If more than one group have chosen the same example, the class can see how similar or different the descriptions are.

### III. Homework

To prepare for the discussion “The major problems the humanity is facing in the twenty-first century”.

## LESSON 24

### Natural disasters

**Objectives:** to present the vocabulary of natural disasters; to develop learners’ reading skills through the methods of interactive reading; to revise some grammatical terms; practise speaking about natural disasters.

#### PROCEDURE

#### I. Main part

##### Vocabulary

##### *Key words Disasters*

- Avalanche — a large amount of snow, rocks or soil that falls down a mountain
- Cyclone — a violent tropical wind that moves in circles round a calm area
- Drought — a long period of dry weather so that there isn’t enough water

- Earthquake — a sudden, violent shaking of the earth's surface
- Flood — a great overflow of water onto a place that is usually dry
- Hurricane — a storm with a very strong and fast wind
- Landslide — a sudden large fall of rocks or soil down a hillside
- Volcanic eruption — the situation when steam or lava escapes from a volcano
- Windstorm — a very violent wind

### Reading

#### *While-reading activity*

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

### NATURAL DISASTERS BY JOHN RUSSELL

Natural disasters take many different forms and can happen without warning. Earthquakes, floods, volcanoes, drought, typhoons and hurricanes are all natural disasters. The earthquake of 26 December 2004 resulted in one of the worst natural disasters in living memory. It was a massive underwater quake and occurred in the Indian Ocean. This caused a huge tidal wave (a tsunami) to cross the Indian Ocean. It destroyed coastlines and communities and brought death and destruction to many people. Thousands of people were killed as the wave travelled miles across the ocean to distant beaches. Whole families were swept out to sea or drowned as the sea invaded the land. The survivors need fresh water, food and shelter as well as medical help. People from all over the world are giving money so that towns and villages can be rebuilt.

#### Why do earthquakes happen?

The surface of the earth has not always looked as it does today; it is moving continuously (although very slowly) and has done so for billions of years. This is one cause of earthquakes, when one section the earth (tectonic plate) collides with another. Scientists can predict where (but not when) this might happen and the area between plates is called a fault line. On one fault line in Kobe, Japan, in 1923 over 200,000 people were killed. However, earthquakes do not always happen on fault lines, which is why they are so dangerous and unpredictable.

Where do volcanoes happen?

Volcanoes happen where the earth's crust is thin — lava, dust and gases burst out (erupt) from beneath the earth. They can rise into a massive cone shape — like a mountain — and erupt or they can be so violent that they just explode directly from the earth with no warning. There are 1,511 active volcanoes in the world. This means that they may still be dangerous. In 1985 the massive Colombian volcano Nevado del Ruiz erupted. The lava melted a glacier and sent tons of mud down the town of Armero below. Twenty thousand people died.

Can we predict earthquakes and volcanoes?

Natural disasters like volcanoes are often unpredictable. We do not know when they might happen, or even where they will happen. In the future, scientists may be able to watch and predict events before they happen. This could save many lives. In South America, scientists predicted the eruption of Popocatepetl. Tens of thousands of people — were safely moved just before the biggest eruption of the volcano for a thousand years. No one was hurt.

What is the difference between a hurricane and a tornado?

Hurricanes are extremely strong storms and often happen in the Caribbean. They cause high winds, huge waves, and heavy flooding and can be hundreds of miles across. In 1998, Hurricane Gilbert produced 160 mile an hour winds. It killed 318 people, and destroyed much of Jamaica. Tornadoes or twisters are very strong spinning winds. They can move objects as big as a car and can blow buildings down. These are very common in West Africa and certain areas of the USA.

Can too much rain cause problems...

Floods happen in many countries after very heavy rainfall. When rain pours for weeks at a time, rivers overflow and people and property can be trapped or simply washed away. Since 1998, more than 30 people have drowned in floods in Britain. Flooding in Bangladesh caused 1,300 deaths in 1989; another natural disaster.

Another kind of natural disaster is a drought. This happens when there is no water — when it doesn't rain for a long time and rivers dry up. Plants, animals and even humans die as a result of drought, for we all need water to live. Many countries today suffer from drought. This causes crops to fail, animals to die and sadly, people to starve.

Which is the most dangerous natural disaster?

All the disasters mentioned above are very dangerous and continue to kill thousands of people each year, but they are nowhere near the most dangerous disaster to ever happen on earth. One type of event in the earth's history has regularly killed millions of beings: asteroid impacts. About once every million years the earth is hit by a piece of rock

and ice from space large enough to cause massive destruction (including earthquakes, volcanoes and ice ages) and sometimes to kill entire species. Sixty-five million years ago more than half the earth's species were killed by such an impact (including all the dinosaurs).

Disasters on the earth may seem dangerous, but the biggest threat to humans is likely to come from space.

☞ See if you can find these words in the grid. They can be horizontal, vertical and backwards.

D_NG_RO_S	(dangerous)
N_T_R_L	(natural)
E_RT_Q_AKE.	(earthquake)
C_CL__NE.	(cyclone)
V_LC_NQ_	(volcano)
H_RR_C_NE.	(hurricane)
F_O_DS	(floods)
DR__G_T	(drought)

O	N	A	C	L	O	V	Q	F	H	E
E	N	O	L	C	Y	C	W	L	U	A
T	Y	D	U	A	S	D	E	O	R	R
K	J	R	H	H	G	F	R	O	R	T
S	U	O	R	E	G	N	A	D	I	H
K	L	U	M	N	B	V	C	S	C	Q
Y	T	G	R	E	W	Q	Z	X	A	U
U	J	H	L	A	R	U	T	A	N	A
K	J	T	H	G	F	D	S	A	E	K
A	S	D	F	G	H	J	K	L	O	E
R	W	M	N	B	B	V	C	X	I	A

## Speaking

### DISASTERS

- What emotions do you experience when you witness a disaster? How do you feel?

Everybody	who witnessed	natural disaster	felt awful
Each person	(has ever)	man-made	felt exhausted
	seen / saw	a hurricane	felt embarrassed
	experienced	floods	felt shocked
		explosions	felt nervous
		an earthquake	felt angry
		had a frightened experience	



2. How do you save yourself in case of a shipwreck / an earthquake / a fire?

If	flames	burst	you	should	use an alarm button
	a house		we		call for help
	a train				use a life belt
	a hurricane				cut ropes
					use a torch
					use a whistle
					use a fire extinguisher

### Listening

- 👂 Listen to the text about the flood and put the events (A–F) in the right order.

### FLOOD

Flood is a body of water that covers normally dry land. Most floods are harmful. They may destroy homes and other property and even carry off the topsoil, leaving the land barren. Sudden and violent floods, which leave little time to prepare, may bring huge losses. Rivers, lakes, or seas may flood the land. River floods are more common, though lake and seacoast floods can be more serious.

However, sometimes floods may be helpful. For example, the yearly floods of the Nile River built up the plains of Egypt and made the Nile Valley one of the most fertile regions in the world.

These floods brought fertile soil from lands far to the south and deposited the soil on the Egyptian plains.

Most rivers overflow their normal channels about once every two years. When a river overflows land where people live, it causes a flood. Common cases of river floods include too much rain at one time and sudden melting of snow and ice.

Under such conditions, rivers may receive more than 10 times as much water as their beds can hold. Heavy rains, sometimes from thunderstorms, can produce flash floods if small rivers or streams rise suddenly and overflow. Flash floods occur chiefly in mountainous areas and do not allow much time for people to be warned of danger.

A flash flood at Rapid City, South Dakota, in 1972 killed 238 people along the Rapid Creek. Minor causes of flooding include bridges, piers, filled land, sand bars, and other obstacles to river waters.

In 1993 heavy rains in Midwest for about two months resulted in flooding along the upper Mississippi and the Missouri river system. The flood caused about 15 billion USD worth of damage and forced about 75,000 people from their homes.

The Huang He (the Yellow River) in China is known for its tendency to overflow its banks. The river has been called “China’s sorrow” because its floods cause such a great destruction. The worst Huang He flood ever recorded occurred in 1887. Nearly a million of people died in China after the river overflowed its banks.

- A. Flash floods occur chiefly in mountainous areas and do not allow much time for people to be warned of danger.
- B. The yearly floods of the Nile River built up the plains of Egypt and made the Nile Valley one of the most fertile regions in the world.
- C. Flood is water that covers dry land.
- D. The Huang He in China overflows its banks causing a great destruction.
- E. Much rain and sudden melting of snow and ice cause river floods.
- F. Heavy rain for about two months in Midwest resulted in flooding and 15 billion USD worth of damage.

### Grammar

- 🔗 Read the text and choose the best option (a–d) for each gap.

#### FLOODS IN CENTRAL EUROPE

Following the period of heavy rainfall, water levels have risen dramatically. Mountain rivers have already flooded hundreds of villages and the big rivers of the region (1) \_\_\_ the same any minute. The moment water level (2) \_\_\_ above ‘danger level’, the people from the areas bordering the rivers (3) \_\_\_ .

Tonight, an emergency task force set up by five countries of the region. (4) \_\_\_ a possible aid plan for the flooded areas. They have been co-ordinating all the rescue operations: 2,500 rescue teams, including psychologists, (5) \_\_\_ by the end of this week. The psychologists (6) \_\_\_ the most distressed families to offer counselling and help develop effective stress-coping strategies.

However, the most important things now are food and water. The rescue operation co-ordinator said today: ‘Fresh water (7) \_\_\_ be provided to the flooded areas to prevent water-borne diseases from spreading. If we (8) \_\_\_ people save water and food, we (9) \_\_\_ be facing an epidemic very soon’.

Experts say that the flood (10) \_\_\_ prevented after the disaster that struck this part of Europe in 1997. An anonymous expert said today: ‘The flood (11) \_\_\_ predicted — it was clear from meteorological evidence that very heavy and long-lasting rain (12) \_\_\_ over central Europe. I think people (13) \_\_\_ warned and it was certainly possible to in-

introduce more protection measures. If this (14) \_\_\_ done, we (15) \_\_\_ at least some of the tragedy.

1. a) may do                      b) may have done  
c) must do                      d) must have done
2. a) rises                        b) rise  
c) will rise                      d) will be rising
3. a) will evacuate              b) will have evacuated  
c) will be evacuated
4. a) will be discussing        b) will have discussed  
c) discuss                      d) have discussed
5. a) will be sending          b) will have been sent  
c) will send
6. a) will be meeting          b) will have met  
c) will be met                  d) are meeting
7. a) might                      b) must  
c) may                          d) could
8. a) aren't giving              b) won't give  
c) don't give                    d) wouldn't give
9. a) will                        b) must  
c) have to                      d) should
10. a) could be                  b) should be  
c) could have been
11. a) should have been        b) can't have been  
c) must have been
12. a) is going to fall          b) was going to fall  
c) was falling                  d) will be falling
13. a) should have been        b) should be  
c) may have been              d) will be falling
14. a) will be                    b) have been  
c) was                          d) is
15. a) would avoid              b) would have avoided  
c) will avoid

Keys: 1 a, 2 b, 3 c, 4a, 5 b, 6 a, 7 b, 8 c, 9 a, 10 c, 11 a, 12 b, 13 a, 14 b, 15 b.

### Speaking

#### *Work in pairs*

Discuss these questions.

1. What organizations do you know that provide aid after disasters or work for the environment?
2. What can we do as individuals to improve the environment and help victims of natural disasters?

### III. Homework

To write a composition 'What can we do as individuals to improve the environment?'

## LESSON 25

### Unnatural disasters

**Objectives:** to revise students' vocabulary on the topic 'unnatural disasters'; to practise reading strategies to complete texts with sentence gaps; to develop students' listening skills; to talk about disasters and aid.

#### PROCEDURE

##### I. Warm up

Which of the disasters do you think are:

- caused by people
- made worse by people
- natural

##### II. Main part

##### Vocabulary

👉 Complete the sentences with the correct form of the verbs in the box.

avalanche drought earthquake flood hurricane landslide volcano forest fire famine disease
--

1. \_\_\_ (forest fires) have been burning for three weeks in Indonesia and have destroyed thousands of hectares of virgin forest.
2. One of the most infectious \_\_\_ (diseases) is Ebola, which kills its victims extremely quickly.
3. The harvest in Afghanistan has failed four years running due to a terrible \_\_\_ (drought) which has affected most of the country.
4. Bangladesh is regularly hit by \_\_\_ (floods) caused by heavy rain in the monsoon period.
5. The small island of Montserrat in the Caribbean was almost wiped out by a \_\_\_ (volcano) which erupted a few years ago.
6. Three skiers were killed yesterday by an \_\_\_ (avalanche) in a Swiss mountain resort.
7. A district of the capital of El Salvador was wiped out by \_\_\_ (a landslide) due to heavy rain and the cutting of trees.

8. A major \_\_ (earthquake) is expected in California in the next few years and special building regulations have been introduced to minimize loss of human life.
9. The \_\_ (famine) in this part of Africa has been caused by drought and harvest failure as well as the continuing civil war.
10. A \_\_ (hurricane) is due to hit the coast of Florida this evening and residents are being evacuated from coastal areas.

### Reading

- ✎ Read the article and check your answers. (See Warm up)

Read the strategies.

Completing text with the sentence gaps

- Read the text to get the general idea.
- Read a paragraph with a sentence gap and identify the topic, e.g. disasters.
- Read the sentences before and after the gap and look for clues about the missing sentences, e.g. it is an example of what is mentioned before.
- Certain words may help you: tone references (then), pronoun references (it, that), linking words (however).
- Decide which sentence goes in the gap. Check that it fits the sentences before and after it.

### HELL AND HIGH WATER

The last few years have been the worst period on record for environment disasters and experts are predicting far worse to come. Tim Radford reports.

- A. Here is how to become a disaster statistic. Move to a shanty town on an unstable hillside near a tropical coast. Crowd together as more and more people arrive. Wait for the world to get a little warmer. More evaporation means more rain, which means the slopes will get progressively more waterlogged. One day, the land will return to mud, and neighbourhood will begin to go downhill. Literally. And if the slope is steep enough, the landslide will accelerate to more than 200 miles an hour. Peter Walker, of the international federation of Red Cross and Red Crescent societies, has seen it all too often. "First, your house has been washed away. Second, the land that you farmed has disappeared. (1) \_\_ .
- B. In the last decade, floods, droughts, windstorms, earthquakes, avalanches, volcanic eruptions and forest fires have become increasingly common. There has been disastrous flooding in Asia, Africa, Central and South America and Oceania. (2) \_\_ Storms

have been getting worse everywhere too, with a growing number of hurricanes hitting the US, the Caribbean and Central America. Drought has affected large areas of Sub-Saharan Africa for years and many other zones are becoming drier. (3) \_\_\_. A number of nations have already been in aimed conflict over water, and drought in the West of the US has resulted in enormous forest fires.

- C. Volcanic eruptions and earthquakes have always been a threat in certain parts of the world. A volcanic eruption virtually wiped out the small Caribbean island of Montserrat in 1997 and there been serious earthquakes in Greece, Turkey and El Salvador. The quake that rocked the small Central American country El Salvador in 2001 came as people were still rebuilding their houses and recovering from 1998's Hurricane Mitch.
- D. So why is nature beginning to turn on us? (4) \_\_\_. The population of the world is growing at the rate of 10.000 people an hour, 240,000 every day, nearly 90 million a year, with most of the growth in the developing countries. People in agricultural areas, unemployed and sometimes undernourished, move to the cities, and then set up homes on poor soil, crowded into substandard buildings. (5) \_\_\_. This has mainly been caused by the mismanagement of the world's resources: carbon emissions from rich countries; the activities of the big multinational companies; the deforestation of the world's forests. As a result, a hotter ocean breeds fiercer cyclones and hurricanes. It surrenders greater quantities of water as evaporation, and more powerful winds dump this water against mountainsides with increasing fury. Atlantic hurricanes, for instance, are 40% more intense now than they were 30 years ago.
- E. Volcanoes and earthquakes are even more dangerous than in the past as around half of the world's population now lives in cities. There are more than 500 active and semi-active volcanoes, about fifty of which erupt every year, and more than 500 million people now live without range of volcanic eruption. An even greater number live at risk, in some degree, from earthquakes which have taken a toll of more than 1.6 million lives in the last hundred years.
- F. All the betting the disaster professionals is that things will get worse. Professor Mc Guire, of University College London, is a volcanologist who has been warning for years that the world has not seen the worst nature can do. The worst eruption in human history was probably Mt Tambora in 1815, in Indonesia. It pumped so much dust into the stratosphere that it effectively cancelled the following summer in Europe and America.

(6) \_\_. “It reduced temperatures by maybe 6°C in some places and the whole planet was plunged into winter for years. And there are about two of these events every 1000,000 years...”

🔗 Read the text again and answer the questions:

1. What is the attitude of the journalist towards the future?
2. Who is most likely to be a victim of natural disasters?
3. Why are there now more hurricanes, floods and droughts?
4. Why are volcanoes and earthquakes more dangerous now?
5. What could be the biggest threat to the planet in the future?
6. What effects might this threat have?

#### *Suggested answers*

1. Pessimistic
2. Poor people in shantytowns on an unstable hillside near a tropical coast
3. Overpopulation and mismanagement of the world's resources
4. Because half of the world's population lives in cities within range of volcanic eruptions and earthquakes
5. A volcanic eruptions
6. It might plunge the planet into winter for years

#### *Options Practice*

🔗 Each student gets a section of the text (A–F) to read aloud to practise pronunciation. The teacher gives the students time to practise reading through their section quietly to themselves. Students then take turns to read out their text for the class to hear.

#### **Listening**

🔗 Listen to the text and choose the answers (A, B, C) for questions (1–6).

### **VOLCANO**

Volcano is an opening in the Earth's surface through which lava, hot gases and rock fragments erupt. Such an opening forms when melted rock from deep within the Earth blasts through the surface. Most volcanoes are mountains, cone-shaped ones, which were built up around the opening by lava and other materials.

Eruptions of volcanic mountains are spectacular sights. In some eruptions, huge fiery clouds rise over the mountain and glowing rivers of lava flow down its sides. In other eruptions red-hot ash and cinders shoot out the mountaintop, and large chunks of hot rock are blasted high into the air. A few eruptions are so violent that they blow the mountain apart.

People have always been both fascinated by the spectacle of volcanic eruptions and terrified of their power.

Eruptions have caused some of the worst disasters in history, wiping out entire towns and killing thousands of people.

In early times, volcanoes played a role in the religious life of some people.

The word 'volcano' comes from 'Vulcan', the name the ancient Romans gave to their God of Fire. Romans believed the God lived beneath the volcanic island Vulcano.

1. What is volcano?
  - a) a melted rock
  - b) a lava
  - c) an opening in the Earth surface
2. Most volcanoes are \_\_
  - a) cone-shaped
  - b) oval-shaped
  - c) square-shaped
3. Eruptions of volcanoes raise \_\_
  - a) fiery clouds, red-hot ash, cinders, chunks of hot rock
  - b) fiery clouds and red-hot ash
  - c) cinders and chunks of hot rock
4. Lava is \_\_
  - a) rock fragments
  - b) hot gases
  - c) melted rock
5. The word 'volcano' comes from \_\_
  - a) the name the ancient Roman
  - b) the name of God of Fire
  - c) the name of the island
6. People consider volcanic eruptions as a \_\_
  - a) supernatural power
  - b) fascinating sight
  - c) one of the worst natural disasters

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

### Reading

- ✎ Read the text about the origin of Mount Shasta. Some sentences and sentence fragments have been removed from the text. The task is to fill the gaps with the fragments from the list (A–F).

#### THE ORIGIN OF MOUNT SHASTA

The Modoc Indians of northern California have lives (1) \_\_. Their oral tradition explains how the volcano formed. (2) \_\_. One day he used



a rotating stone to drill a hole in the sky. (3) \_\_. The snow and ice piled up and almost reached the sky. (4) \_\_. He created the trees, rivers, animals, fish and birds. (5) \_\_. The sparks and smoke from their fires blew out of the hole in the top of their lodge. When the Chief of the Sky Spirit tossed a big log on the fire, sparks flew up even higher and the Earth trembled. (6) \_\_.

- A. Then the Chief of the Sky Spirit stepped down to the Earth
  - B. In the area for a long time and have seen the volcano erupt
  - C. Then the Chief of the Sky Spirit put out the fire and returned to the Above World
  - D. The Chief of the Sky Spirit was cold in the Above World
  - E. He even brought his family down and they all live d in the mountains
  - F. Once the hole was finished and he pushed in snow and ice
- Keys: 1 B, 2 D, 3 F, 4 A, 5 E, 6 C.

### Speaking

#### Work in groups

🗨 Discuss these questions.

1. What natural disasters have happened in the last few months?
2. What do you think governments can do to prevent natural disasters?

### III. Homework

To write a composition 'What natural disasters have happened in the last few months?' or 'What do you think governments can do to prevent natural disasters?'

## LESSON 26

### Global warming

**Objectives:** to practise using the vocabulary of global warming; to develop students' listening and reading skills; to practise writing a report.

#### PROCEDURE

##### I. Warm up

🗨 Answer the questions.

1. Which countries do you think produce the most CO<sup>2</sup>?
  - a) developed countries
  - b) developing countries
  - c) both
2. How many tons of CO<sup>2</sup> are produced per person in your country?

## II. Main part

### Vocabulary

🔗 Complete the definitions using one word in each gap.

1. An event which causes great harm or death — natural \_\_\_. (*Disaster*)
2. The condition in which there are too many people living in one place — \_\_\_. (*Overpopulation*)
3. A large mass of snow, ice and rock falling down a mountain — \_\_\_. (*Avalanche*)
4. The cutting down of many trees — \_\_\_. (*Deforestation*)
5. A large amount of water covering a place which is usually dry — \_\_\_. (*Flood*)
6. A long period of time with no rain — \_\_\_. (*Drought*)
7. A sudden violent movement of the Earth's surface — \_\_\_. (*Earthquake*)
8. A very violent tropical storm or wind in which air circulates rapidly — \_\_\_. (*Cyclone*)
9. A sudden large fall of earth and rocks down a cliff or the side of a mountain — \_\_\_. (*Landslide*)

🔗 Match words to make compounds.

- |                 |                |
|-----------------|----------------|
| 1. Heath        | a) species     |
| 2. Global       | b) farming     |
| 3. Destruction  | c) eruption    |
| 4. Endangered   | d) programme   |
| 5. Exploitation | e) warming     |
| 6. Greenhouse   | f) energy      |
| 7. Volcanic     | g) effect      |
| 8. Renewable    | h) of women    |
| 9. Modernized   | i) of habitats |

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

### Listening

#### Pre-listening task

🔗 Decide if the statements are true (T) or false (F).

1. The 'greenhouse effect' is caused by the release of carbon-based gases. (T)
2. Britain's coal industry is producing more and more carbon-based gases. (F)
3. The USA produces more harmful gases than any other country in the world (T)

4. All experts agree that global warming is part of a natural weather cyclone. (F)
5. Only the industrially developed countries are responsible for global warming. (F)

### CLIMATE CONFERENCE COLLAPSES

Ministers at the conference in The Hague told the world's press that they had failed to reach an agreement on 'greenhouse gas' emissions, which raise the Earth's temperature. Scientists warned that this would mean more pollution and a greater risk of disasters across the globe. A United Nations representatives said the conference had been organised to reach agreements on reducing emissions. It was a follow-up to the 1997 conference in Kyoto, Japan, when governments promised they would reduce emissions of carbon-based gases below 1990 levels by 2012. In Kyoto, the European Union agreed to cut emissions by 8 %, Japan 6 %, and the USA 7 %. At the conference in the Hague, Britain declared that it was one of the few countries to have reduces its emissions, but critics asked if this was due to government policy or the decline in the coal industry. The EU reminded the USA (the world's biggest polluter producing 24 % of the world's emissions) that it had not met its targets. The USA firmly denied it was making excuses and asked why the targets were so unrealistic.

Some environmentalists at the conference claimed that the world is warming faster than at any time in the past 10.000 years. However, other experts suggested that it is part of natural weather cycles. In 1995 the Intergovernmental Panel on Climate Change (IPCC) announced that there was a definite human influence on climate change. Some government ministers reluctantly admitted that they may need to cut global emissions by up to 60% in the long-term. However, many developing countries have refused to sign any pollution agreements; they say it would harm their economic growth and insist that the developed countries lead the way and show it is possible to break the link between economic growth and rising emissions.

*By Bob Roberts*

#### *Post-listening task*

- ☞ Check your predictions.
  - ☞ What words are used in the text to report these statements.
1. We're afraid that this lack of agreement will mean more pollution.
  2. OK, we'll cut emissions by 8 %.
  3. We are one of the few countries to have reduces their emissions.
  4. Remember you have not met the target.

5. We're not making excuses.
  6. The world is warming faster than at any time in the past 10.000 years.
  7. It's probably part of natural weather cycle.
  8. There is definite human influence on climate change.
  9. Well, we may need to cut global emissions by up to 60 % in the long-term.
  10. We will not sign any pollution agreement.
  11. The developed countries lead the way.
- Keys:* 1 to warn that; 2 to agree to; 3 to declare that; 4 to remind (... ) that; 5 to deny it was; 6 to claim that; 7 to suggest that; 8 to announce that; 9 to admit that; 10 have refuse to; 11 to insist that.

### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

### EFFECTS OF GLOBAL WARMING

The planet is warming, from North Pole to South Pole, and everywhere in between. Globally, the Mercury is already up more than 1 degree Fahrenheit (0.8 degree Celsius), and even more in sensitive polar regions. And the effects of rising temperatures aren't waiting for some far-flung future. They're happening right now. Signs are appearing all over, and some of them are surprising. The heat is not only melting glaciers and sea ice; it's also shifting precipitation patterns and setting animals on the move.

Some impacts from increasing temperatures are already happening:

- Ice is melting worldwide, especially at the Earth's poles. This includes mountain glaciers, ice sheets covering West Antarctica and Greenland, and Arctic sea ice.
- The researcher Bill Fraser has tracked the decline of the penguins on Antarctica, where their numbers have fallen from 32,000 breeding pairs to 11,000 in 30 years.
- The sea level rise became faster over the last century.

- Some butterflies, foxes, and alpine plants have moved farther north or to higher, cooler areas.
- Precipitation (rain and snowfall) has increased across the globe, on average.
- Spruce bark beetles have boomed in Alaska thanks to 20 years of warm summers. The insects have chewed up 4 million acres of spruce trees.
- Other effects could happen later this century, if warming continues.
- Sea levels are expected to rise between 7 and 23 inches (18 and 59 centimetres) by the end of the century, and continued melting at the poles could add between 4 and 8 inches (10 to 20 centimetres).
- Hurricanes and other storms are likely to become stronger.
- Species that depend on one another may become out of sync. For example, plants could bloom earlier than their pollinating insects become active.
- Floods and droughts will become more common. Rainfall in Ethiopia, where droughts are already common, could decline by 10 per cent over the next 50 years.
- Less fresh water will be available. If the Quelccaya ice cap in Peru continues to melt at its current rate, it will be gone by 2100, leaving thousands of people who rely on it for drinking water and electricity without a source of either.
- Some diseases will spread, such as malaria carried by mosquitoes.
- Ecosystems will change — some species will move farther north or become more successful; others won't be able to move and could become extinct. The wildlife research scientist Martyn Obbard has found that since the mid-1980s, with less ice on which to live and fish for food, polar bears have become considerably skinnier. The polar bear biologist Ian Stirling has found a similar pattern in the Hudson Bay. He fears that if sea ice disappears, the polar bears will as well.

## Writing

### *Work in groups*

Writing: A Report 'Global warming and natural disasters'

### L a y o u t

#### Heading

- Subject:
- Date:

1. Aim of the report  
Introduce the report with your aim and a background information.
  - The aim of the report is to...
  - This report aims to....
2. Negative comments  
List all the negative findings.  
There are several disappointing facts and figures.
3. Positive comments  
List all the positive findings.
  - On the other hand, there are some encouraging things.
4. Conclusions and recommendations  
Write a simple conclusion and make a couple of recommendations.
  - To sum up,...
  - Government should...
  - People need to...

#### Style

A report is normally written in a formal style:

- Avoid giving personal opinions
- Use formal linking words and expressions.

Listing points: *also, furthermore, in addition, moreover...*

Contrasting points: *however, on the other hand, although, despite*

Giving examples: *for example, in this way, such as, particularly / especially*

Showing effects: *as a result, what this means*

Concluding: *to sum up, all things considered.*

### III. Homework

To write a report 'The problem of global warming and natural disasters' in our country'.

## LESSON 27

### Future tenses

**Objectives:** to present, practise and check the use of Future tenses.

#### PROCEDURE

#### Main part

English doesn't have one future tense. We can use several forms to express different ideas about the future.

**Presentation**

We use *will*:

1. To make prediction based on opinions or beliefs.
2. To take a sudden decision at the moment of speaking (this can be making an offer or describing an intention).
3. To express intentions, promises and offers.
4. To make a request or invitation.

We use *to be going to*:

1. To make a prediction about a future even because of something we can notice now.
2. To express an intention to do something.

We use *the Present Continuous* to talk about future events that we have fixed or arranged.

We use *the Present Simple* to talk about future official events or timetables which cannot change

*Present Continuous for personal arrangements*

✎ Complete the sentences with the correct form of the verbs in brackets. Then write two sentences about your personal arrangements for tonight or this weekend.

1. I \_\_ (play football) after school today. (*I'm playing football*)
2. My friends \_\_ (have a party) next week.
3. Mary \_\_ (not come) with us to the rock concert on Sunday.
4. \_\_ Mick and Jennifer (get married) \_\_ in June or July?
5. Peter and John \_\_ (not go) to Italy for their holidays.
6. \_\_ She go to the party on Saturday?

Your sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_

*To be going to for intention*

✎ Write sentences using the cues.

*Next year at school*

1. Do / homework every night  
*Next year I'm going to do my homework every night.*
2. Learn more words
3. Read more
4. My friends and I / use / vocabulary books more
5. Not / stay up late before tests
6. Not / forget / school books

*Present Simple for fixed arrangements and timetables*

✎ Rewrite the sentences as questions.

Questions that tourists asked their tour guide on a visit to London.

1. The London train leaves at 7 o'clock.  
(*Does the London train leave at 7 o'clock?*)
2. The tour is for two weeks.
3. The plain arrives in the early hours of the morning.
4. We have breakfast in London.
5. There is a visit to Buckingham Palace.
6. There are two stops for shopping.

*To be going to* for intention

✎ Complete the sentences with your own ideas.

1. When I've finished this exercise I \_\_\_. (*I'm going to watch television*).
2. When I go home after school I \_\_\_.
3. When we have time, my friend and I \_\_\_ together.
4. Are we \_\_\_ next time we have a party?
5. Bad news! My parents \_\_\_.

*Intentions (be going to) or personal arrangements  
(Present Continuous)*

✎ Complete the sentences with the correct form of the verbs in brackets.

It's December and this is what I \_\_\_ ('m going to do) (do) in the New Year: first of all I \_\_\_ ('m going to go) (go) to the school gymnasium more often I ('m meeting) (meet) Mr Simpson, the sport teacher, after school on Monday. He \_\_\_ ('s going to plan) (plan) some sports exercises for me and I'll do them. Secondly, I \_\_\_ ('m going to eat) (eat) less in the New Year. My doctor \_\_\_ (is going to help) (help) me with this — I hope! I \_\_\_ ('m seeing) (see) him next Monday at two o'clock and I'll ask him about food. Thirdly, I \_\_\_ ('m going to do) (do) my homework for two hours every day. We \_\_\_ (are getting) (get) a new computer tomorrow and I \_\_\_ ('m going to use) (use) it to do my homework.

✎ Match the sentences (1–8) with the uses (a–g).

1. I might get a pleasant surprise one day.
2. This weekend hundreds of futurologists are meeting at Newcastle University.
3. The conference starts on Thursday.
4. All of us are going to use our voices to give instructions to computers.
5. Tiny robots may be sent around our bodies.
6. I'm sure you'll agree.
7. I'm going to give up astrology.
8. I'll be there in Newcastle this weekend.



- a) an arrangement for the future
- b) a future fact
- c) a firm prediction based on speaker's opinion
- d) a weak prediction (2)
- e) an intention
- f) spontaneous decision
- g) prediction based on observable evidence

### Game 'Future Snap'

#### *How to use the game*

This game may be played in groups of three or four. Copy and cut up one set of cards for each group. The cards should be shuffled and dealt out equally to all the players.

Player 1 should begin by taking any first half sentence, reading it out and laying it on the table. The other player should try to find the second half to complete the sentence. The first player to find an appropriate second half may collect the two cards and keep them as a 'trick'.

The object of the game is to collect as many 'tricks' as possible. The player with the most at the end is the winner.

Several combinations of half sentences are possible, though some are more 'likely' than others. To score a 'trick', the combination must make sense (for example, *As soon as I arrive, I'll tell you what I think of you* is possible, but *As soon as I arrive, I'll have left the country* is not. And be grammatically correct.

#### *A rules sheet for the game*

By this time tomorrow...	... I'll have finished the book
Tomorrow evening...	...I'm going to the cinema
In the year 2011 ...	...I'll be 34
On Friday	...I'm going to the party
Next year...	...I'm going to visit my sister in America
This time next week...	...I'll be in Bangkok
By the time I'm 40...	...I'll have made a lot of money
When I see him again...	...I'll tell him what I think of him
After lunch...	...I think I'll go for a walk
As soon as I arrive...	...I'll telephone you
By the time you get this letter...	...I'll have left the country
At 6 o'clock...	...I'm meeting Jack
By the time I'm 50	...I'll be ready to retire
By this time next year...	...I'll have finished my studies

In 4 month's time...	...I'll be in Australia
By the end of June...	...I'll have \$ 5.000
When I see you...	...I'll have started a new job
Next week...	...I'm going to have my hair cut
When he comes back...	...I'll be very happy

*Mini-Test*

## Future forms

✎ Write six sentences about the future using the table.

1. Present Continuous
2. Present Simple
3. *To be going to* (intention)
4. *Will* (decision)
5. *To be going to* (prediction)
6. *Will* (prediction)

The plane	at university	blue
I'm going	the dining room	all the work
He's going to study	robots will do	on Thursday
I know! We'll paint	and they aren't all going to	soon
So many people need job	to the club	find them
In a hundred years' time	arrives	in 2011

*Answers:*

1. The plane arrives on Thursday. (2)
2. I'm going to the club soon. (1)
3. He's going to study at university in 2011. (3)

**LESSON 28****Test on Reading**

**Objectives:** to check students' reading skills

## PROCEDURE

**Main part****GROWING UP WITH BROTHERS AND SISTERS**

Probably nothing upsets parents more on a daily basis than constant fighting between children. If you can accept the fact that fighting between sisters and brothers is a normal part of growth, you will find it easier to deal with your children's fighting. It takes children

years to learn some of the basic lessons in human relationships, and this includes getting along with sisters and brothers.

Some degree of rivalry and conflict among sisters and brothers is to be expected. There is no reason why your firstborn child should welcome a new baby without some jealousy. Who would want to give up being the centre of the universe?

There are natural reasons for fighting between sisters and brothers: they are often different sexes; they're almost always different ages, and they have different temperaments. They don't choose each other, yet they have to share the one or two people they want most for themselves. So there will always be some competition, as children look for their parents' attention and try to prove one way or another that they are the 'best'. Sometimes a child may be jealous because of what a sibling received or was allowed to do. Children's personalities don't always match perfectly. Conflict can also result from the ordinary teasing that children do.

Two problem areas for parents related to sibling rivalry are fairness and fighting. One of the dangers parents face is the notion that they should be 'fair'. But if they treat all their children alike, they are unfair to all of them, for they are not all alike. What is 'fair' for one child may be improper for another. It is not equality that children desire, but to be recognised as individuals.

Most parents feel deep concern about the endless fighting that goes on among brothers and sisters. They love each child, and it hurts to see them fight or hurt each other. A great deal of child-raising energy goes into settling fights and trying to 'teach' children to get along.

Difficult as it may be, it is best to do as little as possible. Here's why:

If the children work it out by themselves, they will probably learn more and suffer less than if you step in.

If you step in, it usually means blaming one or the other — most often the older one. Blaming can cause a chain reaction: guilty feelings, feelings of being unable to deal with the situation, anger, quarrelling, more fighting, more guilt, and so on.

If they know you really won't step in, they can usually find a solution themselves.

You can try to reduce fighting between sisters and brothers in a few ways. For example, you may try to spend some time alone with each child doing something that the child really enjoys. Also, praise children for what they are, not just for what they can do, and resist the temptation to motivate your children by comparing them to each other

or to other children as this may lead to competitiveness. Above all, let your children know that you love them equally, though each in a different way. Emphasise family unity. If your children say bad things about one another to you, point out that no matter how unpleasant their behaviour may be, the sister or brother is still and will always be 'one of us'. When we remind our children that they will always belong to us and to each other, we strengthen their sense of safety. This inner security enhances their capacity for brotherly and sisterly love.

### Task 1

☞ Read the article about sibling rivalry and circle the correct answer (a, b or c).

1. What parents find irritating is
  - a) their children having different temperaments.
  - b) their children's fighting.
  - c) their children's attempts to prove that they are the best.
2. Parents find it difficult to
  - a) be fair to their children.
  - b) strengthen their children's sense of safety.
  - c) find solutions to their children's problems.
3. Children are jealous of
  - a) being older or younger than their siblings.
  - b) being recognised as individuals.
  - c) things their brothers or sisters were allowed to do.
4. If parents don't interfere with their children's fights, the children
  - a) may learn to work out the problems themselves.
  - b) may never learn to solve their problems.
  - c) may blame one another more.

### Task 2

☞ Read again and decide if the sentences are true (T) or False (F) or if there is no information (NI).

1. Learning to get along with sisters and brothers is a normal part of growth. (T)
2. One of the reasons for sibling rivalry is age difference. (T)
3. The best way of solving problems between children is to treat them exactly the same. (F)
4. Many conflicts between siblings can be solved by grandparents. (NI)
5. Praising children for what they are does not help to reduce sibling rivalry. (F)
6. Each child is entitled to certain possessions that should not have to be shared with anyone. (NI)

**LESSON 29****Test on Listening**

**Objectives:** to check students' listening skills.

**PROCEDURE****Main part****Task 1**

- ☞ Listen to a conversation between three friends outside the cinema and tick the correct answers in the table below. (5 points)

Who is... ?	Lisa	Tom	Jake	Sue	Jennifer	No one
1. Absent-minded and disorganised	+		+			
2. Understanding		+				
3. Stubborn						+
4. Impatient and irritated	+					
5. Talkative					+	

**Task 2**

- ☞ Listen again and match the people (Sue, Lisa, Jake and Tom — one of them expresses two opinions!) with the opinions and convictions below. Write the people's initials next to each statement. (5 points)

- Sue is never punctual. (L)
- Sue might not notice us in the café. (L)
- Sue might have got stuck, in a traffic jam. (T)
- I'm pretty sure that we decided to meet here at 3.30. (J)
- My father is very stubborn. (S)

Total

**Lisa.** I can't stand it any more. Where is she? we've been waiting here for half an hour. If she thinks...

**Tom.** Lisa... Stop that. There is still time. We could go to this café on the corner if you like.

**Lisa.** No, no, Tom. Let's wait here. She might not notice us in the café. But it's unbearable. She's always late. Jake, what time did you tell her to come?

**Jake.** I'm pretty sure that I said we were meeting outside the cinema at 3.30. But I might have said 4.30. Now I'm not sure.

**Tom.** Listen. Don't worry. She must be on her way. Don't get impatient. It's Saturday today. You know how difficult to get anywhere in town in this time of day. Give her more time.

**Lisa.** Jake, have you got your mobile phone? Call her or I'll go crazy.

**Jake.** No, you won't. Look, there she is. Sue. What took you so long.

**Sue.** Hi. I'm sorry I'm late. I knew it would end like this. First, my dad wanted me to walk the dog. He didn't want to hear any excuses. Then, Jennifer rang and was talking about some shopping she'd done yesterday. You know, when she begins her stories you're sure to spend half the day listening to her. Finally, when I got in my car, I realized I had forgotten my driving licence. And then, there was an accident in Baker street. Lots of people, a traffic jam, you know... But I'm here. We can go in...

**Lisa.** All right, Sue. Have you got your ticket?

**Sue.** What, erm... Oh no!

## LESSON 30

### Test on Writing

**Objectives:** to check students' writing skills.

#### PROCEDURE

#### Main part

##### Task

✎ Write a 200–250 word report about the popularity of practicing sports among the students in your school. Think of useful statistics to present in the positive or negative facts and a few recommendations for the conclusion.

Include the following information:

- what sports teenagers do in your school practice;
- how often they do sports;
- when they practise sports;
- the percentage of boys and girls practicing sports;
- the number of physical education classes per week;
- the number of gyms, swimming pools and other sports facilities available in your area;
- costs of practising sports;
- others.

Remember to structure your report appropriately. Include the following:

- heading (subject and date)
- aim of the report and background information
- negative comments and findings
- positive comments and findings
- conclusions and recommendations

Useful expressions:

According to, also, although, as a result, for example, furthermore, however, in addition, moreover, on the other hand, in this way, to sum up, etc.

## LESSON 31

### Test on Speaking

**Objectives:** to check students' speaking skills

#### PROCEDURE

##### Main part

##### Task

*Work with your partner.*

##### Student A

You have a few complaints about your partner's behaviour. Talk to him / her about them. Take the suggested roles and try criticising, contradicting, refusing, suggesting and threatening if necessary.

- 1 Parent to child: You always leave your dirty clothes on your bed.
- 2 Girlfriend to boyfriend: You don't care about me the way you did before.

Useful expressions:

- Just stop, I wish you wouldn't, Why don't you...?,
- Why do you always...?, I don't see why...,
- if you do that, Why should I...?, If you don't, I'll,
- you never, etc.

##### Student B

You have a few complaints about your partner's behaviour. Talk to him / her about them. Take the suggested roles and try criticising, contradicting, refusing, suggesting and threatening if necessary.

Friend to friend: You never come on time.

Wife to husband: You never help me with the housework.

Useful expressions:

- Just stop, I wish you wouldn't, Why don't you...?;
- Why do you always...?, I don't see why...;
- if you do that, Why should I...?, If you don't, I'll;
- you never, etc.

## LESSON 32

### Home Reading

# Second semester

## ART

### LESSON 33

#### Art is power

**Objectives:** to present and practise expressions to describe different genres and techniques; to practise listening for specific information; to develop students' creative skills; to practise intensive reading.

#### PROCEDURE

##### I. Warm up

1. Do you agree that..  
art is indeed a great power, especially if it appeals to the heart and mind of a man, to his feelings and ideals and if it proclaims life. Art is truthful only when it serves life, only when the artist hopes to arouse a warm response in the heart of a man.
2. Make up an acrostic:

A  
R  
T

##### II. Main part

#### Vocabulary

What is your favourite genre:

- a portrait,
- a still life,
- a landscape,
- a city scape,
- a seascape,
- a genre picture,
- a battle picture,
- a caricature?

What is your favourite technique:

- oil,
- charcoal,
- felt-pen,
- water-colour
- pastel?



### Substitution Tables

#### 1. Why do you like / admire / value works of art?

Works of art	show	shades and nuances of time
	reflect	internal psychological and social drama of a painter
	help	apprehend the motley colours of the material world
		Enrich hidden world of feelings
		well-known
		invaluable
		profound philosophical inference

#### 2. The artists' works are impressive for

unprecedented and unusual figurative of the composition structure
---

#### 3. What do artists want to reflect by their works?

It goes without saying	developed his own theory of caricature
------------------------	--

It's no exaggeration to say that the artist	created a caricature of his time
	made a lot of "moralities"
	influenced the development of satire of his time.

The painter's goal	is	to view the life philosophically
	was	to pay attention to follies and vices of the middle class
		to raise the problems of the morals
		to create a gallery of satirical portraits
	canvases	asserted the spiritual beauty of a man

In his	pictures	the painter	relied on	his personal observations
	portraits		presented	the essential modernity of his vision
			conveyed	the grandeur and joy of earthy life

## 4. How can we characterize the artist?

The artist was a painter of great distinction  
a master of genre and portrait painting  
a philosopher who grasped the poetic  
individuality of his people  
an outstanding portraitist and humanitarian  
a creator of poetic symbol of his homeland  
remarkable for lofty feelings of joy and sorrow

**Listening**

👂 Listen to the text and

- 1) predict the last sentence in the text;
- 2) choose the right variant.

1. There was a king who thought that he could \_\_\_\_ .
  - a) paint very well
  - b) sing very well
  - c) dance very well
  - d) write poems very well
2. His pictures were \_\_\_\_ .
  - a) good
  - b) talented
  - c) bad
  - d) beautiful
3. The people to whom he showed his pictures said that they \_\_\_\_ .
  - a) didn't like his pictures
  - b) liked his pictures very much
  - c) were real masterpieces
  - d) were not afraid of the king
4. One day the king showed the pictures to \_\_\_\_ .
  - a) a great musician
  - b) his best friend
  - c) his wife
  - d) a great painter
5. The king sent the painter \_\_\_\_ .
  - a) back home
  - b) abroad
  - c) to the prison
  - d) to the army
6. The king wanted to see the painter again \_\_\_\_ .
  - a) after 10 years
  - b) after midnight
  - c) the next morning
  - d) after two years

7. The king told the painter that \_\_\_\_ .
  - a) the painter was a free man
  - b) they were friends
  - c) he was still angry with the painter
  - d) he would be taken to the prison
8. For many hours the king talked to the painter and even \_\_\_\_ .
  - a) presented him with one of his pictures
  - b) gave him some money
  - c) invited him to dinner
  - d) invited him to supper
9. Then he \_\_\_\_ .
  - a) showed his place to the painter
  - b) sent him back to prison
  - c) sang a song for the painter
  - d) showed his picture to the painter
10. The painter told the soldier \_\_\_\_ .
  - a) to set him free
  - b) to take him back to the prison
  - c) to show the pictures
  - d) to have a good rest

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

### THE KING AND THE PAINTER

There was a king who thought that he could paint very well. His pictures were bad, but the people to whom he showed them, were afraid of the king. They all said they liked his pictures very much.

One day the king showed the pictures to a great painter who lives in this country and asked: "I want to know what you think of my pictures. Do you like them? Am I a good painter or not?"

The painter looked at the king's pictures and said, "My king, I think that your pictures are bad, And that you will never be a good painter".

The king was very angry and sent the painter to the prison.

After two years the king wanted to see the painter again.

"I was very angry with you", he said, "because you didn't like my pictures. Now forget all about it. You are a free man again, and I am your friend".

For many hours the king talked to the painter and even invited him to dinner. After dinner the king showed his pictures to the painter and asked: "Well, how do you like them now?"

The painter didn't answer. He turned to the soldier who was standing near him and said, ... "Take me back to the prison".

**Relaxation**

Do you think it's funny?

**The Painter.** Yes, my picture makes everybody speechless with admiration.

**The visitor.** Oh, I must take my wife to see it.

**She.** I hear you are a great artist.

**He.** I hope to be. I've only started.

**She.** So what are you doing?

**He.** Well, I'm living in a studio and growing a beard.

**Listening**

👂 Listen to the text and choose the best answer (A–D).

**THE ARTIST**

People think being an artist must be a wonderful way to earn one's living. And of course, there are lots of great things about working for oneself, at home alone, even in a cold studio like mine. What I really like is that nobody tells me what time is to start in the morning. I like to paint as soon as I wake up, which is always early, but isn't the same time every day. And nobody tells me what to wear, or whether I can take the afternoon off and go to a football match.

But then, I have no one to chat with when I'm bored, no one to discuss last night's match with during the office lunch hour. Sure. I can spend the afternoon doing something I enjoy like cycling or gardening if I choose. But the work will still be there when I do finally get back home.

Unfortunately, working at home means that people can always find me, whether I'm bored or not, and once I've answered the doorbell, it's too late — my thoughts have been listening to friends' troubles. As they talk, my ideas disappear and I feel increasingly stressed thinking of my work waiting to be done.

However, when I hear the traffic news on the radio, and imagine my friends sitting miserably in their cars in a jam, feeling bored or waiting for unhappily for an overcrowded tram in the rain, I realize that I really haven't got much to complain about. I find a CD which will start me thinking, turn it up really loudly and begin another picture.

1. What is the writer trying to do in the text?
  - a) encourage readers to work at home.
  - b) explain why he has changed his job
  - c) say how he would like to work
  - d) say how he would like to work

2. What does the writer like about his life?
  - a) He has plenty of opportunities for sport.
  - b) He is his own boss.
  - c) He has a comfortable place to work.
  - d) He has a comfortable place to work
3. What does the writer imagine he might do with colleagues?
  - a) have meals in the restaurant
  - b) go to the swimming pool
  - c) spend time in the countryside
4. The writer plays loud music because
  - a) the traffic outside is noisy
  - b) it helps him to have ideas
  - c) it prevents him from being bored
  - d) he dislikes listening to the radio
5. Which of these notices would be the most useful for the writer to put on his door?
  - a) I'm working — please don't disturb.
  - b) Please call at my office for an appointment
  - c) Please knock before entering
  - d) No visitors allowed during office hours

*Keys: 1 c, 2 b, 3 d, 4 b, 5 a.*

### Reading

The students are divided into three teams. The students of the first team read the text about animal artists and do the tasks. The students of the second team read the text about ape art and the students of the third team read the text about elephant art.

Then the teams change their representatives and the students from each tell everything they remembered from the text.

#### Team I

- 📖 Read the article and fill in the missing sentences (A–D). There is one extra sentence that you do not need to use.

#### ANIMAL ARTISTS

(1) \_\_ . Their paintings have been described as ‘touching’ and ‘expressive’. Their work has been exhibited in galleries and shows and they have sold many copies for large sums of money. This isn’t surprising, until you discover that these artists are not human. What breed of animal could do it? Gorillas, elephants, cats? Here’s the surprise — it’s all three!

(2) \_\_ . She lives in the San Francisco zoo where she was taught sign language. She now creates fascinating pictures that illustrate emotions as well as portraits, still life and abstracts. She can paint

from memory and gives all her paintings titles. Prints from her paintings sell for about \$475 each!

(3) \_\_ . This is where she learnt to paint. Her artwork has been credited with an organic quality which she achieves by creating thick, wavy brushstrokes. Her work has recently been sold at charity auction held at Christie's Auction House in New York where bidding started at \$350 for painting.

(4) \_\_ . Misty set the record for the highest price for a cat painting in North America when her picture sold for twenty –one thousand dollars!

(5) \_\_ . However, not everyone in the art world is impressed by these animal artists. They accuse the animal's owners and trainers of painting the pictures in some cases, and claim that what the animals produce in other cases is neither are nor artistic.

Nevertheless, many people are still excited and impressed by animal art. They claim that most works produced by animals are more appealing than human art and think that animal art is a new and exciting subject. Recently, interest is being shown in bird art and ant art. What's the next you may ask, penguin art?

- A. Junthanan lives at the Thai Elephant Conservation Centre in Lampang, Thailand.
- B. Animal art has generated a lot of interest.
- C. There are some new stars in the art world.
- D. Misty is a cat from Canada whose works are greatly appreciated.
- E. Koko is a gorilla and she started drawing with pens and pencils when she was just three years old.
- F. Of course, some people think that it is stupid to train them to paint.

*Keys:* 1 C, 2 E, 3 A, 4 D, 5 B.

## Team II

- 🔗 Read the article and fill in the missing sentences (A–D). There is one extra sentence that you do not need to use.

### APE ART

Works of art by apes have been displayed in art galleries around the world since the 1950s. It's no joke. Apes are natural artists and ape art is becoming big business.

Ape art did not use to have any form. In fact, painting by chimps were nothing more than paint thrown onto a canvas, and it was impossible to tell what the picture was meant to show. (1) \_\_ . They can even use sign language to give their paintings titles.

Koko and Michael live in California and they have been painters since they were very young. (2) \_\_\_\_ . At first she was shy, and did not wasn't to show anyone her pictures, but now Koko's and Michael's art work is displayed in exhibitions and they have many fans. Unfortunately, not all of their paintings survived, as they often eat their works as soon as it is finished!

Sadly, there is bad news for these recently discovered artists (3) \_\_\_\_ . There are only 600 mountain gorillas and few thousand low-land gorillas left in the world. The work of Koko and Michael is being used to help to raise money to save the world's gorillars.

Some people might laugh and say that these paintings are not art, but who really knows what art is?

(4) \_\_\_\_ . Although you cannot buy Koko's and Michael's original paintings, many people are prepared to pay a great deal of money to buy high quality copies of the originals. (5) \_\_\_\_ . You will receive not only a colourful picture of T-shirt, but you will also be helping to save one of the world's most intelligent species. Is there a better way to spend money?

- A. Koko learnt to draw when she was just three years old.
- B. The truth is there has been a great deal of commercial interest in gorilla art in all its forms.
- C. They even buy T-shirts printed with their pictures.
- D. No one wants to buy gorilla paintings.
- E. Gorillas are endangered species.
- F. Today, however, some gorillas, like Koko and Michael, are able to paint quite realistic pictures of the objects around them.

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

### Team III

- ✎ Read the article and fill in the missing sentences (A–D). There is one extra sentence that you do not need to use.

### ELEPHANT ART

Works of art of elephants are now being sold in art galleries around the world. It's no joke. Elephants are natural artists and elephant art is becoming big business.

In November 1998, the world's first elephant art academy was opened in Campang, Thailand. Today, there are a number of elephant painting schools in Thailand. Bali, India, and many more are being opened. (1) \_\_\_\_ . It appears that elephants have enormous artistic talent and enjoy expressing themselves through painting.

Nom Chok is an elephant from Thailand who has been a painter since the age of two. (2) \_\_\_\_ . He was then given his own brushes and

paint and he soon created pictures which were sold for up to \$250. Amazingly, his paintings have been compared to those of famous artists such as Jackson Pollock. (3) \_\_\_\_.

Sadly, there is bad news for these recently discovered artists. Elephants are an endangered species. Two years ago, there were 3,600 elephants in Thailand. (4) \_\_\_\_ . The work of Nom Chok and other elephants artists is being used to help save the world's elephants as a part of the World Wildlife Fund and to benefit local conservation projects.

Some people might laugh and say that these paintings are not art, but, as elephant painting teacher Alex Melanid has said, "no one really knows what art is. (5) \_\_\_\_ . Some people are prepared to pay a lot of money for paintings done by elephants. These people not only receive a beautiful piece of art, but also help to save one of the world's most intelligent species. Is there a better way to spend money?

- A. At these schools elephants are taught to channel their natural abilities onto canvas.
- B. Now there are just 3,100.
- C. Nom Chok loves to paint and doesn't like stopping until he has covered the last piece of white on his canvas.
- D. He first began by dipping his trunk into a jar of watery paint and blowing it onto a canvas.
- E. No one wants to buy elephants paintings.
- F. To tell the truth, there has been a great deal of commercial interest in elephant art.

*Keys: 1 A, 2 D, 3 C, 4 B, 5 F.*

### III. Homework

To write a composition "What did you know about animal art and what is your attitude to it?"

## LESSON 34

### A secret of art

**Objectives:** to practise students' reading skills; to develop learners' cognitive and creative skills; to write a description of a character.

### PROCEDURE

#### I. Warm up

Are the perceptions of art inborn or implanted abilities? Can every person understand and estimate a piece of art? Do you know any criteria to estimate a piece of art? How do you do it?





his nose! But despite being youngest ever smoker, this baby grew up to be one of the 20th century's greatest painters — Pablo Picasso.

Picasso showed his truly exceptional talent from a very young age. His first word was *lapis* (Spanish for pencil) and he learnt to draw before he could speak. He was the only son in the family and very good-looking, so he was thoroughly spoilt. He hated school and often refused to go unless his doting parents allowed him to take one of his father's pet pigeons with him!

Apart from the pigeons, his greatest love was art, and when in 1891 his father, who was an amateur artist, got a job as a drawing teacher at a college, Pablo went with him to the college. He often watched his father paint and sometimes was allowed to help. One evening his father was painting a picture of their pigeons when he had to leave the room. He returned to find Pablo had completed the picture, and it was so amazingly beautiful and lifelike that he gave his son his own palette and brushes and never painted again. Pablo was 13.

From then onwards there was no stopping him. Many people realized that he was a genius but he disappointed those who wanted him to become a traditional painter. He was always breaking the rules of the aristocratic tradition and shocked the public with his strange and powerful pictures. He is probably best known for his 'Cubist' pictures, which used only simple geometric shapes. His paintings of people were often made up of triangles and squares with their features in the wrong place. His work changed our ideas about art, and to millions of people modern art means the works of Picasso. *Guernica*, which he painted in 1937, records the bombing of that little Basque town during the Spanish Civil War, and is undisputedly one of the masterpieces of modern painting.

Picasso created over 6,000 paintings, drawings and sculptures. Today a 'Picasso' costs several million pounds. Once, when the French Minister of Culture was visiting Picasso, the artist accidentally split some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said: 'Non! Please, Monsieur Picasso, just sign my trousers!'

Picasso died of heart failure during an attack of influenza in 1973.

✎ Make up a plan to the text.

✎ Try to guess the words underlined from the context. Then use the dictionary to check the words.

✎ Answer the questions.

1. When was Pablo Picasso born?

2. Where was Pablo Picasso born?
  3. What do you learn about his childhood?
  4. Which people played a part in his career?
  5. What do you think were the most important events in his life?
  6. When did Pablo Picasso die?
- ☞ Which of the following numbers or dates relate to this painter?  
What do they refer to?
- |      |      |       |      |      |    |      |
|------|------|-------|------|------|----|------|
| 50   | 79   | 6.000 | 11   | 13   | 14 | 1881 |
| 1920 | 1926 | 1937  | 1952 | 1973 |    |      |

## Team II

### THE GREAT PAINTER

*Vincent Van Gogh* was an outstanding painter of the 19th century. He was born in 1853 in Holland, but he lived much of his life in France. He was a very emotional man, and there was much suffering in his life.

“Van Gogh did not start painting until he was twenty-seven, ten years before he died. Before becoming a painter, he was a teacher, an art dealer and a church preacher.

However, Van Gogh was mentally ill. During one of his fits of madness he attacked his friend, the artist Paul Gauguin. In another fit of madness, Van Gogh cut off part of his own ear. Eventually he went into a mental hospital but he did not get any better.

Finally, in 1890 Vincent Van Gogh shot himself. His last words were ‘La tristesse durera’. (The sadness will continue.)

His style of painting was very different from classical art. He painted pictures of the sunny, hot regions of France. Nobody has ever painted cornfields or sunflowers like Van Gogh. His paintings are full of color and sunlight. He looked for interesting shapes and exciting colors. He liked to work freely and quickly. Today his paintings are worth millions of pounds but in his lifetime he only sold one.

There is fast movement in many of his paintings. Sometimes the trees look like fire. The sun, the moon, and stars move rapidly in the sky. He also painted pictures of people. Like his life, his art was always unusual and very emotional.

☞ Match the correct variant:

1. How old was Van Gogh when he started painting?
  - a) 27,
  - b) 37,
  - c) 17,
  - d) 26.

2. What was he before becoming a painter?
  - a) a teacher and a sailor,
  - b) a preacher, a teacher and a doctor,
  - c) a teacher, a dealer and a preacher,
  - d) a dealer, a farmer.
3. What was wrong with him?
  - a) He was mentally ill.
  - b) He was emotional.
  - c) He was disabled.
  - d) He was left-handed.
4. How did he die?
  - a) His heart was broken.
  - b) He was shot by his brother.
  - c) He had a strong heart attack.
  - d) He shot himself.
5. What was his style of painting?
  - a) classical,
  - b) modern,
  - c) different from classical art,
  - d) extraordinary.
6. How many pictures did he sell in his lifetime?
  - a) one,
  - b) many,
  - c) none,
  - d) twenty-one.

*Keys:* 1 a, 2 c, 3 a, 4 d, 5 c, 6 a.

- ☞ Mark if the following statements are true or false:
1. Van Gogh was an outstanding actor of the 19th century.
  2. Van Gogh was born in 1853 in Holland.
  3. Van Gogh started painting when he was 17.
  4. Before becoming a painter Van Gogh was an accountant.
  5. His paintings are full of colour and sunlight.
  6. He liked to work slowly.

- ☞ Make questions for the answers:
1. In France.
  2. His friend.
  3. In 1890.
  4. Millions of pounds.
  5. Freely and quickly.
  6. Unusual and very emotional.

- ☞ Do you think Van Gogh's paintings are worth millions of pounds?  
Do you have a favourite painting? Why do you like it?

### Relaxation

#### *A joke "Very Popular"*

A woman proudly exclaimed: "My son is a great artist. More people follow his work than the work of any other artist. He paints all the arrows in the subways".

*How serious was the woman?*

### Reading

#### *Cloze test*

- ☞ Each eighth word in the text is omitted. Try to guess it.

### A SECRET OF ART

A rich American bought a painting by \_\_ (a) well-known artist. As it had cost him \_\_ (very) much money, he was sure it was \_\_ (a) fine piece of art; besides, the man \_\_ (who) sold it to him told him the \_\_ (artist) had received a gold medal for it.

\_\_ (The) American thought that the painting would look \_\_ (nice) in the main room in his house. \_\_ (But) a difficult question came up: he could \_\_ (not) decide which was the top and which \_\_ (was) the bottom of the painting; They looked \_\_ (the) same.

So he decided to let the \_\_ (painter) himself to decide this question. He found \_\_ (the) man's address and invited the painter to \_\_ (the) dinner. He didn't say anything to the \_\_ (painter), but he put the picture on the \_\_ (wall), where the painter could see it during \_\_ (dinner).

While he was eating the soup, the \_\_ (painter) noticed the painting; when he came to \_\_ (the) meat and potatoes, he could not stop \_\_ (looking) at it. Before he began to eat \_\_ (his) fruit, he got up and moved nearer \_\_ (to) the picture, then he stood farther away, \_\_ (holding) his head first on one side, then \_\_ (on) the other. At last he came back \_\_ (to) the table, sat down and said: "You've \_\_ (made) a terrible mistake with that picture, my \_\_ (friend). Can you see which is the top \_\_ (and) which is the bottom? You have them \_\_ (wrong) — and of course, the right and the \_\_ (left) sides are wrong too. Anybody can see \_\_ (that)!"

- ☞ Try to predict the end of the story.

The end: "Then, perhaps you will explain", said the man who had bought the painting," why it took you so long to decide: you painted the picture yourself!"

### **Writing Game ‘Secret thoughts of modern art’**

#### *How to use the activity*

There are two alternative ways of using the activity: the first is more frivolous, the second has more depth and leads to a longer piece of writing.

#### **Version 1**

Before the lesson begins, number the art pictures and pin them up round the room. Ask the students to take a pen and to walk round the room either individually or in pairs. They should stop in front of each art picture and imagine the secret thoughts of the character, or one of the characters, in the picture. They should write them down, but without mentioning the number of the picture.

When they have finished, ask them to swap lists with another student / pair, and go round again, trying to match pictures and thoughts.

#### **Version 2**

Divide the students into pairs or threes and give each pair or group a picture.

Ask them to think carefully about the figure, or one of the figures in the picture, and decide together:

- Who the person is.
- Where they live.
- What they do for a living.
- What kind of person they are.
- What their dreams are.
- What their fears are.
- What has just happened.
- What they are doing and why they are there.
- What is going to happen next.
- How they feel at the moment.

Then ask them to take a piece of paper and (individually) to write down the secret thoughts in the mind of character. When they have finished, they can compare what they have written.

Finally, ask students to swap papers with a student from another group. While they are reading, collect up the pictures and pin them round the room.

Ask students to walk around to try to find the character whose secret thoughts they have just read.

### **III. Homework**

Write down questions you'd like to ask your partner about the famous painter.

## LESSON 35

### The golden age of British art

**Objectives:** to present some vocabulary related to the art; to develop students' reading and speaking skills through the methods of interactive activities.

#### PROCEDURE

##### I. Warm up

- What period is considered to be the golden age of British art?
- Who are the typical representatives of this period?
- What do you know about them?

##### II. Main part

###### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

###### *List of vocabulary*

- Attained — received, acquired, got;
- Dominated — reigned supreme, was superior;
- Rococo — a style in art;
- Reject — do away with, refuse to put up with;
- Establish — give birth to, initiate;
- Thoroughly — genuinely, truly;
- Penetrating — looking into the matter, appealing to the heart;
- Witty — smart and humorous;
- Portrayal — description;
- Contemporary — of the same time;
- Injustice — lack of justice, unfairness;
- Vulgarities — lack or absence of taste or refinement;
- A row — a number of, many;
- Illustrious — remarkable, brilliant;

- “Fancy pictures” — provoked by fantasy;
- Visual — perceived by eyes, seen;
- Perception — understanding impression;
- Sensitivity ability to feel.

## THE GOLDEN AGE OF BRITISH ART

The eighteenth century was the great age of British painting. It was in this period that British art attained a distinct national character.

In the seventeenth century, art in Britain had been dominated largely by the Flemish artist, Anthony van Dyck. In the early eighteenth century, although influenced by Continental movements, particularly by French rococo, British art began to develop independently. William Hogarth, born just before the turn of the century, was the first major artist to reject foreign influence and establish a kind of art whose themes and subjects were thoroughly in Britain. His penetrating, witty portrayal of the contemporary scene, his protest against social injustice and his attack on the vulgarities of fashionable society make him one of the most original and significant of British Artists.

Hogarth was followed by a row of illustrious painters: Thomas Gainsborough, with his lyrical landscapes, “fancy pictures and portraits; the intellectual Sir Joshua Reynolds, who painted charming society portraits and became the first president of the Royal Academy; and George Stubbs, who is only now being recognized as an artist of the greatest perception and sensitivity.

There are many others including Wright of Derby, Wilson, Lawrence, Ramsay, Raeburn, Romney, Wheatley, and the young Turner.

### Speaking

☞ Make up sentences using the substitution tables.

Hogarth		view the life philosophically.
Thomas		pay attention to follies and vices
Gainsborough	was the /	of the middle class.
Sir Joshua	one of / to	raise the problems of morals.
Reynolds	first	caricature follies and vices of the
George		society of his time.
Stubbs		creates satirical conversation
		pieces



	that Hogarth	created a gallery of satirical portraits
It goes without saying	Thomas Gainsborough	made a lot of engravings
It's no exaggeration to say	Sir Joshua Reynolds	developed his own theory of caricature
	George Stubbs	created a caricature on his time
		made a lot of moralities
		influenced development of satire of his time

## Reading

### Work in groups

The class is divided into three groups. The students of each group read the text about one of the famous English painters and do some task. Then the groups change their representatives and the students from each group tell everything they found out about this or that artist to the students of other groups.

### Group I

Read the text and choose the words from the text to complete the sentences.

high genre	artistic intellect	pupils London life	painting history
---------------	-----------------------	-----------------------	---------------------

1. William Hogarth (1697–1764) was the dominant \_\_ (artistic) personality in England in the 18th century.
2. He had achieved a major success with a \_\_ (painting) of *The Beggar's Opera*.
3. He established a new \_\_ (genre) of “Modern Moral Subject”.
4. He proclaimed himself a “Comic \_\_ (History) Painter”
5. In “*Marriage a la Mode*” he makes savage sport of London \_\_ (high) society.
6. He had shown that a painter could be a man of \_\_ (intellect) and wit.
7. Hogarth made paintings of \_\_ (London life) in the *Four times of Day*.
8. Hogarth had no \_\_ (pupils), but almost all art in Britain bears the mark of his personality.

### WILLIAM HOGARTH

William Hogarth (1697–1764) was the dominant artistic personality in England in the 18th century. He set up an independent engraver in 1720. By 1729 he had achieved a major success with a painting

of *The Beggar's Opera*. He established a new genre of "Modern Moral Subject". The series of satirical engravings, made after his paintings, include "*The Harlot's Progress*" (1732), a tragic story of a country girl in a series of 6 paintings / now lost / and "*The Rake's Progress*" (1735), portraying the seamier side of London with stark realism.

Hogarth made paintings of London life in the *Four times of Day*. He also painted portraits culminating in the spectacular one of *Captain Coram* (1740). His decorative paintings were made in the manner of Thornhill, English baroque painter.

He proclaimed himself a "Comic History Painter", and the result was the most accomplished of his moral cycles. In "*Marriage a la Mode*" he makes savage sport of London high society.

Other series were directed towards cruelty and the effects of gin. In the 1750s he became the target of caricature himself and attacks on satire in general. His response was depression and feelings of national decline. Yet his paintings became more sensuous than ever. He had shown that a painter could be a man of intellect and wit. Hogarth had no pupils, but almost all art in Britain bears the mark of his personality.

## Group II

☞ Scan for the details and fill in the missing words.

1. Thomas Gainsborough was practically s \_\_ English painter.
2. He was one of the F \_\_ of the Royal Academy.
3. Gainsborough broke from tradition by painting his n \_\_ country-side.
4. His p \_\_ typically are images of patrician breeding, elegance and self-assurance.
5. His landscape b \_\_ to portraits are free, almost impressionistic.
6. Thomas Gainsborough was one of the founding fathers of the British l \_\_ school.
7. He created works of a delicacy and p \_\_ sensibility.
8. "Fancy P \_\_" generate a poetic melancholy.

## THOMAS GAINSBOROUGH

Thomas Gainsborough (1727–1788) is a painter and foundation member of the Royal Academy. Practically self-taught, he was influenced in his early work by the Dutch masters and Vandyke. He broke from tradition by painting his native country-side as he saw it and not as an idealized version of the Roman campagna.

His landscape backgrounds to portraits are free, almost impressionistic, with strong feeling for woodland, solitude. His portraits typically are images of patrician breeding, elegance and self-assurance.

Thomas Gainsborough was one of the founding fathers of the British landscape school. He created works of a delicacy and poetic sensibility.

In 1739, already a prodigy, from his native Sudbury, he was sent to London where he absorbed something of the French Rococo, the elegance of Hayman and the directness of Hogarth. By 1745 he had his own studio in London.

He returned to Sudbury in 1748. The masterpiece of the Sudbury period is *Mr and Mrs Andrews*. At first his paintings were strongly Dutch in flavour, then he moved towards a more French pastoral.

With his arrival to Bath in 1789 Thomas Gainsborough rid of provincialism and made a reputation for himself as a portrait painter of facility and grace. His first great portrait in the Van Dyck manner was *Mrs. Philip Thickness*. Though he had difficulties in selling them he continued to paint as many landscape as possible.

The works of his London period (1774 -1788) was characterized by monumentality presenting a challenge to the masters of the past. *The Watering Place* was a direct response to the landscapes of Rubens. More sympathetic are his paintings of his friends like *Johann Fisher* (1780) which is elegant and genial.

In his last years he developed “Fancy Pictures” in which rustic figures, usually children are posed in a landscape and generate a poetic melancholy.

### Group III

☞ Translate the sentences into your own language and act as a guide-interpreter.

1. John Constable is the greatest English landscape painter.
2. He is remarkable for the boldness of his handling, the “dewy freshness” of his atmospheric effects.
3. His parts of the English landscape are recognizable.
4. He is the first landscape painter to make his sketches direct from nature.
5. His well-known works are “*Flatford Mill*”, “*The Taywain*” and “*The Lock*”.
6. He introduced green into painting and he was a forerunner of the impressionists.

### JOHN CONSTABLE

John Constable (1776–1837) is the greatest of the English landscape painters who has never been surpassed. He is remarkable for the boldness of his handling, the “dewy freshness” of his atmospheric effects and for using actual recognizable parts of the English landscape,

not idealized reminiscence of Italy. He painted many well-known works, such as “Flatford Mill”, “The Taywain” and “The Lock”. He is the first landscape painter to make his sketches direct from nature. He introduced green into painting. He was the last great painter in the tradition received from the Dutch 17th century landscape painters and a forerunner of the impressionists.

### **Relaxation**

**The first lady.** My husband wired me from Paris on my birthday and asked if he should buy me a Rembrandt or a Titian. Now which would you have?

**The second lady.** Well, any of these French cars are pretty good.

**A young lady to an abstractionist artist.** My nose is a bit long. Could you make it a bit smaller?

**The artist.** Oh, I don't remember where I painted it.

### **Writing. Game ‘Art Adventure’**

#### *How to use the activity*

Number the pictures of art postcards and pin them up round the classroom before the lesson begins.

Ask the students to take a pen and a piece of paper and wander round the classroom looking at the pictures of art postcards in any order they like.

They should stop in front of each picture and write down its number and a few sentences describing it.

After they have had time to look at five or six pictures, ask them to return to their seats.

Tell them that the pictures they have just written about are now scenes in an adventure that happened to them: it could be a real life, though far-fetched, adventure; it could involve the supernatural; it could be a dream — it's up to them to decide. Ask them to write an adventure. They should incorporate their descriptions into the adventure, obviously without mentioning the number of the picture. (If you or they prefer, students could work in pairs at this point, putting their picture descriptions together and selecting five or six.)

When they have finished, they should exchange descriptions with another student (or another pair.)

Ask them to read the adventure and then go round the room again trying to identify which pictures inspired it.

### **III. Homework**

To write a short account of an English painter.

## LESSON 36

### The art in Great Britain

**Objectives:** to practise intensive reading; to develop speaking skills of students through the methods of interactive activities; to foster students' spoken habits.

#### PROCEDURE

##### I. Warm up

What has London to offer you, her visitor? There is much to see and do in London. Despite the wartime destruction of so many wonderful relics of London's past you will find enough to see of beauty, of tradition and of history. An artist seeking Art? In the National Gallery and Tate Gallery you will find a world-renowned and representative range of Britain's contribution to art from Hogarth to the present day. And you can find a great choice of acknowledged masterpieces in the National Gallery and the National Portrait Gallery.

##### II. Main part

###### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

#### LONDON ART GALLERIES

On the north side of Trafalgar Square, famous for its monument to Admiral Nelson (Nelson's Column), there stands a long, low building in classic style. This is the National Gallery, which contains Britain's best known collection of pictures. The collection was begun in 1824. The National Gallery is rich in paintings by Italian masters such as Raphael, Correggio and Veronese, and it contains representatives of all European schools of art such as works by Rembrandt, Rubens, Van Dyck, El Greco, and nineteenth century French masters. Just behind the National Gallery stands the National Portrait Gallery, in which a visitor can see portraits of British celebrities such as Chaucer, Shakespeare and Cromwell.

The national gallery of British Art, better known as the Tate Gallery, is one of the world's best collections. The Tate Gallery was built in 1897. In that year Henry Tate's gift of sixty-five paintings and two sculptures, almost all of them the works of Victorian contemporaries, was offered to the nation, but a gallery had still to be built to house them. When opened seven years later, the Tate Gallery consisted of eight rooms and was intended as a collection of contemporary British painting only.

In the intervening years the scope of the collection has been transformed as well as enlarged. Instead of being just a collection of nineteenth century British painting it has become the national collection of British painting, of all periods and, in addition to this, the national collection of modern sculpture, both British and foreign. It contains over four thousand British paintings and drawings, over three hundred and fifty modern foreign paintings and over four hundred pieces of modern sculpture.

### Speaking

#### *Work in pairs*

☞ Read and practise the following pattern — conversation.

**Mr Anderson.** How long are you going to stay in London?

Скільки часу ви плануєте перебувати в Лондоні?

**Іван Вулов.** Близко трьох тижнів.

About three weeks.

**Mr Anderson.** Then you must see some of our galleries — the National Gallery and the Tate Gallery. The national Gallery is one of our best collections.

Тоді ви неодмінно повинні відвідати наші галереї — Національну галерею і галерею Тейта. Національна галерея містить найкращі зібрання картин.

**Іван Вулов.** А які картини можна побачити в галереї Тейта?

And what pictures can I see in the Tate Gallery?

**Mr Anderson.** The Tate prides itself on being our main contemporary art gallery. It is also has a wonderful collection of Turner. Personally I prefer his early works, to his later works which are more impressionistic.

Галерея Тейта відома тим, що є скарбницею сучасного образотворчого мистецтва. Саме там можна побачити чудове зібрання картин Тернера. Що до мене, я надаю перевагу його раннім творам.

**Іван Вулов.** Я обов'язково подивлюся картини Тернера, бо ніде в світі немає такої багатой колекції його творів. Абстрактне мистецтво, здається, також виставлено в галереї Тейта?

I'll certainly see the Turner collection, you've got the best collection of his paintings, haven't you? 'Abstract art' is also represented in the Tate, isn't it?

**Mr Anderson.** Oh yes, you'll see rooms and rooms of exhibits which would be all right for decorating a trade exhibition or something of that sort, though they can hardly be called pictures. Then they have exhibits of 'kinetic' art, as it is called.

Так, там можна побачити багато залів з такими експонатами, які більш пасують для оформлення торгової виставки і їх навряд чи можна назвати картинами. В галереї також можна познайомитися з так званим «кінетичним мистецтвом».

**Іван Вулов.** А що це таке?

What's that?

**Mr Anderson.** 'Kinetic art' is moving designs: some of them move with the help of special devices, others are reflected in mirrors and it seems that they change their forms when they change your position. They seem more suitable for shop windows.

«Кінетичне мистецтво» подано конструкціями, що рухаються: деякі з них пересуваються за допомогою спеціального обладнання, інші віддзеркалюються і складається враження, що вони змінюють форму, якщо ви змінюєте місцезнаходження. На мій погляд, вони більш нагадують вітрини.

**Іван Вулов.** Ви маєте рацію.

Yes, it sounds like it.

Дякую. Ви були дуже ласкаві.

Thank you, you've been very kind.

**Mr Anderson.** You are welcome.

☞ Act as an interpreter.

**Mr Anderson.** How do you do, Mr Vulov? I hope I haven't kept you waiting too long.

**Іван Вулов.** Аніскільки. Я щойно прийшов.

**Mr Anderson.** Fine Shall we go in? I suppose this is your first visit to the Tate Gallery?

**Іван Вулов.** Це дійсно так. Я вже відвідав Національну галерею, а до галереї Тейта я йду вперше.

**Mr Anderson.** How do you like the position of the Tate on the embankment?

**Іван Вулов.** Дуже цікаво. Сама галерея виглядає дуже мальовниче на фоні Темзи.

**Mr Anderson.** I thought it would be a good idea to look at the Turner collection today. The Tate has a wonderful collection of his paintings.

**Іван Вулов.** Так, я чув про це. Мені відомо, що Тернер жив з 1775 по 1851 рік, був сином лондонського перукаря і написав багато картин.

**Mr Anderson.** That's quite correct. What's interesting about him is that although he's not a modern painter in some way his painting is extremely modern.

**Іван Вулов.** Всі ці картини, що зображують простих людей, дуже реалістичні. Тепер я розумію, що ви мали на увазі, коли назвали їх сучасними.

**Mr Anderson.** These are his early paintings here. He painted 500 oil and about 20,000 water colours. And he refused to sell his works He left them to the nation. That's why we've got such a magnificent collection here in the Tate.

**Іван Вулов.** Ось ці картини дуже відрізняються від його ранніх творів.

**Mr Anderson.** Turner was a visionary and was preoccupied with trying to capture light on canvas. Look, this picture is glowing with light.

**Іван Вулов.** Так, він жив до імпресіоністів, але його твори дуже нагадують роботи художників середини або кінця 19 століття. Що до мене, мені більш подобаються його ранні твори.

**Mr Anderson.** Many people think so. Personally I prefer his later paintings. They look so much alive.

**Іван Вулов.** Мабуть, це дійсно так.

**Mr Anderson.** Would you like a cup of tea now. There's a snack-bar over there.

**Іван Вулов.** З задоволенням. Мені б хотілося б задати Вам ще декілька запитань.

**Mr Anderson.** Good. I am at your disposal. Let's go now.

## Reading

### *Vocabulary*

- Canvas — the fabric that you use oil paint on
- Committee — a group of people who control an organisation
- Employee — someone who works for another person
- To flood out — to come out in great quantities
- Grant — money given free
- To hum — to make a buzzing noise, like a bee
- Oil drum — an empty cylinder that contains oil
- To patronise — to treat someone too simply, as they were children



- Pillar — a tall column, usually used to support the roof of a building
- Randomly — not a fixed order

### A CHILD CAN DO THAT

One of Rob Fairley's rules is "Never teach them art!"

The art that flooded out of Caol Primary school's art club, Room 13, has amazed the modern art world. Room 13 is open to any child at playtime, lunchtime or after school. On Fridays, if the children have completed all their Schoolwork, they can spend all day there, and some children stay there from 9am to 6pm. The only adults involved are artist Rob Fairley and his assistant Claire Gibb, but they aren't the children's teachers. They are their employees.

Room13 is an independent business, separate from the school, and has a committee (all under the age of 11) who manage their own finances, apply for grants, order art materials and give lectures. They have even lectured at the Tate Modern gallery in London. But some banks and art organizations are not prepared to deal with a committee who are not yet teenagers, so Room13 often has finance problems, and their orders for art materials are sometimes ignored.

Ivan Massow, head of the judges of the Barbie Prize (a junior version of the annual Turner Prize for Modern Art) says, "It was obvious that the children had been asked to think about things and express themselves through art. And the quality of the work was exceptional. If I had bought 911 and put it in my London flat, no one would have thought that it was the work of 10-year-old".

The children are not looking forward to studying art at secondary school, where they will have to use cheaper materials and follow a strict exam syllabus. They know that they have unique freedom in Room 13. One of Rob Fairley's rules is "Never teach them art!", and their headteacher doesn't interfere with their work. As their managing director, Danielle Souness, said at a conference: "Room13 proves that if you give us the chance we can organise our education and we are tired of being patronized with your idea of what we can understand".

🔍 Read the text quickly. What is unusual about:

- a) the committee of room 13
- b) the children's relationship with Rob Fairley and their headteacher?

🔍 Match these headings with paragraphs of the text.

1. Day-to-day activity in Room 13
2. The children's opinion of art teaching
3. The committee work

4. One pupil's work
  5. An art expert's opinion of the children's work
- ☞ Are these statements true or false?
1. 911 is a work that represents dead people.
  2. Rob Fairley decides what happens in Room13.
  3. There are some teachers on the committee of Room 13.
  4. Some adults don't treat the committee of a room13 seriously.
  5. The children think that they will get a better education at secondary school.
- ☞ Discuss the following questions.
1. Why have the children of Room13 produce such interesting art?
  2. Can you teach subjects like art and music, or are they talents that people are born with?
  3. Should children be allowed to 'organise their education' in any way?

### III. Homework

Describe one of the pictures of the famous painters.

## LESSON 37

### Painting in the USA

**Objectives:** to practise students' reading skills using the methods if interactive reading strategies; to develop culture of communication.

#### PROCEDURE

##### I. Warm up

Do you think that the art of the aborigines who first lived on the North American continent had greatly influenced on the art of the people who came to live here in the 17th and 18th centuries or maybe they continued to be under the influence of European art?

##### II. Main part

###### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.

2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

## ART

The art and crafts of the aborigines who first lived on the North American continent had little influence on the art of the colonists who came to live here in the 17th and 18th centuries. Except for areas of the south-west, Indian art was forgotten until very recent times. Instead, when the colonists had time, they continued the art and crafts they had brought with them from Europe.

After the United States became a nation, historical painting became fashionable. Americans were fiercely proud of their history and liked seeing immense scenes of battle and exploration with the figures of their heroes and statesmen portrayed boldly in the foreground. Later, as the nation started to push westward, the mysteries of the vast unknown continent were brought home to the people on the eastern seaboard by explorer-artists who roamed the frontier, recording the look of the wilderness before civilization reached it. Art was important as a source of information; important events in Europe, which many Americans might hear about, were portrayed on enormous stretches of canvas which were unrolled before enthusiastic audiences all over the country.

American art took on new importance in the middle of the 19th century with the emergence of Winslow Homer, Thomas Eakins, and Albert P. Ryder.

Thomas Eakins (1844–1916), being a realist, was strongly influenced by Manet's realism. He was one of the most profound painters in America during the 19th century. His portraits, with their agonized perception of human character and personality, are among the great paintings of the century.

Winslow Homer (1836–1910) started as a(n) illustrator who determined the strongly illustrative character of much of his painting.

If Eakins and Homer were realists in basing their art upon experiences directly perceived in nature, Ryder (1847–1917) was a visionary, a mystic. The sea, especially by moonlight, was a favourite subject. But he reduced the elements of his composition to the simplest pattern and colour and laboured over the surface, building it up quickly into boldly abstract patterns.

These three are the masters of the American tradition, they have influenced generations of the American painters.

European painting has had a significant influence on the development of American art. In protest against the / is excessive patronage of European painting, eight young American painters organized a group exhibition I 1908. They became known as “The Eight”.

While “the Eight” were revolutionizing the conception of subject matter appropriate to art, other artists were simultaneously bringing the new European concepts of form and colour to America.

A huge exhibition of modern European art was held in a New York armory in 1913. Generally known as the “Armory Show”, it presented for the first time to most of the American public a comprehensive showing of the work of the Post-impressionists, Fauves, and Cubists. The “Armory Show” caused more commotion than any exhibition before or since.

These two exhibitions dramatized for the twentieth century a debate which has persisted in American cultural life since the mid-eighteen century. Should American art be rooted in the American environment? Or should the American artist take a more cosmopolitan point of view and look to Europe for inspiration?

“The Eight” have become to represent the ideal of an American art inspired by American subject matter. On the other hand, the “Armory Show” provided the American public with its first comprehensive view of the nature of the formal revolution wrought by modern painters in Europe.

### Speaking

☞ Act as an interpreter

**Mr Anderson.** Good morning Mr Sushko.

**М-р Сушко.** Доброго ранку, м-р Андерсон. Що б ви порадили мені подивитись сьогодні? Мистецтво — моє захоплення. З якої галереї краще розпочати знайомство з образотворчим мистецтвом Америки?

**Mr Anderson.** I'd rather begin with the Metropolitan Museum. There you'll find a wonderful collection of the works of Flemish, Dutch, French and other artists. You will see various exhibits of Indian folk art and a wonderful collection of porcelain.

**М-р Сушко.** Адеможна побачити твори сучасних американських художників?

**Mr Anderson.** You'll find them in the Metropolitan Museum, but not many. Most of them are exhibited in the Museum of Modern Art and Guggenheim Gallery. All three of these galleries are in the centre of Manhattan

**М-р Сушко.** Дякую за пораду.

**Mr Anderson.** I could come with you to the Metropolitan Museum if you like. I haven't been there for ages. I'd like to go there again.

**М-р Сушко.** Буду дуже радий, якщо Ви приєднаєтеся до мене.

*(In the Metropolitan Museum)*

**М-р Сушко.** Я чув, що вхід до музею вільний.

**Mr Anderson.** Well the notice says admission is free — but it adds that donations are welcome and indicate the minimum sum. What would you like to see first?

**М-р Сушко.** Мені б дуже хотілось би подивитися полотна Рембрандта. Я читав, що в Вашій країні дуже багато його картин.

**Mr Anderson.** Yes, there are quite a few of his works. I'm also fond of him.

**М-р Сушко.** Він мав чудову здатність проникнення в людський характер. Кожен його портрет — це вивчення людського життя, чи не так?

**Mr Anderson.** I do agree with you. Here are his paintings.

**М-р Сушко.** Так, тут досить багато його картин. Вважаю, що ви знедолили галереї Європи.

**Mr Anderson.** Yes, I'm afraid, we have. Most of them were brought during the period of the so-called American prosperity.

**М-р Сушко.** Вважаю, що голландці багато б віддали, щоб повернути всі ці полотна до своєї країни. А ось і імпресіоністи. Здається, ваша колекція Ренуара — одна з найбагатших у світі.

**Mr Anderson.** Not only Renoir's. There are hundreds of paintings by the impressionists in the art galleries of New York, Washington and other American cities.

**М-р Сушко.** Зараз навіть важко уявити, що колись люди не могли оцінити їх твори.

*(In the Museum of Modern Art)*

**М-р Сушко.** На мій погляд, цей музей краще б було назвати галереєю абстрактного живопису. Що до мене, я — не шанувальник абстрактного мистецтва.

**Mr Anderson.** Neither am I. I have the impression that the abstract art is going out of fashion. New trends are developing.

**М-р Сушко.** Так, абстрактне мистецтво зараз вже не приваблює публіку і міф про те, що це — мистецтво вибраного кола людей розвіявся. Ось дуже цікаве полотно. Художник Бентон. Я, нажаль, мало знаюся на американському живопису. Не могли б Ви розказати мені про Бентона.

**Mr Anderson.** Thomas Benton was the oldest American painter. For over seventy years he had been painting scenes from daily life of American farmers and small province towns.

**М-р Сушко.** До якого напрямку мистецтва він належить?

**Mr Anderson.** He called himself a realist. During his long he'd gone through different trends, but he never joined abstractionists. Critics accuse him of affected themes and populism, of exaggerated realism.

**М-р Сушко.** Дякую вам, м-р Андерсон.

### Relaxation

— How do you like the picture? — the artist asked the visitor.

— Umm, it might be worse.

— Oh, I'm sorry to hear you say that, — said the artist disappointedly.

— All right, then it couldn't be worse.

**Critic.** Ah! This picture is superb! What soul! What expression!

**Artist.** Year? That were I clean the paint of my brush.

### Reading

✎ Read the text. Some sentence fragments have been removed from the text. The task is to fill the gaps with the fragments from the list (A–F).

#### ANDREW WYETH

The best traditions of American realism are maintained by Andrew Wyeth, the most famous and best liked modern artist of America, who now determines the world level of contemporary American art. (1) \_\_. It is well known abroad and exercises a decisive influence over American artists. (2) \_\_. He has been elected an honorary member of Academies of arts of many countries.

The personages of Wyeth's paintings are common Americans, his neighbours and friends, the members of his family. (3) \_\_. At times both his portraits and figure compositions, and also his landscapes give the impression of a hidden inner meaning, subtle emotion or of a hidden drama ("Christina's World")

Two families fascinated Andrew Wyeth in particular and drew his attention again and over again. Karl Kuerner was a farmer of German extraction. (4) \_\_.

Christina Olson and her brother lived on a farm near the Wyeths in Maine. She was a paralytic and could not walk. (5) \_\_. Christina's life became a symbol of great importance for Wyeth and furnished him with many subjects. Hardly any of Wyeth's pictures, perhaps, has made a deeper impression on the people than "Christina's World". It has become the most beloved Wyeth's painting.

Wyeth's art is loved for the visual poetry with which he clothes even the most common scenes and a deep sympathy for the plain people and their surroundings.

(6) \_\_\_\_.

- A. He, his farm and his livestock have been the focus of dozens of paintings.
- B. His highly humanitarian art enjoys tremendous popularity with the American people.
- C. His art displays an invariable respect and sympathy of ordinary people of America, as well as connoisseurs. The viewers feel confidence in American and its people.
- D. Andrew Wyeth was the first American artist in the history of the USA to have an exhibition of his works staged in the White House.
- E. Crawling or moving about in a wheelchair she managed to keep the house for her brother
- F. They invariably impress the viewer with their individuality, innocence and the oneness with nature and environment.

*Keys: 1 B, 2 D, 3 F, 4 A, 5 E, 6 C.*

### III. Homework

To write a short account of an American painter.

## LESSON 38

### Ukrainian art

**Objectives:** to develop students' reading skills through the methods of interactive activities; to practise listening for gist and details.

#### PROCEDURE

##### I. Warm up

What famous Ukrainian artists do you know? What are they famous for?

Have you ever been to the Ukrainian Arts Museum in Kyiv? Which pictures appeal to you? Have you visited the arts museums in other cities of Ukraine?

##### II. Main part

###### Reading

What can Ukraine offer to you, her visitor?

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

### THE AIVAZOVSKYI PICTURE GALLERY

The picture gallery in Feodosia boasts the famous largest in the world collection of the most prominent seascape Ivan K. Aivazovskyi. The Gallery in fact is the sole in Ukraine museum of the seascape painting.

Apart from the pictures of the illustrious seascape painter on show here are the works of his contemporaries and pupils-the artist K. Bogaievskyi, M. Voloshin, M. Latri. There are also the works of modern painters whose art is associated with the landscape of the Eastern Crimea.

The Gallery was founded in 1880 by I. Aivazovskyi whose life and creative career is reflected by the exhibition of the memorial-historical department.

In 1900, according to I.K. Aivazovskyj's will the Picture gallery became the property of the city of Feodosia. The bequest numbered 49 pictures of the painter.

It was decided to begin collecting pictures of other masters of seascape: Lagorio, A. Fessler, E. Magdesian, the painters of Feodosia K. Bogaievskyi, M. Latri, M. Voloshin. This determined the type of the Gallery: it was to become the collection of chiefly seascapes. The Gallery collection was enriched with 11 works of the West European painters and increased fivefold.

In 1941, before occupation of Feodosia, the collection of pictures was evacuated to Yerevan in Armenia. The building of the Picture Gallery was badly damaged. On May2,1946 the museum was reopened for visitors.

The stocks of the Gallery were enlarged by the paintings of Aivazovskyi, which were transferred from other museums or came from private collections.

The romantic perception of the world was the nucleus of Aivazovskyi's talent. The painter strove to single out not the typical but



the exclusive. He created pictures distinguished by a particular sonority and vividness of colours. The sea all glittering with sunlight, quiet moonlit nights are depicted in them with a great skill.

Among the works especially noteworthy are: "The St. George Monastery" (1846), "Evening in the Crimea. Yalta" (1848), "Venice" (1849), "The Seashore. Farewell". (1851), "The Ships at the Roadstead", (1851), "The Sea" (1853), "the Moonlit Night in the Crimea" (1859), "The Sea", 1864, "A storm in the North Sea" (1866).

The creation of these works was preceded by the spiritual atmosphere of Pushkin's epoch. Just as Pushkin in poetry and K. Briullov in painting expressed freedom-loving ideas, so did Aivazovskyi convey in his romantic works the idea of being happy only in "storms of battle".

In 1858 the painter created his masterpiece "The Tenth Wave". It is considered the painter's most romantic work. This large canvas is on show at the Russian Museum in St. Petersburg.

On the canvas amid the huge waves of the ocean the shipwrecked sailors trying to survive on the piece of the wreckage are depicted. The painter contrasts the will-power of a man with the violent force of the element. Filled with the pathos of the struggle it glorifies the courage of man before the smashing might of the raging ocean. The secret of the popularity of the "Tenth Wave" lies not in the dramatism of the situation but in the general life-asserting mood of the picture. The struggle and triumph of man over the element is the painter's favourite theme.

Among the works of Aivazovskyi there are a number of paintings, which have nothing in common with the marine subjects.

The Ukrainian landscape pieces of Aivazovskyi reveal great lyricism and keen perception of every day life. They attract one's attention by a gentle poetical mood and beautiful sonorous colouring.

In the 1870's romanticism of Aivazovskyi was replaced by the more objective perception of nature. The best canvases of this period are "The Rainbow" (1873), "The Storm off Cape Aya" (1875), "The Shipwreck" (1876).

The '80's marked the period of final making of realistic landscape. More works appeared in restrained range of colours. Such is "The Black Sea" 1881 / on show at the State Tretyakov Gallery. Its epic mood is associated with the majestically accords of the symphonic poem by N. Rimsky-Korsakov "The Sea".

The talent of I. Aivazovskyi reached its height in the painting "Amid the Waves" created by the artist in 1898. The tendency for laconism of colour has been reflected in it. The beauty and might of the sea has been expressed in emotional colour range. The sea, the waves,

the air are depicted with super skill. The emotional image of the sea is one of the masterpieces of world marine painting.

The Feodosia Gallery boasts a large collection of Aivazovskyi's drawings (over 270). Many of them can be regarded as independent works of art: "The Kerch Gulf with Schooners", "An Oriental town", "An Italian Town".

In the Gallery there is a small collection of seascapes painted by the artists of 19-20th centuries: A. Fessler, A. Hansen, A. Bogolybov, Surikov and A. Kuindzhi, K. Bogaievskyi, M. Voloshin.

The seascape of today is marked by the works of Krainiov, Yakovlev, Barsamov, P. Skliarenko, and Olga Dudina.

The Galley's collection of the West European masters gives a general idea of the seascape painting of the 17–20th cc. It contains works by I. Shotel, P. Tanner, Melby and others.

### Listening

#### IVAN AIVAZOVSKYI

Ivan Aivazovskyi was born in Crimea in the seaside city of Feodosia on July 17, 1817. The impressions of childhood determined his predilection for the seascape painting. In 1883 he entered the St. Petersburg Academy of Arts,

In 1836 I. Aivazovskyi was introduced to O. Pushkin as a greatly promising artist. He made 10 depictions of the great poet. The picture known most of all is "Pushkin Bidding Farewell to the Sea" executed by Aivazovskyi jointly with Iliia Repin.

It took I. Aivazovskyi only four years to finish the six-year course of the Academy of Arts. He received a big gold medal and was granted a scholarship for training abroad.

In Italy I. Aivazovskyi ranked with the best painters of Europe. The seascapes of the young painter appeared at the exhibitions in Rome, Paris, London and Amsterdam. They were highly appreciated by the viewers. In 1831. Aivazovskyi was awarded in France a gold medal. In Holland he was elected an Academician. It was a significant event since Holland is known to be the homeland of the seascape painting.

I. Aivazovskyi came back from abroad a recognized master. He was made Academician of St. Petersburg Academy. The painter was attached to the Chief Naval Headquarters and was granted the right of wearing the full-dress coat of the Ministry of Navy.

In 1845 the painter settled in Feodosia for good because of his deep affection for the Black Sea and his native city. He took the most active part in the city's life. He created an art studio, opened a library

and initiated the construction of the archeological museum. His tireless civic activities promoted the building of the seaport in Feodosia and the railway to it.

I. Aivazovskyi strove to make his house a center of artistic life. In 1880 to the house where he lived and worked a large hall was added where his paintings were exhibited. This hall became one of the first picture galleries in the country. The house had a small stage where amateur theatricals were arranged.

The Gallery was visited by the townspeople and the passengers of the steamers calling at the Feodosia seaport.

Ivan Aivazovskyi retained till the last day of his life the ability to creative work without which he could not live. His words "To live means for me to work", could have become the motto of his life.

Aivazovskyi died in the night on April 18, 1900

In 1900, according to I. Aivazovskyj's will the Picture gallery became the property of the city of Feodosia.

☞ Listen to the text and answer the questions.

1. When and where was I. Aivazovskyj born?
2. I. Aivazovskyj studied at the St. Petersburg Academy of Arts, didn't he?
3. Did I. Aivazovskyj and Pushkin know each other?
4. How were his seascapes appreciated by the viewers?
5. Where was I. Aivazovskyj elected an Academician?
6. Did he spend the rest of his life abroad?
7. When did the painter settle down in Feodosia?
8. Did I. Aivazovskyj take an active part in the city's life?
9. What can you say about his house?
10. What was the motto of his life?
11. When did the famous painter die?

☞ Finish the sentences.

1. Ivan Aivazovskyi was born \_\_ (in Crimea in the seaside city of Feodosia on July 17, 1817).
2. In 1836 I. Aivazovskyi was introduced to O. Pushkin as a \_\_ (greatly promising artist).
3. At took I. Aivazovskyi only \_\_ (four years) to finish the \_\_ (six-year course) of the Academy of Arts.
4. He received a \_\_ (big gold medal) and was granted \_\_ (a scholarship for training abroad).
5. The painter was attached to the \_\_ (Chief Naval Headquarters).
6. In 1845 the painter settled in Feodosia for good because of \_\_ (his deep affection for the Black Sea and his native city).

7. Aivazovskyi strove to make his house \_\_ (a center of artistic life).
8. His words “To live means for me to work”, could have become the motto of his life.
9. The painter died \_\_ (in the night on April 18, 1900).

### Reading

#### FEDIR KRYCHEVSKY (1879–1947)

Fedir Krychevsky holds a prominent place in the history of Ukrainian art. A painter of great distinction he made an invaluable contribution to the development of genre and portrait painting and did a series of monumental canvases of great public import. His aesthetic views and mastership were shaped at the turn of the century. Like Philip Malyavin, Olexander Arkhipov, Boris Kustodiyev, Olexander Murashko he tried to find a pictorial interpretation of a truly national theme. Yet he did not become a chronicler or illustrator of the people's life and customs, nor were his goals simple ethnographic likeness or national colour. Cheap stylization was *alien* to him. Instead, he *imparted* a monumental *sweep* and meaning to this theme, raising it from a mere projection of *folkways* to the level of an epic. In the 20s and 30s the humanitarian principles of Krychevsky's works developed more fully and extensively.

Krychevsky was born on May, 10, 1879 in the town of Lebedyn in Kharkiv Province into the family of a medical attendant (doctor's assistant). He spent his childhood in the village of Vorozhba, whose colourful *folk rites* and customs and beautiful scenery left an *indelible* mark on him for the rest of his life.

Krychevsky received his basic training at the Moscow School of Painting, Sculpture and Architecture, ((1896–1901), where he studied in the classes of such noted masters as Valentyn Serov, Olexandr Arkhipov and Leonid Pasternak, and completed his education at the St. Petersburg Academy of Art (1907–1910) in the studio of the famous painter of battle pieces, Franz Rubo. His painting, “The Bride”, which he entered in the Academy's competition, can be seen as a pictorial statement of his future creative path. It was a mature work of art, already reflecting Krychevsky's inclinations and individuality. The traditional subject of a folk wedding rite is treated not as a customary genre piece, but on a monumental and epic plan. The nobility of the artist's presentation of his heroes-cheerful young Ukrainian girls generating pride and a sense of inner dignity, spiritual beauty and vitality — speaks of Krychevsky's desire to *pay the highest tribute* to char-

acters taken from the people and to create types of great power and meaning. This was to become a prevailing tendency in his entire creativity.

The artist never tore the links with his people and their life. The village of Shishaky in Poltava Region had a specially beneficial influence on him. Here he lived and worked for many years, inspired by the village's scenery and ancient folkways and customs. His best oils were born in this picturesque part of Ukraine, where he constantly returned to revive his impressions and observations. In the artist's vision this corner of Poltava Region was transformed into a generalized image of entire Ukraine, becoming a poetic symbol of his homeland and a *nourishing* source for his inspiration. His palette absorbed the decorative beauty and wealth of the patterns of Ukrainian carpets, embroidery and pottery, enriching his works and lending them a distinctly national colouring.

His leading theme — the people — became more optimistic and *life-asserting* and gained a new content and scope. The artist's works of the 20's are impressive for their boldness and *novelty* of treatment — seen best of all in his use of plastic lines and plane fresco forms.

*Drawing on* the traditions of ancient mural painters, Krychevsky succeeded in imparting his pictorial idiom with a laconic *refinement* and flexibility. Yet he did not canonize the techniques of the old masters and avoided direct stylization. Studying and absorbing their art, he achieved an organic fusion of tradition and modernity in his creations.

Krychevsky revealed a new facet in his career when he created his *Kateryna* (1939–1941), a composition based on the motifs from T. Shevchenko's poem of the same name. Its bold and unusual pictorial interpretation showed Krychevsky's profound grasp of the poem's message and figurative language. The spiritual beauty of *Kateryna's* character, as well as her fine moral qualities are in remarkable harmony with the painting's delicate drawing and refined colour.

Krychevsky was an outstanding portraitist. His *austerely* balanced composition of the portraits bear the unmistakable mark of his individual monumental and decorative style. His humanitarian principles were *explicitly* revealed in portraiture, in which he tirelessly paid tribute to MAN and in which he showed himself an heir of the Renaissance tradition.

The painter combined his artistic career with teaching, to which he devoted much energy and effort, sparing neither time nor mastery since he regarded it an important part of his life. He took an active

part in shaping the education programme at the Kyiv Art School ever since he joined it as an instructor in 1912, and later on, when he became its principal. He took part in organizing and creating his pet project — the Kyiv Art College. He was the first person in Ukraine to hold a Doctor's Degree in art history and criticism. Krychevsky's principles were adopted and developed by several generations of famous Ukrainian artists, such as Anatoliy Petrytsky, Volodymyr Kostetsky, Tetyana Yablonska, Georgy Melikhov, Yevgen Volobuiev to mention but a few.

#### *List of vocabulary*

- alien — unnatural, unaccepted;
- imparted — given, added;
- sweep — shade, hue, character;
- folkways — everyday life;
- folk rites — holidays, rituals, festivals;
- indelible — inalienable, inseparable;
- pay the highest tribute — appraise, evaluate;
- nourishing — giving food; fruitful;
- life-asserting — glorifying life;
- novelty — smth new, innovation;
- drawing on smth — approaching, coming closer to;
- refinement — subtle beauty;
- fusion — combination, unity, blending;
- austere — severely simple;
- explicitly — completely, fully.

#### *Post-reading tasks*

##### Reading the text

- single out the sentences which characterise Krychevsky's interests in art;
- find the paragraphs which prove that it was Ukrainian nature and people who inspired his creativity;
- find the evidence, to prove that his contribution to the development of Ukrainian culture is invaluable.

##### Use the substitution tables (*see p. 175*) to make as many sentences as possible to characterize Fedir Krychevsky and his art.

##### Make up a plan to speak about Fedir Krychevsky

- as a great Ukrainian painter as an innovator of arts;
- as a singer of the beauty, grandeur, and joy of earthly life;
- as a great son of the Ukrainian people of the 20th century.

			a painter of great distinction
			a master of genre and portrait painting
			a progressive advocate of Ukrainian national art
			a philosopher who grasped the poetic individuality of his people
			a searcher for an epic monumental idiom adequate to portray his time
Fedir Krychevsky	was		an author of austere balanced compositions, monumental canvases of great public import
			an advocate of monumental forms in art
			an outstanding portraitist and humanitarian
			a great patriot and educator
			a creator of poetic symbol of his homeland
			the principal of the Kyiv Art School
			a creator of the Kyiv Art College

				their boldness and novelty of treatment
				his use of plastic lines and plane fresco forms
		remarkable		lofty feelings of joy and sorrow
		impressive		profound philosophical inference
The artist's works	are	unprecedented	for	an unusual figurative structure of the composition
		unique		the imprint of the grandeur of feelings and emotions
		invaluable		an organic fusion of tradition and modernity in his creations
		well-known		
		noted		

			the spiritual beauty of the common man
	canvases pictures portraits compositions		his personal observations
		relied on	the typical and essential
In his	he	asserted	modernity of his vision
		advocated	the grandeur and joy of earthly life
		presented	the radiance of colour
		portrayed	the austere structure of the compositions
		conveyed	the subtle feeling for linear rhythms

*Work in groups*

- ↳ Read the poems by Ivan Drach and Mykola Vinhranovsky and analyze them.

**THE BALLAD OF THE SUNFLOWER**

The sunflower once was all arms and legs  
 With a green body, prickly and rough.  
 It raced with the breeze  
 And scaled a pear tree,  
 And its bosom with ripe fruit stuffed.  
 It swam by the mill, on the sand lay still,  
 With a catapult sparrows it potted.  
 It hopped on one foot,  
 From its ears water shook,  
 Then suddenly saw the gorgeous sun,  
 The glorious swarthy sun —  
 Among golden clouds  
 In a red country blouse,  
 Riding a bicycle,  
 Dodging the potholes in the sky...  
 The sunflower froze there,  
 Gaping forever in golden rapture:  
 'Let me go ride your bike, old man!  
 Or put me astride the frame, at least,  
 O, why be so mean, old man?!'  
 O poetry, my orange sun!  
 Every second a youngster  
 Discovers you for himself  
 And becomes forever a flower of the sun.

*Ivan Drach*

**THE FIRST LULLABY**

Sleep, my little baby, lulla-bye!  
 Sleep, my child, my little brown-eyed worry!  
 In warm dreams, above the fields or rye,  
 High above it sunrise starts to hurry.  
 Father's is the happiest of souls.  
 Sleep, my darling, it is very late.  
 There, outside the window, restless roll  
 All your future years — your future' fate.  
 Sleep, my little one, until your time.  
 Shadows drowse; the maple, too, is sleeping.  
 Only let Ukraine not sleep in you —  
 Like the sky reflected in the Dnieper.  
 Let it never sleep in you at all;  
 It is yours and all, the world's, my sweetest.  
 Sleep, my little man, my little soul,  
 Silver dreams are dropping from the treetops.

*Mykola Vinhranovsky*



- Read the poem by Ivan Drach, where the poet compares poetry with the Sun and himself with the sunflower which grows and matures in the rays of the Sun. Do you feel alike?
- After you finish reading the story about Mykola Vingranovsky, try to imagine what helped him to grow and mature as an artist.
- The poem created by another famous Ukrainian poet Mykola Vingranovsky may help you understand how poetic images of Fedir Krychevsky were born.

### III. Homework

Write a composition 'My favourite Ukrainian Painter'.

## LESSON 39

### Literature spot. The picture of Dorian Gray

**Objectives:** to practise intensive reading of a story and explaining what happened in it.

#### PROCEDURE

##### I. Warm up

Comment on Oscar Wilde's words:

"The artist is the creator of beautiful things. To reveal art and conceal the artist is art's aim.

There is no such thing as a moral or an immoral book. Books are well written, or badly written. That is all.

The artist can express everything.

Diversity of opinion about a work of art shows that the work is new, complex, and vital.

When critics disagree the artist is in accord with himself.

All art is quite useless".

##### II. Main part

*Before you start*

- 🔗 Read about Oscar Wilde. What kind of person was he?

#### OSCAR WILDE (1854–1900)

Oscar Wilde (1854–1900) was born in Dunlin in Ireland. He went to university at Trinity College Dublin and Oxford and then moved to London. As a young man, Wilde was brilliant and eccentric, with long hair and extravagant clothes. He began writing poetry but his most famous works are his plays, especially comedies like *Lady Windermere's Fan* (1892) and *The Importance of Being Earnest* (1895) or the

most serious *Salome* (1894). Like his conversation, his plays were full of quick humour, such as: 'Nowadays, people know the price of everything and the value of nothing'.

Wilde's career stopped by scandal. He was sent to prison. When he came out of the prison, he moved to Paris and died a broken man. The *Picture of Dorian Gray* is Oscar Wilde's only novel and is a brilliant story about moral decadence.

### Reading

☞ Look at the title of the story. What do you think the story is about?

A valuable painting, a robbery from an art gallery, obsession with a painting.

Read the story quickly and find out.

☞ Read the story again. Are these statements about the story true or false?

1. Basil Hallward painted a portrait of his friend Dorian Gray.
2. Dorian made a wish to stay young and for his portrait to become old.
3. Dorian met a beautiful young painter called Sybil Vane and fell in love with her.
4. Sybil killed herself after Dorian left her.
5. On his thirty-eighth birthday, Dorian killed his friend Basil.
6. Sybil's brother followed Dorian and shot Dorian's friend.
7. Dorian finally decided to destroy the portrait with an axe.
8. When the servants found Dorian his face was old and horrible.

☞ Answer the questions.

1. Why did Dorian make his wish about the portrait?
2. What happened to his portrait after he left Sybil?
3. How did his face in the portrait change?
4. How did Dorian change physically over the years?
5. Why did Dorian kill Basil?
6. Why did the sailor follow Dorian?
7. Why did Dorian decide to destroy the portrait?
8. What happened to the portrait in the end?

### THE PICTURE OF DORIAN GRAY

Basil Hallward was a successful artist. He had nearly finished a portrait of a very handsome young man called Dorian Gray. One day a friend of his, Lord Henry Wotton, saw the picture Basil was painting and wanted to meet this young man. A few days later, Lord Henry and Dorian Gray met at Basil's house and went for a walk in the garden.

‘Ah, how lucky you are to be so young. There is nothing in the world as important as youth!’ said Lord Henry to Dorian. ‘But time is your enemy.’

They went inside to see the portrait and looked at his own picture intensely.

‘I wish I could always stay young and the picture could grow old. Oh, why did you paint this picture, Basil? Why should it stay young while I grow old? I wish the picture could change, and I could stay as I am.’ Dorian was beginning to fall in love with his own picture.

A few weeks later, Dorian told Lord Henry that he was in love with an actress, called Sybil Vane. She was seventeen and very beautiful. Dorian didn’t tell Sybil his name but she called him Prince Charming. He told her that he was in love with her and he wanted to marry her. Sybil’s brother was worried about her and this mysterious young man. ‘If that man harms my sister, I’ll kill him,’ he said to a friend.

But Sybil’s brother was a sailor and had to go off to Australia.

One night, Dorian took his friends to see Sybil acting as Juliet in *Romeo and Juliet*. She acted badly and after the performance Dorian spoke to Sybil. He was very angry with her. ‘But how can I pretend to be Juliet now that I know what real love is?’ she said to him. Dorian said that he had loved her because she was a good actress. Now he didn’t love her any more and so he left her.

When he got back home Dorian looked at his portrait again. Somehow it was different. The face in the picture now had a cruel smile. Then Dorian remembered his wish. He realized that he had been cruel to Sybil. Tomorrow he would see her and be good to her and make up for what he had done. But the next day Lord Henry brought Dorian some terrible news. Sybil had killed herself! Lord Henry told him not to worry, that it would have been impossible to marry her anyway — she was just an actress. When Lord Henry left, Dorian looked at the picture of himself again. He realized that he would stay young and handsome forever and the face in the picture would become ugly, old and cruel.

The years went by, but Dorian Gray stayed young and handsome. He enjoyed all the pleasures there were in life. However, his portrait changed and showed all the terrible secrets of his life. Dorian became more and more obsessed with the picture as the face in it became old and ugly. On Dorian’s thirty-eighth birthday, Basil Hallward, the painter, came to see Dorian and told him that he was going to Paris. Basil told Dorian that people were saying terrible things about Dorian’s life. Dorian decided to show Basil the portrait and to tell him a secret. Basil was terrified when he saw the face and told Dorian to change

his life. Suddenly, Dorian became very angry with Basil. He took a knife... and stabbed Basil several times. The next day, Dorian got rid of the body. Nobody would ever miss Basil Hallword. They would think that he had gone to France.

Later that night Dorian was in a bar talking to two women. One of the women said to him, 'Ah, I remember you. You are Prince Charming, aren't you?

A sailor heard this. It was Sybil's brother. He realized that this man was cruel to his sister eighteen years ago. Dorian was very afraid, but said that it couldn't have been him. He showed the sailor his face, the face of a young man of twenty. Then Dorian went away.

"I nearly killed that boy," said the sailor.

'Boy?' said the woman. I first met him eighteen years ago, but his face hasn't changed in all that time.' A week later Dorian was in the country staying with some friends, when he realized that the sailor was following him. He became very afraid. The next day he went out walking with some of his friends who were shooting. His friend shot at an animal and there was the cry of a man. He had killed the sailor who had been following Dorian. Dorian decided to change his life.

'Maybe if I had a better life, the face in the picture will not be so ugly and horrible.'

But when he looked at the portrait it was even more terrible than before. He decided to destroy the picture. He picked up a knife and stabbed the painting. There was a loud cry and a crash.

The servants were afraid. They went into the room. On the wall they saw the portrait of a young, handsome man. On the floor was a dead man, with a knife in his heart. It was the other Dorian Gray, his face old, ugly and horrible.

### **Speaking**

#### *Work in groups*

The students think of ideas for a story about a very beautiful woman or a very handsome man and tell the class their ideas.

### **III. Homework**

To prepare for the discussion: 'What is the moral of this story? Do you agree with it?'

## **LESSON 40**

### **Present Perfect Continuous — Past Perfect Continuous**

**Objectives:** to present the use of Present Perfect Continuous and Past Perfect Continuous

## PROCEDURE

## I. Warm up

## Test your grammar

☞ For each pair, match a line in A with a line in B.

- | A   | B  |
|---|--|
| A. What do you<br>What are you doing  | on your hands and knees?<br>for a living?                        |
| B. She smokes<br>She's smoking  | twenty cigarettes a day.<br>a Russian cigarette.                 |
| C. He has<br>He's having  | a bath. He can't come to the phone.<br>a lot of money.           |
| D. You're stupid.<br>You are being stupid.                                    | You lays are.<br>You aren't usually.                             |
| E. The cat drowned.<br>The cat was drowning.                                  | So I jumped into the water and saved it.<br>It was terribly sad. |
| F. What have you done<br>with my headphones?<br>What have you being<br>doing? | I can't find them.<br>since I last saw you?                      |

## II. Main part

## Presentation Present Perfect Continuous

Present Perfect Continuous is used

- For actions which started in the past and continue *up to the present*.  
*I've been packing* my case all morning. (I'm still packing)
- For continuous past actions which have *visible results* or effects in the *present*.  
*They have been walking* in the rain. (They are wet)
- Express *irritation, anger annoyance, explanation or criticism*.  
*Has the dog been chewing* on my slippers? (showing anger)
- To put *emphasis on duration, usually with for, since or how long*.  
*I've been typing* letters *since 9 o'clock*.

*Note!*

With the verbs live, feel and work we can use either Present Perfect or Present Perfect Continuous with no difference in meaning.

I've been living in London for a year. Or I've lived in London for a year.

Non-continuous verbs are not used in Present Perfect Continuous (know, believe, see, like, love, taste understand, be, etc.)

I've known her since 1998.

Time adverbials used with Present Perfect Continuous: for, since, how long.

### Reading

✎ Read the text and find out the sentences with Present Perfect Continuous.

#### YOUNG VICAR PASSES DRIVING TEST AFTER 632 LESSONS OVER 17 YEARS

Vicar Peter Newman is celebrating success — he has finally passed his driving test. He *has been learning* to drive for the past 17 years, and he has had a total of 632 lessons.

Peter, 34, has spent over 9,000 pounds on tuition, he has had right different instructors, and he has crashed his car five times. Then, one week ago he changed to an automatic car — and he passed his test immediately. He said last night, '*I've been praying* for a driving — license for over half my life, and at last my prayers have been answered'.

Peter, of St Andrew's church, Repton in Nottinghamshire, began driving at the age of 17.

'It was in the country,' he said, 'and I was doing quite well until one morning, in a narrow lane, I saw a tractor coming towards me. I panicked and drove into a ten-foot hedge.'

Peter said, 'My big problem was confusing the clutch and the brake. I was absolutely hopeless. My instructors *have been telling* me for years that I would never pass, but I was determined to prove them wrong. Many of them turned grey because of me!'

The turning point came when Peter tried an automatic, and took his test again — for the fifty-sixth time.

He said, 'When I was told I'd passed, I went down on my knees and thanked God.'

So how *has he been celebrating*? '*I've been visiting* all my relatives and people who live in the remote villages around here. I haven't seen some of them for years because I haven't been able to get to them. Now I can go anywhere!'

✎ Write the questions to the answers using *he*. They all have to contain either Present Perfect Simple or Continuous.

- Seventeen years. (How long has he...?)
632. (How many...?)
- Over 9,000 pounds. (How much...?)

- d) Eight. (How many...?)
  - e) Five times. (How many times...?)
  - f) For over half his life. (How long...?)
  - g) That he would never pass. (What...?)
  - h) Fifty-six times. (How many...?)
  - i) By visiting relatives and people in the remote villages. (How...?)
- 👂 Listen and check your answers.
- a) How long has he been learning to drive?
  - b) How many lessons has he had?
  - c) How much has he spent on tuition?
  - d) How many instructors has he had?
  - e) How many times has he crashed?
  - f) How long has he been praying for a driving-test?
  - g) What have his instructors been telling him?
  - h) How many times has he taken his test?
  - i) How has he been celebrating?

### Speaking

*Work in pairs and make up dialogues*

#### *Example*

**A.** Tired — what... doing?

**B.** Exhausted — getting ready to go on holiday

**A.** Done everything?

**B.** Packed cases... been to the bank... Haven't booked the taxi yet.

**A.** You look tired. What have you been doing?

**B.** I'm exhausted! I've been getting ready to the bank, but I haven't booked the taxi yet.

**A.** Have you done everything?

**B.** Well, I've packed the case and I've been to the bank, but I haven't booked the taxi yet.

- 1. **A.** covered in paint — what... doing?  
**B.** decorating the bathroom  
**A.** finished yet?  
**B.** painted the door... haven't put the wallpaper.
- 2. **A.** oil on your face — what... doing?  
**B.** servicing the car  
**A.** done it yet?  
**B.** mended the lights... haven't changed the oil yet
- 3. **A.** dirty hands — what... doing?  
**B.** filthy — working in the garden  
**A.** finished now?  
**B.** cut the grass... Haven't watered the flowers yet

4. A. your eyes are red — what... doing?  
B. exhausted — revising for my exams  
A. finished yet?  
B. done my chemistry and history... Haven't done any English yet.

### Discussing grammar

- ☞ There is something wrong with the following sentences! Talk to a partner. Why are they strange? What would be better?
- a) Ouch! I've been cutting my finger.
  - b) I've read the book you've recommended me. It was a nice little read.
  - c) 'Why is your hair wet?' 'I've swum.'
  - d) I'm terribly sorry, but I've been crashing into the back of your car.
  - e) You've got tears in your eyes. Why have you cried?

### Game "Guess what I've been doing"

This game may be played in groups of three or four. Copy and cut up one set of cards for each group. Place them face down in the middle of the group. The first player takes one card, but mustn't show it to the rest of group.

He / she should imagine they are the person depicted on the card and describe their appearance to the rest of the group, for example, *I'm crying*. The rest of the group must guess what activity the first player has been engaged in, for example, *You've been quarrelling*, *You've been watching a sad film*, *You've been peeling onions*.

The player who guesses correctly is allowed to keep the card.

The object of the game is to collect the most cards. (*See p. 185*)

### Relaxation

- ☞ Listen to the following stories and retell them paying attention to the use of Present Perfect Continuous.

A wealthy gentleman, both elderly and deaf, bought his first hearing aid. Two weeks later, he was talking with his minister, and told how much it had improved his hearing.

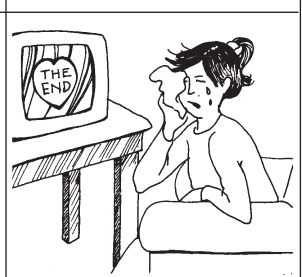
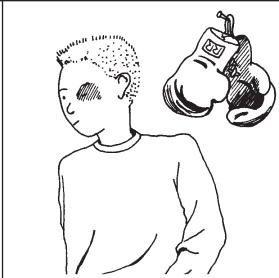
"That's fine," said the minister. "Your friends and relatives must be delighted that you can hear better".

"Oh, they don't know it," laughed the old man. "I've just been sitting around and revising my will".

"Your sore throat seems worse".

"Yes, I have been telling so many people about it".





### Presentation Past Perfect Continuous

Past Perfect Continuous is used

1. For an action continuing up to a specific time in the past.  
He *had been waiting* for an hour before she arrived.
2. For continuous, past action which had visible or effects in the past.  
She was tired. She *had been cleaning* the house all morning.
3. As the past equivalents of Present Perfect Continuous.  
She is tired. She *has been cleaning* the house all morning. (Present time)  
She was tired. She *had been cleaning* the house all morning. (Past time)

✎ Write what each person had been doing using verbs from the list.

sleep write walk wash play cut listen work
--

1. Jane's clothes were wet.  
She \_\_ (had been washing) her dog.
2. The boys were dirty.)  
They \_\_ (had been playing) football.
3. John was not happy that the noise woke him.  
He \_\_
4. Dave had stains on his shoes.  
He \_\_ the grass.
5. Carol's ears hurt.  
She \_\_ to the radio for two hours.
6. Kate had black ink on her hands.  
She \_\_ for three hours.
7. Ann's feet hurt.  
She \_\_ for two hours.
8. Nina looked tired.  
She \_\_ all morning.

*Note the difference:*

Past Perfect

When Tom phoned he *had left*.

(He left before Tom phoned)

Past Simple

When she phoned he *left*.

(She phoned and then he left)

Past Perfect Continuous

When she arrived they *had been fighting*.

(She arrived after the fight)

## Past Continuous

When she arrived they *were fighting*.

(When she arrived they were in the middle of the fight)

- ☞ Transform the following sentences into special questions as in the pattern and answer each question in full.

*Pattern:*

I had been waiting for 20 minutes before he came.

How long had you been waiting before he came?

I had been waiting for 20 minutes before he came.

1. We had been waiting for several days before he answered the questions.  
How long had you been waiting before he answered the questions?  
We had been waiting for several days before he answered the questions.
2. She has been wearing this suit for 2 years.  
How long has she been wearing this suit?  
She has been wearing this suit for 2 years.
3. He has been suffering from toothache all day long.  
How long has she been suffering from toothache?  
He has been suffering from toothache all day long.
4. He had been playing the piano for an hour by that time.  
How long has he been playing the piano by that time?  
He had been playing the piano for an hour by that time.
5. I have been looking for the magazine for several hours.  
How long had you been looking for the magazine?  
I have been looking for the magazine for several hours.

- ☞ Translate the English sentences into Ukrainian and the Ukrainian ones into English.

1. The teacher has been explaining these rules to the student for 40 minutes.  
Вчитель пояснює ці правила студентам вже 40 хвилин.
2. Моя молодша сестра спить вже 3 години.  
My younger sister has been sleeping for three hours.
3. I had been writing for an hour when my sister came.  
Я вже писав годину, коли прийшла сестра.
4. Він шукав журнал вже 20 хвилин, коли прийшов батько.  
He had been looking for the magazine for 20 minutes when father came.

5. He felt very tired as he had been playing football for several hours.  
Він почувався втомленим, бо грав у футбол вже декілька годин.
6. Я вивчаю англійську мову з 2005 року.  
I have been studying English since 2005.
7. It has been raining for two hours.  
Вже дві години йде дощ.

### III. Homework

Make up 10 sentences with Present Perfect Continuous and Past Perfect Continuous.

## LESSON 41

### Grammar test

#### Present Perfect Continuous — Past Perfect Continuous

**Objectives:** to check the use of Present Perfect Continuous and Past Perfect Continuous.

### II. Main part

- ☞ Read the situation and then write a sentence.

*Example:*

The two boys came into the house. One had a black eye and the other had a cut lip. (They / fight) — They had been fighting.

1. Tom was watching television. He was feeling very tired. (He / study / hard all day) — He...
2. When I walked into the room, it was empty. But there was a smell of cigarettes. (Somebody / smoke / in the room) — Somebody \_\_\_.
3. When Mary came back from the beach, she looked very red from the sun. (She / lie / in the sun too long) — She \_\_\_.
4. The two boys came into the house. They had a football and they were both very tired. (They / play / football) — \_\_\_.
5. Ann woke up in the middle of the night. She was frightened and she didn't know where she was. (She / dream) \_\_\_.

- ☞ Read the situation and then write a sentence.

*Example:*

We began playing football. After half an hour there was a terrible storm.

*We had been playing football for half an hour when there was a terrible storm.*

1. The orchestra began playing at the concert. After about ten minutes a man in the audience suddenly began shouting.  
The orchestra \_\_\_ for about ten minutes when \_\_\_ .
2. I had arranged to meet Tom in a restaurant. I arrived and began waiting. After 20 minutes I realized that I had come to the wrong restaurant.  
I \_\_\_ when I \_\_\_ .
3. Mr and Mrs Jenkins went to live in the south of France. Six months later Mr Jenkins died. They \_\_\_ when \_\_\_ .

✎ Put the verbs into the correct form, Past Perfect Continuous or Past Continuous.

*Example:*

Tom was leaning against the wall, out of breath. He *had been running*.

I tried to catch Tom but I couldn't. He *was running* very fast.

1. Jim was on his hands and knees on the floor. He \_\_\_ (look) for his pen.
2. We \_\_\_ (walk) along the road for about 20 minutes when a car stopped and a driver offered us to lift.
3. When I arrived, everyone was sitting round the table and talking. Their mouths were empty but their stomachs were full. They \_\_\_ (eat).
4. When I arrived, everyone was sitting round the table and talking. Their mouths were full. They \_\_\_ (eat).
5. When I arrived, Ann \_\_\_ (wait) for me. She was rather annoyed with me because I was late and she \_\_\_ (wait) for a very long time.

✎ Translate the English sentences into Ukrainian and the Ukrainian ones into English.

1. We had been speaking for 20 minutes when he suddenly interfered.  
Ми розмовляли 20 хвилин, коли він раптово втрутився.
2. Його батьки жили в Лондоні 2 роки до того часу, коли він поїхав.  
His parents had been living in London for two years by the time he left.
3. We had been discussing the book for more than an hour when he came to the meeting of our literary club.  
Ми обговорювали книжку вже більш години, коли він прийшов на засідання літературного кружка.

4. Я працював над проектом вже дві години, коли він прийшов.  
I had been working at my project for two hours when he came.
5. They have been building this restaurant for two years.  
Вони будують цей ресторан вже 2 роки.
6. Вони збирають гриби вже три години.  
They have been gathering mushrooms for about three hours.
7. She has been waiting for you for about an hour.  
Вона чекає на вас вже близько години.

### III. Homework

Make up a dialogue using Present Perfect Continuous and Past Perfect Continuous.

## LESSON 42

### Home Reading

# SCHOOL LIFE

## LESSON 43

### School: it's all in a day's work

**Objectives:** to practise listening for specific information; to develop students' creative skills working at the project; to practise students' reading and writing skills.

**Epigraph:** "Education has for its object the formation of character" (*Herbert Spenser*).

### PROCEDURE

#### I. Warm up

What is the purpose of the education in our society? Do you feel that the system we have is fulfilling that purpose? What could be done to improve the system? What do you think the educational system does well?

#### II. Main part

##### Substitution tables

1. What is school for you?

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

2. Do children like to go to school?

						develop our (my)
						abilities
						play interesting
						games
We						choose different
I	like	to go to		I	can	kinds of activity
Child-	dislike	school	because	we	can-	show our (their)
ren				they	not	talents
						learn to become
						self-confident

## 3. What and who help(s) you to study?

Visual aids

Maps

Pictures

Rules

A good book

help(s)

pupils  
us

to understand

grammar rules

difficult material

different subjects

## 4. What is your favourite subject and why?

My fa-  
vourite  
subject(s)is  
are

Maths

Litera-  
ture

PE

Art

English

Biology

because

I am  
we  
are

fond of

interest-

ed in

good at

reading books

doing sums

running

jumping

## 5. Why do pupils wear school uniform? Do you always try to get it tidy? Why?

Pupils wear  
school uniforms

because

a uniform disciplines

they like to look tidy

they feel they belong to a certain group

schoolchildren don't envy each other

they can concentrate on work rather

than on classmates clothes

**Listening***Pre-listening task*

Choose the activities connected with your going to school:

- reviewing homework
- chatting to friends
- having lunch
- playing chess
- attending an English-language club
- cooking
- doing drama
- exercising
- going to the cinema
- playing football

*While-listening task*

Listen to the text and match the phrases. Then explain their meaning.



- |             |                |
|-------------|----------------|
| 1. To play  | a) the most of |
| 2. To do    | b) plays       |
| 3. To make  | c) sports      |
| 4. To stage | d) in touch    |
| 5. To keep  | e) drama       |

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

Dear Alice,

In your last e-mail you asked me about my school like on week days. I'd like to tell you about my classes. Normally I have six or seven lessons a day, which last from 8:30 am till 2:00 pm. Today is Friday, and I only have five lessons. I use the short, 10-minute breaks between classes to chat with my friends or review my homework. The lunch break lasts for 20 minutes. After school I go to my English-language club, play sports, or do drama for an hour or so. Last week we had a party at the club. Everyone cooked and brought in a national dish of an English-speaking country (I cooked English Shepherd's Pie). My friend Dasha is a regular member of the Drama society, where they stage plays and perform to the public. Andriy, our classmate, is a promising footballer and he trains every day. Such afternoon activities help us to make the most of our school days.

Please write to me about your school day.

Keep in touch,  
*Lesya*

### *Post-listening task*

- ✎ Make a list of things Lesya does at school and after school.
- ✎ Make a list of things you do at school and after school. Then present it to the class and compare it to Lesya's day.

### **Writing**

#### *Project*

The students are divided into two groups. The students of the first one write an e-mail to Lesya about their school day, using the phrases: *I also..., unlike you..., instead of..., in addition to...*

The students of the second group work at the project about a good / ideal school.

In your opinion, what are the main characteristics of a good / ideal school? Do they have to do with physical things or with the atmosphere, the teachers or the students?

What characteristics are most important to you?

What can make a school bad?

How can you help to make your school better?

**PROJECT: YOUR GOOD / IDEAL SCHOOL**

1. Think about these things:
  - location
  - day school or boarding school
  - school trips
  - boys, girls or mixed school
  - number of students in the class
  - facilities
  - uniform or no uniform
  - school rules
  - after-school clubs
2. Plan your description. Make notes on these points.
  - general description (location, type of school, uniform, rules, facilities)
  - a typical school day (classes, lunch, breaks)
  - after school (clubs, activities, trips, homework)
3. Write your description in three paragraphs.

*Work in groups*

- ↪ Read each other's descriptions. Say what you like or dislike about your partner's ideal school.

**Relaxation****A MINUTE FOR A JOKE**

The more we learn, the more we know.  
The more we know, the more we forget.  
The more we forget, the less we know.  
The less we know, the less we forget.  
The less we forget, the more we know.  
So why study?

**Reading***Pre-reading task*

- ↪ Your teacher is angry with you because you constantly forget to do your homework. Go to the teacher and try to explain why you forget to do it.

*While-reading activity*

- ↪ Read the text and find out who the following words belong to, Andriy, or his elder brother.
- ↪ Arrange the dialogue in the necessary order.

## A TALK ABOUT HOMEWORK

**Andriy.** Oh, bother this homework! It's spoiling all my evening. I've planned to go to out today. But I shall have to do my homework. I think they ought to abolish homework. (I)

**Andriy's brother.** It isn't just the same. One of the best things about homework is that if you get really interested in the subject, you will be able to go on as long as you like. And if you have to stop when the bell rings, you won't have the same interest. I've heard some people say there will be nothing to stop you taking it home to finish if you wasn't to, but once you've lost the thread, it is very hard to start again. (VIII)

**Andriy.** I don't see that. Don't we do enough at school? (V)

**Andriy's brother.** I used to think so, when I was your age. But you'll change your mind when you're as old as I am. (II)

**Andriy.** You won't be able to catch me doing homework of my own free will if I don't have to. (IX)

**Andriy's brother.** It's a different sort of work. There you'll have the teacher to help you get stuck. Or you'll sit and listen while the teacher is doing the work. At home you'll have to think for yourself. If you get into difficulties, you'll have to find your own way out. It'll be a very good training. And you'll be able to learn a lot more through it than you'll ever do in the class. (VI)

**Andriy.** Don't come the elder brother over me! I hope I shall never be such a silly old book-worm as you are. Who wants to sit with his head in a book all the evening? I think it's all wrong to make chaps sit mugging lessons all the evening. They ought to be out getting fresh air. (III)

**Andriy's brother.** Oh, dear chap, don't be silly. First do your homework and then you'll be allowed to do anything you like. Come on! Take your books and sit down at your table. There's dear! (XII)

**Andriy.** There may be something interesting in that. But you'll be able to get just the same training if you have one period a day during school hours when you work on your own, and then the evening will still be free. (VII)

**Andriy's brother.** Well, I'm not going to. And that's another thing to say for homework. It makes you get down to hard work although you don't feel like it. It's really good discipline, because you have to do it yourself. There is no one standing over you to force you. Nothing really worth while can be done if you are able to do anything worth while unless you make yourself your work hard. (X)

**Andriy.** Oh, if you are going to begin moralizing, I am going out. (XI)

**Andriy's brother.** Well, at least one of your eight lessons is PT and that's in the open air, isn't it? And nobody wants to stop you from going out for part of the evening. I'm only saying that you don't do any homework at all, you'll miss a very important part of your education. (IV)

### Speaking

#### Discussion

- Is the homework really necessary in our school life or it's better to abolish it?
- Is it more useful if all schools in the country teach the same subjects than if they give students a chance to choose what subjects to study?

### III. Homework

Write a composition 'What is (are) the most important subject(s) at school and which of the school subjects will be most useful in your future career?'

## LESSON 44

### Studying abroad

**Objectives:** to improve students' skills for listening and comprehension; to provide opportunities for developing learners' speaking skills; to practise students' reading skills using the methods of interactive reading strategies.

**Epigraph:** "Knowledge is a fine thing" (*Jean Baptiste Moliere*)

#### PROCEDURE

### I. Warm up

Why do more and more Ukrainian school leavers prefer to get education abroad?

Would you like to study abroad? Why or why not?

### II. Main part

#### Listening

👂 Listen to the dialogue between two university students. Who said these things, Dan or Pat?

#### Tapescript

**Dan.** So, what are you doing in the summer?

**Pat.** Well it depends. If I get a job at the end of term, I'll be able to save money and maybe go away for a couple of weeks. What about you?

**Dan.** I'm going to Hamburg to learn more German. My parents will pay for it if I get good exam results. They say if you speak more than one foreign language, you have more job opportunities.

**Pat.** Lucky you! If I had enough money, I'd love to do something like that. Are you going to visit lots of places? If I were you, I'd visit cities like Prague and Budapest.

**Dan.** They are a long way from Hamburg! Anyway, I won't learn much German unless I stay in Germany.

**Pat.** I've got a good idea. If I got a well-paid job, I'd be able to come with you! Sorry, just dreaming. I'm no good at languages anyway.

1. If I get a job at the end of term, I'll be able to save money. (*Pat*)
2. My parents will pay for it if I get good exam results. (*Dan*)
3. If you speak more than one foreign language, you have more job opportunities. (*Dan*)
4. If I had enough money, I'd love to do something like that. (*Pat*)
5. If I were you, I'd visit cities like Prague and Budapest. (*Pat*)
6. If I got a well-paid job, I'd be able to come with you! (*Pat*)

### *Key Words*

#### After-school Clubs

Art, baseball, chess, computer, cookery, creative writing, dance, drama, foreign language, hockey, judo, music, photography, swimming, table tennis

Which after-school clubs have you got in your school?

Which clubs would you like to have?

### **Reading**

- 📖 Read about schools in Japan. What things are similar to your school and what things are different?

#### SCHOOLS IN JAPAN

Japanese high school students spend 240 days a year at school — that's 45 days more than in the UK! Classes are large with about 40–45 students in the class. At the end of the school day, all students take part in *soji* — they sweep the classrooms and corridors, empty rubbish bins, clean the blackboards and pick up litter outside the school. Then, the after-school clubs begin.

After-school clubs are very important in Japan. Popular sports clubs are baseball, football and volleyball, as well as traditional Japanese sports like karate, judo and kendo. Kendo is the ancient art of sword-fighting in the Samurai tradition. The players wear body protection but nowadays the swords are not real. Students can also take up traditional activities such as calligraphy (decorative handwriting),

origami (folding papers to make shapes and figures) and *shogi* (a Japanese version of chess with the squares of the same colour.)

When the school year begins in April, new students join a club. Clubs meet for two hours after school each day and many continue in the school holidays. The senior students organize the clubs and the juniors have to help them. For example, when the senior are playing tennis, the junior have to watch them and collect tennis balls and they can only play when the senior finish!

Over 60% of Japanese parents spend a lot of money on evening classes in private schools for their children. These classes prepare students for entrance exams to university. Private schools are often near railway stations to save traveling time for students.

Oh, one more thing. When tired Japanese students finally get home, they can't waste time on TV or computer games. They have an average of two hours homework a day plus three hours on Sundays!

### *Post-reading task*

☞ Are the sentences true (T), false (F) or is there no information (NI)?

1. British students have as many classes as Japanese students. (F)
2. Students have to tidy the school. (T)
3. The school year finishes in December. (F)
4. Teachers organize the after-school clubs. (F)
5. Traditional activities are more popular than sports. (F)
6. Private classes are expensive. (T)

☞ Find the words in the text with these meanings.

1. Secondary school (high school)
2. To clean the floor with a brush (sweep)
3. Rubbish on the floor (litter)
4. Very old (ancient)
5. Start a hobby (take up)

### **Memory Game**

#### *Work in pairs*

How much can you remember about Japanese schools? Test your partner. Student A uses the text to ask questions. Student B closes the book and answers.

### **Relaxation**

#### ALWAYS LAST

**Rich father.** Well, my son, what is your number in the school list this month?

**Son.** I am the twenty-sixth.

**Rich father.** How many boys are there in your class?

**Son.** There are twenty-six.

*(A month later)*

**Rich father.** Well, my boy, what is your number in the school list now?

**Son.** I am the twenty-seventh.

**Rich father.** How can that be? If I remember right, there are only twenty-six in your class.

**Son.** Oh, no, we have a new boy now.

### Listening

#### WHAT'S ON THE TIMETABLE?

What should or shouldn't be included in the National Curriculum for schools in the UK always been a controversial issue. How much time should be dedicated to core subjects as Maths, English and Science? Should a foreign language be started at primary school or should a foreign language be compulsory at all? Many people still question the validity of having a curriculum imposed by government in the first place and would prefer to see more control over what is given to the school themselves. So, plans for significant changes to the curriculum over the next few years will undoubtedly provoke heated debate.

What are these plans? Well, firstly, concern over the general health of the population has caused experts to call for five hours compulsory sports lessons per week. Increased rate of obesity in the population have been put down to our more sedentary lifestyle today and it is hoped that more exercises at school will put young people on the right path and encourage good habits for when they leave school. It is also hoped to offset the amount of their free time children spend in front of the computers and TV today.

Another health issue that is affecting the curriculum is food and nutrition. Changes in eating habits have meant that more and more fast food is being eaten and cooking proper meals seems to be going out of fashion. So a minimum of an hour a week of compulsory cooking lessons for all eleven — to fourteen -year-old students is going to be introduced at secondary schools to ensure that they leave school able to cook at least eight nutritious meals!

As well as improving the health of the nation, the government also wants to improve its intellect. Up to five hours a week of compulsory 'culture lessons' are set to become a part of the curriculum. This will include, amongst other things, visit to cultural centres such as museums and galleries as well as more traditional lessons.

Most schools believe that the linking behind these ideas

Most schools is sound but are inevitably wondering how they are going to manage to timetable all the compulsory changes the government wants. A week is only a week and an increase in time allocated to one subject will mean less time for another. So which will go? The debate begins.

☞ Choose the answer (A, B or C) which fits best according to the text.

1. Many people think that \_\_\_\_ .
  - a) controversial subjects shouldn't be taught
  - b) these matters need further discussion
  - c) school should decide what they want to teach themselves
2. Sport lessons should \_\_\_\_ .
  - a) distract children from their computers
  - b) encourage children to do more exercises
  - c) become a habit
3. In cookery lessons students will learn \_\_\_\_ .
  - a) The danger of fast food
  - b) some fashionable recipes
  - c) to cook a few good meals
4. Lessons about culture will \_\_\_\_ .
  - a) take children out of school
  - b) make us more intelligent
  - c) take place in the classroom
5. These changes may be a problem because \_\_\_\_ .
  - a) not everyone agrees about them
  - b) school time is limited
  - c) students will have to make a choice

*Keys:* 1 B, 2 C, 3 C, 4 B, 5 B.

### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known



## EDUCATION IN THE UK

British education has many different faces, but one goal. Its aim to realize the potential of all, for the good of the individual and the country. Britain's education system is traditionally decentralized. Under the Educational Reform Act of 1988 England and Wales began phasing in of a compulsory National Curriculum. The Act also aims to give parents a wider choice of schools for their children. Education is compulsory from 5/4 in Northern Ireland to 15 years of age.

1. Nursery	up to 5 years			
2. Primary		4–12 years		
3. Secondary			11–18 years	
4. Higher				18+ years
5. Further				16+ years

*State secondary schools* for children aged 11–16 fall into 3 main types: secondary modern, grammar and comprehensive. Grammar schools give the General Certificate of Secondary Education (GCSE) of two levels O (ordinary) and A (Advanced). The GCSE — 0 marks the end of school career and a start of some white-collar profession. A small number of pupils remain at school until they are 18 to pass for the GCSE — A, which is required by most universities.

Secondary modern Schools concentrate on practical work. Boys are instructed in metal, and woodwork, girls — in domestic science and cooking. The children leave this school at 15 with a certificate or Written Evidence of their studies.

Comprehensive Schools provide secondary education for all children of the district irrespective of their intelligence. Over 90 % of the state secondary school population in England and Wales go to comprehensive schools. The comprehensive school system aims to develop the gifts of all children to the full. These schools are usually very large. At 14 children have to take an assessment test. At 16 they take exams for the GCSE / English, French and Maths or the GNVQ — General National Vocational Qualifications / design, business and tourism. At 18 pupils can take “A”-level examination.

*Independent schools* provide education of the grammar school type and are completely independent of local authorities. They receive a grant-in-aid from the Ministry of Education. They include the preparatory schools and public schools for boys and girls over 13. About 7 % of pupils go to independent schools. Eton and Harrow are the most famous of the public schools for boys and Cheltenham Ladies’

College for girls. Nearly all the men holding leading positions in Great Britain were educated at public schools. The English used to say: "The Battle of Waterloo was won on the playing field of Eton".

In 1993, the government introduced a new type of secondary school, called the City Technology College. They are in cities and concentrate on teaching science and technology.

There are also a small number of specialist independent schools — including theatre, ballet, and choir schools. There are over 1200 special schools in England for children who have learning disabilities or behaviour problems.

### *Post-reading task*

✎ Write the correct word in the blanks.

1. Pre-school education is provided in \_\_ (nursery) schools.
2. Children aged 5–7 learn the 3R's: reading, writing and \_\_ (Arithmetic).
3. Most junior schools carry out the policy of \_\_ (streaming).
4. Comprehensive Schools provide \_\_ (secondary) education.
5. About 7% of pupils go to \_\_ (independent) schools.

✎ Understanding the main idea. Circle the best answer.

1. Primary pupils should count up
  - a) 1000
  - b) 10
  - c) 100
2. Grammar school opens the way to the
  - a) University
  - b) college
  - c) career
3.
  - a) Eaton
  - b) Boston
  - c) and Harrow + are the most famous of the public schools.

*Keys: 1 a, 2 c, 3 a.*

✎ Discuss the answers to these questions with your classmates.

1. How do children aged 5–7 learn the 3R's?
2. Should primary pupils count up to 1000 and use simple fractions?
3. In the PE the emphasis is on fair game, isn't it?
4. At 7 teachers measure children's progress in one subject, don't they?
5. Why was the the Battle of Waterloo won on the playing field of Eaton?

### Speaking

What are your classmates' favourite schools? Who of them would like to study at Eaton or Harrow? Would girls like to go to Cheltenham Ladies' College for girls? Why or why not?

### III. Homework

Make a chart of comparison of education in England, Japan and Ukraine.

## LESSON 45

### Boarding schools

**Objectives:** to practise scanning for specific information; to focus on multi-part verbs; to develop students' speaking skills.

#### PROCEDURE

##### I. Warm up

Do you know what a boarding school is. Are there boarding schools in your country? Would you like to go to one? Why? Why not?

##### II. Main part

##### Reading

###### *Reading Help*

- Scanning for Information
- Read the text quickly to get the general idea.
- Read the questions to see what type of information you need (e.g. names, dates, times).
- Find the paragraph with the information and read it carefully.

###### *Work in groups*

The class is divided into two groups. The students of the first group read the texts about Eton and Roedean, two of the most prestigious schools in the UK. The students of the second group read the text about Hogwarts and do the tasks. Then the groups change their representatives, who tell the students of the other group everything they remembered about this or that school.

##### Group 1

*Eton College.* Opened in 1440. in Windsor, near London. About 1300 boys aged 13–18. 25 hours. No dormitories; pupils have their own study-bedrooms. Fees: approx. 24,000 pounds per year.

*Roedean.* Opened 1885 in Brighton, near the sea. 400 girls aged 11–18 (about 15 % are day girls) 3 houses. Girls share rooms in groups. Fees: approx. 24,000 pounds per year.

## Group 2

☞ Read the text about Hogwarts School and match these titles (a–e) with the paragraphs (1–5).

1. *Hogwarts* is a boarding school for magicians. It's in a huge castle in the mountains in Scotland with a lake, a big forest and a sports pitch. There are about a thousand boys and girls in the school between the ages of eleven and eighteen. The school is free but pupils have to buy a broomstick and a magic wand.
2. The uniform is as boring as most school uniforms — white shirt, tie, grey jumper and black trousers or skirt. The big difference is that pupils have to wear a black cloak and a pointed hat for the lessons! Pupils can only take off their uniforms and put on 'normal' clothes at weekends and in the holidays.
3. Each pupil is in a 'house'. There are four houses. Teachers give students house points for good work and behaviour. At the end of the year, the house with the most points wins the House Cup. Each house has a 'common room'. Pupils can do their homework there or get together with their friends. The pupils sleep in dormitories in groups of five or six.
4. Pupils study subjects like astronomy, flying (on the broomsticks, of course), magic and taking care of magical animals. Hogwarts is not as modern as schools today and there aren't any computers in the school. In fact, mobile phones and computers don't work because there is too much magic in the air.
5. Many pupils take part in after-school activities. If you want to take up chess, be careful — the chess pieces are big and they actually kill each other! The traditional sport at Hogwarts, Quidditch, take place outside on the sports pitch. Players take off and fly on broomstick. The rules are complicated and the game has three different balls!

- a) houses
- b) uniforms
- c) general information
- d) free time activities
- e) education

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

☞ Answer the questions.

1. How is the school uniform different from other schools?
2. How can pupils get house points?
3. Why can't the pupils use mobile phones?
4. Why is chess dangerous at Hogwarts?
5. How is Quidditch different from most sports?

🔗 Copy the table. Then scan the texts and find the information to complete it.

	Hogwarts	Eton	Roedean
Location			
Type of school			
Number of pupils			
Ages of pupils			
Numbers of houses			
Accommodation			

Location	Scotland	Windsor	Brighton
Type of school	Boys and girls boarding school	Boys boarding school	Girls boarding school
Number of pupils	1000 pupils	1300 pupils	400 pupils
Ages of pupils	11–18	13–18	11–18
Numbers of houses	4	25	3
Accommodation	dormitories (5–6 pupils)	study-bedrooms (single)	Share rooms (groups)

### Speaking

🔗 Compare your school with Eton and Roedean schools using the following words: big, pupils, expensive, activities, classes, famous, old.

### Relaxation

#### *Fact or Fiction*

‘Public schools’ in Britain are, in fact, expensive private schools (often boarding schools).

#### Fact

After checking the answer, ask students if this information surprises them. What different types of school do they have in their country?

### Vocabulary

#### *Word Builder*

- take care of (something / somebody) — look after
- take part in — do an activity with other people
- take off (clothes)
- take up (a hobby / activity) — begin a hobby or activity
- take off — leave the ground
- take place — happen

✎ Rewrite the sentences using verbs from the Word Builder.

1. It's really hot. Why don't you remove your jumper? (Take off)
2. She always does something in a school play. (Takes part)
3. Can you look after my cat when I'm away? (Take care of)
4. Drama classes happen in the school theatre. (Take place)
5. I get scared when the plane leaves. (Takes off)
6. I'd like to start judo next term. (Take up)

✎ Complete the questions with the verbs in the box. Use the meaning in brackets to help you.

take off take part in take care of take off take place take up
--

1. Which airport do planes \_\_ from in your capital city? (Leave the ground) — take off
2. Which shoe do you \_\_ first, right or left? (Remove) — take off
3. What sports do you \_\_ at school? (Participate in) — take part in
4. Do you have to \_\_ a younger brother or sister? (Look after) — take care of
5. Would you like to \_\_ (Start) — take up
6. Where do concerts \_\_ in your town? (Happen) — take place

### Word Builder

- Get on — climb onto a form of transport
- Get on with — be friendly with someone
- Get together — meet
- Get up — get out of bed
- Get into — enter a vehicle or place

### Verb quiz

✎ Find these get expressions. You've got two minutes!

1. To enter a bus. (Get on)
2. You do it every morning. (Get up)
3. To enter a car. (Get into)
4. To meet people. (Get together)
5. To be friendly with someone. (Get on with)

✎ Choose the correct words.

1. I get *together* / *in* with my friends every weekend.
2. Get *on* / *up* the bus. It's ready to leave.
3. I have to get *off* / *up* early every morning.
4. I get *in* / *on* well with my music teacher.
5. The man got *into* / *out of* his car and drove away.

**Speaking***Work in pairs*

🗨️ Ask and answer the questions.

1. What do you think about the Harry Potter books and films?
2. Would you like to have 'houses and house points? Why / why not?
3. Would you like to have a school uniform? What would it be like? If you have a uniform now, what would you like to change?

**Reading**

🗨️ Read about the students (1–4) and the schools (A–F). Decide which school would be the most suitable for each student and explain why.

1. Nina is sixteen and she loves classical music. She plays in the concerts and she wants to learn to act. She doesn't want to go to a boarding school.
2. Karl is fifteen. He enjoys languages at school, but his favourite thing is sport. His parents are going to work in Africa for a year but he wants to stay in England.
3. Kim is eighteen. She's very good at languages but her ambition is to be a professional swimmer. She wants to do a short course to improve her skills in the water.
4. Jo, twelve, and his sister Emma, fourteen, are on an exchange from the USA. They don't like sport but they want to get together with other teenagers and have fun.

**RECOMMENDED SCHOOLS****A. Hilliers School for Boys**

Hilliers is a boarding school for 1,000 boys aged 11–18. Students get good grades in all subjects. We have excellent sports facilities and offer training in rugby, tennis, swimming, cricket and judo.

**B. InterEurope School**

InterEurope is a new school with a special interest in languages. We offer classes in French, Spanish, Russian and Mandarin Chinese. All pupils go on an international exchange every summer.

**C. Greybridge School**

Greybridge School is open to girls aged 11–18. Our 750 students receive an excellent education with special facilities for drama and music. Students put on a show once a term.

**D. Southbank Sports Academy**

Open to boys and girls of 16–18, Southbank Sports Academy offers two-week courses in 20 sports including swimming, football,

hockey and basketball. Many of our teachers are professional sportsmen and women.

**E. Act Now!**

Opened in 2008, Act Now! Is a summer school for students interested in drama and music. We offer courses for teenagers aged 11–14. We have our own theatre and modern recording studio.

**F. King's Boarding School**

Opened in 1920, King's takes boys and girls from 16–18. We have comfortable dormitories and excellent facilities for languages, music and drama. Pupil can take part in classical concerts, plays and shows.

*Keys: 1 C, 2 A, 3 D, 4 E.*

**III. Homework**

Write a composition 'What boarding school would (wouldn't) you like to study and why?'

**LESSON 46**

**"Your name and college, sir?"**

**Objectives:** to practise students' reading skills using the methods of interactive reading strategies; to develop communicative skills in the topic; to provide opportunities for developing learners' speaking and writing skills (group work, free discussion).

**Epigraph:** "Education is what remains after one has forgotten what one has learnt in school". (*Albert Einstein*)

**PROCEDURE**

**I. Warm up**

Do you know that...

- At 18, British school leavers with A-level can apply for a degree course at university. Most of these courses last for three years and students must pay all of their accommodation and living costs, and some of their tuition fees. Since 1990, the government has offered student loans to help the situation. The loans are between 3,000 pounds and 5,000 pounds per year depending on whether students live with their parents or away from home, and also whether or not they live in London.

Students have to pay back their loans when they leave university, but not until their income reaches 10,000 pounds per year. The interest rates are low and there is no deadline for repayment. However, most students find that the loans do not fully meet their



needs, so many have to stay in the family home and avoid accommodation costs, or take part-time jobs while they are studying.

- It is common these days for 18-year-old school leavers to take a 'gap year'. Instead of going to university immediately after A-levels, they go traveling for a year or do charity work abroad, often in exotic locations. Popular destinations for British gap year students are Australia, India and South Africa.

## II. Main part

### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

### YOUR NAME AND COLLEGE, SIR?

There are over a million students in the British higher education. The Government aims to have widened access to the point where 1 in 3 young people goes into higher education. All Britain's universities enjoy complete academic freedom. They appoint their own staff and decide what and how to teach. The tradition of excellence dates back to the Middle Ages when Oxford and Cambridge Universities were founded. The rest of Britain's 47 universities were set up in the last 200 years. First degree courses usually last 3 or 4 years. The Open University is a little different, because it relies on distance-learning.

England and Wales's 34 polytechnics tend to be more vocationally-orientated than universities. Many polytechnics have close links with business, and many students attend part-time. Non-graduates in teacher training take a four-year Bachelor of Education / BEd / degree. Those who are already graduates undertake a one year Postgraduate Certificate of Education / PGCE. At university or polytechnic people study for a degree. In general, the first degree is awarded after J-4 years study and success in examination. It is either a BA / Bachelor of Arts / or BSc / Bachelor of Science/. If the graduate is awarded Honours it means his / her degree is of a higher standard than an ordinary pass.

Students can do further courses for special subjects such as medicine or law and get the appropriate qualifications. After another year or two of study and examinations in their subject they can achieve the second degree, an MA / Master of Arts / or MSc / Master of Sciences.

Finally, if they undertake research work and produce a thesis, after another few years, they can receive the third, highest level degree, the Ph.D. / Doctor of Philosophy.

Oxford and Cambridge, thanks to their age, history and traditions, are the most famous British Universities. There are colleges for men and women. Examinations are few but important; for if the student does not pass any of them he is not given, a second chance. There is an examination at the end of each year for the Degree of Bachelor of Arts / BA / but only the final examination is taken into consideration. The final examinations are conducted by, the university and not by the colleges.

The colleges of both universities are very beautiful. The most famous is the chapel of King's College, Cambridge. Most of the colleges are built in the form of squares. A new student, or freshman, goes either to lodgings in the town or to his college where he has a sitting room and a separate bedroom. Most students spend two years in lodgings and one year in a college. The new student has to visit his "tutor". He arranges with him what course of studies he will follow and what lectures he will attend. The year is divided into three terms of 8 weeks each: the long vacations last from mid-June till mid-October. Of all the sports the most famous is rowing. The University Boat Race is the oldest of the sporting competitions between Oxford and Cambridge. The most interesting are the races for eight-oared boats or "bumping". They were invented in Oxford and Cambridge. Student traditions include wearing academic dress-cap and gown. There is a special official, the "Proctor", whose duty is to see that this rule is obeyed. He is accompanied by two college servants, "bulldogs". They run fast to catch the student. They take him to the Proctor who asks, "*Your name and college, sir!*" The student must visit the Proctor later and pay a fine, called "angel".

The University of London is the only university in Great Britain that has an External Degree for which students may present themselves without any qualifications of residence or attendance at lectures.

### *Post-reading tasks*

☞ Fill in the necessary word in the following sentences.

1. There are over a million students in the British \_\_ education. (*Higher*)
2. The aim is that 1 in 3 young people goes into higher \_\_. (*Education*)
3. All Britain's \_\_ enjoy complete academic freedom. (*Universities*)
4. They appoint their own \_\_ and decide what and how to teach. (*Staff*)
5. The rest of \_\_ 47 universities were set up in the last 200 years. (*Britain's*)
6. First \_\_ courses usually last 3 or 4 years. (*Degree*)
7. The \_\_ University relies on distance-learning. (*Open*)
8. The first degree of \_\_ / BA is awarded after 3–4 years study. (*Bachelor of Arts*)
9. The second degree is a MA /Master of Arts / or \_\_ / Master of Sciences. (*MSc*)
10. The third degree is the \_\_ — / Doctor of Philosophy. (*PhD*)

☞ Scan for details and fill in the gaps.

1. Oxford and Cambridge, are the most f\_\_ British Universities. (*Famous*)
2. There are c\_\_ for men and women. (*Colleges*)
3. College examinations are f\_\_ — but very important. (*Few*)
4. If the student does not pass any of them he is not given a s\_\_ chance. (*Second*)
5. The final examinations are conducted by the u\_\_ and not by the colleges. (*Universities*)
6. The colleges of both universities are very b\_\_. (*Beautiful*)
7. The most famous is the ch\_\_ of King's College, Cambridge. (*Chapel*)
8. Most of the colleges are built in the form of s\_\_. (*Squares*)

☞ Match the line in A with the line in B.

- | A                           | B                                  |
|-----------------------------|------------------------------------|
| 1. Bed                      | a) Bachelor of Science             |
| 2. BA.                      | b) He arranges course of studies   |
| 3. BSc                      | c) Bachelor of Education           |
| 4. PhD                      | d) A new student                   |
| 5. Freshman                 | e) Doctor of Philosophy            |
| 6. Tutor                    | f) Bachelor of Arts                |
| 7. "Bumping"                | g) External Degree                 |
| 8. Cap and gown             | h) Academic dress                  |
| 9. The University of London | i) The races for eight-oared boats |

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

- ✎ Discuss the answers to these questions with your classmates.
1. Where does a freshman reside?
  2. What does the new student arrange with his tutor?
  3. How is the academic year divided?
  4. The long vacations last from mid-June till mid-October, don't they?
  5. What is the most famous sport for the students of Cambridge and Oxford?
  6. What are the most interesting races?
  7. What do student traditions include?

### Writing and Speaking

- ✎ Write a short account of the British Universities. Compare Oxford and Cambridge universities.

*Oxford* consists of 25 men's and 5 women's colleges. It was established as a center of learning c. 1167. University College was founded in 1249, Balliol in 1263 and Merton in 1264.

*Cambridge* university consists of 24 residential colleges / including 3 women's colleges. The oldest is Peterhouse (1284) and the newest is University College (1965), for postgraduate men and women. Each college is self-governing, but a senate regulates the university's administrative affairs.

### Reading

#### *Work in groups*

- ✎ Read the poem, and compare it with *All the World's a Stage* by Shakespeare.

#### OXFORD IS A STAGE

*Edward Nolan*

Oxford is a stage

And all the men in residence are players

They have their *excats* and examinations;

And one man in his time plays many parts,

His acts being seven ages. At first the Freshman,

Stumbling and stuttering in his tutor's rooms.

And then the aspiring Classman, with white tie

And shy desponding face, creeping along

Unwilling to the Schools. Then at the Union,

Spouting like fury, with some woeful twaddle

Upon the "Crisis". Then a billiard-player,

Full of strange oaths, a keen and cunning card,

Clever in cannons, sudden and quick in hazards.

Seeking a billiard reputation

Even in the pocket's mouth. And then the Fellow,

Is fair round forehead with hard furrows lined,  
 With weakened eyes and beard of doubtful growth,  
 Crammed with old lore of useless application.  
 And so he plays his part. The six age shifts  
 Into the lean and study-worn professor,  
 With spectacles on nose and class at side;  
 His youthful nose has grown a world too large  
 For his shrunk face; and his manly voice,  
 Turning again toward childish treble, pipes  
 And whistles in his sound. Last scene of all,  
 That ends this strange eventful history,  
 Is utter donnishness and mere nonentity,  
 Without respect, or tact, or taste, or anything.

- Exeat — a short vacation
- Freshmen — a first year student
- aspiring Classman — a promising top student
- Schools — a medieval university
- Union — a discussion club
- Twaddle — a chat
- Card — a person
- Cannons — a billiard game
- Fellow — a member of a learned society
- Useless applications — useless knowledge,
- Don — a teacher in Oxford and Cambridge
- Donnish — pedantic erudite

### **Relaxation**

*A minute for a joke*

#### **STILL NOT PERFECT**

A small schoolboy often wrote; "I have went" instead of "I have gone". At last his teacher said,

"You must stay after school this afternoon and write "I have gone" a hundred times. Then you remember it".

When the teacher came back he found a letter from the boy on his desk. It said:

"Dear Sir,

I have wrote "I have gone" a hundred times, and now I have went.

### **Speaking**

*Work in pairs*

☞ Act as an interpreter

**М-р Степанов.** Містер Холмс, дозвольтє задати Вам декілька питань.

**Mr Holmes.** Yes, of course.

**М-р Степанов.** Я чув, що деякі коледжі В США субсидуються релігійними організаціями. Що це означає?

**Mr Holmes.** It simply means that these are private institutions founded and supported by a particular religious group. The majority of these schools do not discriminate in their admission or teaching policy.

**М-р Степанов.** Чи отримують студенти стипендію в вищих навчальних закладах?

**Mr Holmes.** Yes, not the majority, but those who demonstrated superior achievements in their studies. There are also scholarships granted to those students who show good potential for higher education.

**М-р Степанов.** Я читав у статті про те, що багато американських студентів змушені працювати, щоб мати можливість заплатити за навчання.

**Mr Holmes.** Yes, many of the students have part-time jobs to help them get through college. And Colleges often adjust their tables so that students can work part of the time.

**М-р Степанов.** Розкажіть, будь ласка, про програму коледжу. Спеціалізація починається з першого курсу?

**Mr Holmes.** The first two years in most colleges are in fact equivalent to the continuation of secondary education. During this time certain courses in English, social sciences, natural sciences and so forth are usually completed before a student begins an intensive study in his special field. Most of the time, in this case, a student will have to limit his program to only two or three courses a term. By the way, it may take him longer than the usual four years to complete the requirements for a Bachelor's degree.

**М-р Степанов.** Зрозуміло. Чи означає ступень бакалавра, що студент отримав якусь спеціальність?

**Mr Holmes.** Not necessary. Students take an additional degree if they wish to specialize. This is called Master of Arts or Master of Science degree.

**М-р Степанов.** Дякую. Ви допомогли мені розібратися в системі вищої освіти в вашій країні.

**Mr Holmes.** That's OK. I was happy to help you.

## Project

*Work in groups*

"It is My College, Sir"

### III. Homework

Prepare for the discussion: 'Higher education should be focused on the demands of the job market rather than on students' interest.

## LESSON 47

### Home education

**Objectives:** to practise intensive reading; to develop students' writing and speaking skills; to practise listening for specific information.

#### PROCEDURE

##### I. Warm up

Comment on the following:

- With the development of modern computers technologies, one can easily get self-education instead of going to school for 10–12 years.
- It is estimated that around 1 million American children are educated at home. Since the mid-1990s, those children have been able to access a variety of on-line schools, many of which offer high school diploma courses. Students receive lessons through the Internet and e-mail their homework and tests to the teachers.

##### II. Main part

#### Vocabulary

☞ Match the different ways of getting education (1–4) with the explanations (A–D).

1. A day school
  2. A boarding school
  3. A private tutor
  4. Home education
- A. Studying at home with your parents as 'teachers'
  - B. Having lessons but staying at school at the end of the day
  - C. Having lessons and going home at the end of the day
  - D. Paying for extra lessons from a teacher

*Keys:* 1 C, 2 B, 3 D, 4 A.

#### Reading

##### *Pre-reading task*

If you couldn't attend school (for example, because you lived somewhere remote, or because you had to keep moving house), how could you study?

*While-reading task*

Read two web pages quickly and answer the questions.

1. What unique teaching methods does Futures International High School offer?
2. What other two methods of teaching does it offer?

**WEB PAGE 1***Futures International High School**About us*

Imagine ... a school built around your unique needs ... a classroom that comes to you where you are ... and teacher who works with you one-to-one. Sound too good to be true.

With the accessibility on the Internet and technology Futures International High School can come to you anywhere... anytime. Our comprehensive Internet-delivered program allows students the flexibility to interact with their teachers from anywhere in the world.

*This means...*

*... our students receive personalized instructions.*

Rather than a teacher to class ratio of 1:30, our program is 1:1. Students receive the undivided attention of their instructors during their scheduled class time as well as support for their learning outside the classroom.

*... we're very different from other online programs.*

While you will find several institutions that offer online self-study programs, home-schooling and correspondence school, you simply won't find a program that uses technology to provide live, one-to-one instruction.

*... the perfect blend of live instruction and self-directed learning.*

TIHS teachers meet with their students one-to-one on a weekly basis using videoconferencing. During this scheduled appointment, the teacher is able to instruct the student just as he / she would if they were meeting together in person. Between the appointments, the students complete their assignments and prepare for their next appointment.

*... Students achieve academic success that leads to:*

- a high school diploma from a nationally accredited institution;
- college and career preparation.



## WEB PAGE 2

*Admissions**With each course you receive:*

- up to 17 private instruction appointments
- 45 minutes of instructions each week through videoconferencing.
- teachers qualified in their subject area
- group interaction with students throughout the world
- supervised assessment
- a personalized program
- computer and software assistance
- an introduction to on-line instruction

*Program options include:***PRIVATE**

One-to one direct instruction with 2-way videoconferencing.

Teacher / student ratio is 1 :1

\$ 900 per semester course

**SEMINAR**

Small group instruction with 1-way video and 2-way audio

Teacher / student ratio is from 1:3 to 1:6

\$ 600 per semester course

**ASSISTED**

Assisted E-mail instruction

\$ 300 per semester course

*Post-reading task*

☞ Find the word on the web pages that mean:

1. On an individual basis
  2. Educated at home
  3. Education where you communicate with your teacher by post
  4. A written task that a teacher gives you
  5. A school term (a division of the school year into different blocks of time)
  6. A small study group
- ☞ Choose the correct alternatives to complete the statements about Futures International High School
1. Futures takes *only American students / students from any country*.
  2. Teachers give *live / recorded* lessons to the students.

3. Each online lesson lasts for *an hour / three quarters of an hour*.
4. Students meet; their teachers online *once a week / twice a week*.
5. Students *have to / don't have to* do homework between the lessons.
6. At the end of the course, students will have *a college / high school* qualification.
7. Futures can help you solve any problem with your *computer library*.
8. The large number of students in a seminar group is *three / six*.

### Listening

- 🔊 Listen to the tree profiles. Match them with the reasons for choosing Futures (A, B and C)

#### WHY ATTEND FUTURES?

Students come to us because Futures offers:

- A. Scheduling flexibility and encouragement to athletes, artists and other career-focussed students.
- B. Consistent learning environment for students who move and / or travel frequently.
- C. Support to international students with aspiration to attend an American University.

### Kelly

I'm from Perth, in Australia. I want to go to college in America. I'm interested in business, and I think that American business schools are the best in the world. That's why I want to get an American high school diploma — it'll get me into an American college. I'm doing a fast-track program. (C)

### Leonie

I do a lot of acting work. I've got a regular job on a TV series, so I spend a lot of time at the studio. And sometimes I have to go away to different locations, so I can't really attend a regular high school. That's why it's great being able to study over the Internet. I can do work while I'm waiting around on set or catch up with lessons in the evening. (A)

### Jack

My dad's in the US Navy, so we live in a special navy accommodation, and we have to move around a lot. Sometimes we only live in one place for a year, and then we move again. My mom thinks it would be too disruptive for me to keep changing school, so that's why I learn at home over the Internet. There are chat rooms where you can talk to other people on your course, so you don't feel too isolated. (B)

## Reading

### A DAY IN THE LIFE OF LEO THOMAS

My name's Leo. I'm sixteen and I'm a student. I study for about twenty hours a week but I don't go to school. No, I'm not breaking the rules — I'm home-educated. That means that I study at home and my parents help me with my education.

I started home education about twelve months ago and I really like it. I didn't like my old school because I didn't learn very much. And the uniform was awful! I prefer wearing my old clothes every day. I like organizing my own timetable, too, with my parents' help! They are quite strict, so I have to work hard. I do my exams at my old school, but that's only once or twice a year. I use the Internet a lot for my studies and we've got lots of books at home. I sometimes use the local library, too. This week, I'm doing a project on the environment.

So what do I do every day? Well, I get up at about 8 a.m. and have breakfast. I start studying at about 10. I don't have formal lessons, so I sometimes work with my parents and sometimes alone. I study the same subjects as in school, but I organize my own work. I finish for supper at about 12.30 p.m. I usually study again in the afternoon and I always do some music practice. I play the saxophone until about 5 p.m. I'm practicing for a competition at the moment.

Some people think that home-educated kids are lonely but my life is the same as most teenagers' lives. I still get on well with all my friends from school. I get together with them every week and go swimming, watch a DVD or go shopping. I also have a lot of friends in the Internet. I e-mail other home-educated kids and we exchange ideas and information.

Are there any problems with home education? Well, I never go on school trips and I can't take part in school plays or concerts. I don't really mind that because I prefer learning at home to being at school.

🔗 Read the text and complete the diagram for a weekday for Leo. Use the words from the box.

get up have lunch start studying have breakfast finish music practice  
continue studying

- |            |                                 |
|------------|---------------------------------|
| 8 a.m.     | 1. ____ (get up)                |
|            | 2. ____ (have breakfast)        |
| 10 a.m.    | 3. ____ (start studying)        |
| 12.30 p.m. | 4. ____ (have lunch)            |
|            | 5. ____ (continue studying)     |
| 5 p.m.     | 6. ____ (finish music practice) |

- ☞ Are the sentences true (T) or false (F)?
1. Leo started home education two years ago. (F)
  2. He didn't make much progress at his old school. (T)
  3. Leo's parents decide his timetable for him. (F)
  4. Leo can use a computer. (T)
  5. He studies different subjects from students at school. (F)
  6. He doesn't see his friends very often. (F)
  7. He can contact other home educated students. (T)
  8. Leo doesn't want to go back to studying at school. (T)

- ☞ Look at the sentences in the box. Write them in the correct list and then discuss advantages and disadvantages of home education.

Students can organise their own time  
Students can feel lonely.  
You don't have to wait to use a computer.  
Students don't see people of their own age.  
Students can't take part in school activities.  
There is bullying in some schools

## HOME EDUCATION

### Advantages

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### Disadvantages

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### Speaking

#### *Work in 2 groups*

- ☞ Nowadays there is no need to go to school to receive proper education.

### Writing

- ✎ Imagine you are home-educated. Write your ideal routine and timetable and then discuss it with your classmates.

Times	Subjects / Activities
morning	_____
	_____
afternoon	_____
	_____
evening	_____
	_____
	_____

### III. Homework

Comment on the phrase of the famous English philosopher Herbert Spenser; 'The great aim of education is not knowledge but action'.

## LESSON 48

### Conditional Type 1

**Objectives:** to present and practise Conditional Type 1.

#### PROCEDURE

#### I. Warm up

Match the parts of the English proverbs:

- If the sky falls....
- If you sing before breakfast...
- If you run after two hares...
- If a man deceives me once... if he deceives me twice... If one sheep leaps over the ditch...
- If the blind leads the blind...
- If you cannot bite...
- If you swear...
- If the cat fits...

(You will catch no fish, never show your teeth, all the rest will follow, we shall catch larks, you will cry before supper, shame on him, shame on me, both shall fall into the ditch wear it, you will catch neither)

## II. Main part

### Presentation Type 1: real present

*If-clause:* if + Present Simple

Unless (= if not)

*Main clause (result):* future, imperative, can, must, may + bare infinitive, Present Simple

If he comes late, we'll miss the bus.

If you can't afford it, don't buy it.

If you see her, can you give her a message? If waster gets very cold, it turns into ice. Unless you can afford it, don't buy it.

*Use:* real or very probable situation in the present or future

*Notes:*

1. We put coma after the if-clause when it comes first.

If we go by plane, it will be more expensive.

It will be more expensive if we go by plane.

2. Unless means if not.

We'll go for a picnic unless it rains.

We'll go for a picnic if it doesn't rain.

3. We do not use will in an if-clause.

If we take a taxi, we won't be late.

☞ Match the following parts of the sentences.

1. If I go on a diet,
  2. If it's sunny tomorrow,
  3. If John doesn't hurry,
  4. If it snows.
  5. If there are no buses,
  6. If you are a good girl,
- A. We'll make a snowman.
  - B. I'll buy you some chocolate.
  - C. She'll have to take a taxi.
  - D. I'll lose weight.
  - E. He'll be late.
  - F. We'll go for a picnic.

☞ Fill in: *unless* or *if*.

1. \_\_\_ you make so much noise, I won't be able to sleep.
2. I'll tell you \_\_\_ there are any messages for you.
3. I won't finish the work \_\_\_ you help me.
4. \_\_\_ you're hungry, I'll make you a sandwich.
5. We'll miss the bus \_\_\_ we hurry.
6. They won't get married \_\_\_ he gets a job.
7. You won't understand \_\_\_ you listen carefully.

🔗 Oral activity. Chain Story

The students are divided into two teams and in turn make conditionals Type 2, as in the example:

**T.** If Bob goes home late, he'll go to bed late.

**T e a m A. S1.** If he goes to bed late, he won't wake up early.

**T e a m B. S1.** If he doesn't wake up early, he will miss the bus.

**V a r i a n t 1**

🔗 Complete the sentences with the correct forms of the verbs in brackets.

If Chris (1) \_\_ (to pass) his exams, his parents (2) \_\_ (to give) him \$100. Chris (3) \_\_ (to buy) a tent if his parents (4) \_\_ (to give) him \$100. If Chris (5) \_\_ (to buy) a tent, he (6) \_\_ (to) camping. Chris (7) \_\_ (to have) a good time camping if it (8) \_\_ (not / to rain) If it (9) \_\_ (to rain), Chris (10) \_\_ (not / to be) \_\_ happy. Chris (11) \_\_ (to go) home early if he 1(2) \_\_ (not / to be) happy.

**Keys:** 1 passes, 2 will give, 3 will buy, 4 give, 5 buys, 6 will go, 7 will have, 8 doesn't rain, 9 rains, 10 will not be, 11 will go, 12 is not happy.

**V a r i a n t 2**

🔗 Complete the sentences with the correct forms of the verbs in brackets.

If Sue (1) \_\_ (to pass) her exams her parents (2) \_\_ (to give) her \$100. If her parents (3) \_\_ (to give) her \$100, Sue (4) \_\_ (go) to France. Sue (5) \_\_ (to learn) French if she (6) \_\_ (to go) to France. If Sue (7) \_\_ (to learn) French, she (8) \_\_ (to get) a job in France. Sue 9 \_\_ (not / to come) back to England if she 1(0) \_\_ (to get) a job in France. If Sue (11) \_\_ (not / to come) back to England, her parents (12) \_\_ (to be) sad.

**Keys:** 1 passes, 2 will give, 3 give, 4 will go, 5 will learn, 6 goes, 7 learns, 8 will get, 9 will not come, 10 gets, 11 doesn't come, 12 will be.

🔗 Complete the sentences with the correct forms of the verbs in brackets.

Scientists are very worried about the effects of global warming. If the ice in the Arctic and Antarctic regions (1) \_\_ (to melt), sea levels (2) \_\_ (to rise) and cause severe floods. People who now live in costal areas (3) \_\_ (to lose) their homes. It (4) \_\_ (also / to affect) the temperature of the sea. If the sea (5) \_\_ (to get) colder, the northern half of the world (6) \_\_ to freeze. There would be incredible snow storms and millions of people (7) \_\_ (to die).

### III. Homework

Make up a dialogue using Conditional Type 1.

## LESSON 49

### Conditional Type 2

**Objectives:** to present and practise Conditional Type 2.

#### PROCEDURE

#### I. Warm up

☞ Try to predict the topic of the lesson

#### BRIDGES

*If I were a builder,  
I'd make big bridges.  
Bridges to far away lands:  
To Asia, To Africa, South America,  
Bridges to Europe, Iceland, Iraq.  
I'd walk round the world  
To visit the people,  
And when we shook hands  
We'd make little bridges.  
By Edith Segal*

#### II. Main part

##### Presentation Type 2: unreal present

*If-clause:* if + Past Simple

*Main clause (result):* would / could / might + bare infinitive

*Use:* improbable situation in the present or future; also used to give advice

If I were you, I would see a doctor.

If I had money, I could buy a new car. (But I don't have enough money to buy one.) (Improbable situation)

*Notes:*

1. We put coma after the if-clause when it comes first.
2. After if, we can use were instead of was in all persons.  
If I were you, I wouldn't spend so much money.
3. We do not use would or should in an if-clause.  
We use should after if when we are less sure about a possibility.  
If I see him, I'll give it to him. (Perhaps I will see him)  
If I should see him, I'll give it to him. (Perhaps I will see him but I'm less sure.)

☞ What would you do in each situation? Write unreal present conditionals.



call an ambulance, complain to the manager, run away, try to catch it, walk to, the nearest garage to get some, ring the police

1. You find a fly in your soup.
2. You see a burglar breaking into your house.
3. You see a mouse in your kitchen
4. Your car runs out of petrol.
5. You see an accident.
6. You see a ghost in your room.

✎ Put the verbs in brackets into the correct tense. (Conditional Type 2)  
 Sarah is a bored teenager. If she \_\_ (join) a club, she \_\_ (make) more friends. She \_\_ (enjoy) herself if she \_\_ (go) out more. Her school-work is suffering too. If she \_\_ (study) more, she \_\_ (have) better marks and she \_\_ (enter) university. Unfortunately, she is becoming overweight. She \_\_ (feel) fatter if she \_\_ (start) swimming, and she \_\_ (get) thinner if she \_\_ (stop) eating so much chocolate.

### Speaking

✎ Oral activity. Chain Story

The students are divided into two teams and in turn make conditionals Type 2, as in the example:

Team B. S1. If he didn't wake up early, he would miss the bus.

### Grammar

#### *First Conditional or Second Conditional?*

✎ Write sentences with the First Conditional or Second Conditional using the cues.

1. I / live / the USA / I / celebrate Thanksgiving  
*If I lived in the USA, I would celebrate Thanksgiving.*
2. I / be / you / I / not go / party. (*If I were you, I wouldn't go to the party.*)
3. I / see / John / I / tell him. (*If I see John I will tell him.*)
4. We / not have / Christmas / we / not have / a good time in winter. (*If we didn't have Christmas we wouldn't have a good time in winter.*)
5. You / help me / homework / I / help you / yours. (*If you / help me with my homework, I will help you with yours.*)
6. I / live in / future / I / live on / moon. (*If I lived in the future, I would live on the moon.*)
7. I / not go / party / I / go / football match. (*If I don't go to the party, I'll go to the football match.*)
8. We / be / rich / we / not buy / expensive jewellery. (*If we were rich, we would not buy expensive jewellery.*)

### Game ‘Why Not?’

This game may be played in groups of three or four.

Copy one set of statements for each group and cut them up.

Give three or four slips to each member of the group and ask them to complete the statements without showing the others. When they have finished ask them to read out the first part of each sentence to the rest of the group, who must try to guess how they completed it.

If a player guesses correctly, they should be ‘awarded’ the slip of paper.

*The object of the game is to collect as many slips of paper as possible.*

The player at the end with the most is the winner.

- If everyone suddenly went colour blind...
- If we could all read each others’ thoughts...
- If stones were used as money...
- If cars ran in milk...
- If there were no daylight...
- If broadcasting and printing were banned...
- If everyone forget how to read...
- If everyone had eyes in the back of their heads...
- If animals could speak...
- If people forgot how to talk...
- If people were five metres tall...
- If people lived forever...

### Writing

✍ Write a letter of advice to a friend of yours who isn’t very healthy.

Dear Tom,

You don’t feel well because you eat too much. If you ate less, you would feel better...

### III. Homework

Make up a short story using Conditional Type 2.

## LESSON 50

### Grammar Test. Conditionals. Type 1. Type 2

**Objectives:** to check grammar: Conditionals. Type 1. Type 2.

## PROCEDURE

## I. Warm up

## WILL YOU COME?

Will you come?	Would you come?
Will you come?	Would you come?
Will you ride	If the noon
So late	Gave light,
At my side?	Not the moon?
O, will you come?	Beautiful, would you come?
Will you come?	If you come,
Will you come?	Haste and come.
If the night	Owls have cried;
Has a moon	It grows dark
Full of bright?	To ride.
O, will you come?	Beloved, beautiful, come!

## II. Main part

☞ Put the verbs in brackets in the correct tense.

1. If she studied more, she \_\_ (be) a better student. (Would be)
2. If you should win that competition, you \_\_ (be) rich. (Will be)
3. If I lived in France, I \_\_ (speak) French well. (Would speak)
4. We \_\_ (have) a party if Alan passes his driving test. (Will have)
5. I \_\_ (give) John your message if I see him today. (Will give)
6. Those plants \_\_ (not / grow) if you don't water them. (Won't grow)
7. I would buy that bag if it \_\_ (be) cheaper. (Were)

☞ Finish the following sentences.

1. If I had enough money, \_\_.
2. I wouldn't say that to her \_\_.
3. If it doesn't rain soon, \_\_.
4. We'll stay at home \_\_.
5. If you didn't go to the gym so often, \_\_.
6. Unless you invite her to the birthday party, \_\_.
7. If you drive so carelessly, \_\_.

☞ Complete the sentences with the correct forms of the verbs in brackets.

1. If you \_\_ (to feel) ill \_\_ (you / to go) to the doctor? (Feel, will go)
2. We \_\_ (not / to live) if it \_\_ (not / to be) safe. (Won't live, isn't)
3. If I \_\_ (not / to feel) better tomorrow, I \_\_ (to call) the doctor. (Don't feel, will call)

4. If I \_\_ (to be) you, I \_\_ (not / to go) out with her. (Were, wouldn't)
5. What \_\_ (you / to do) if you (to be) Prime Minister? (Would you go, were)
6. If you \_\_ (have) lots of money, where \_\_ (you / to go) for your holidays? (Had, would you go)
7. I \_\_ (to be) upset if I \_\_ (not / to get) letters tomorrow. (Will be, don't get)
8. I \_\_ (not / to worry) about if I \_\_ (to be) you. (Would not worry, were)
9. Who \_\_ (you / to vote) for in the election if you \_\_ (to be) British? (Would you vote, were)

☞ First Conditional or Second Conditional?

Write sentences with the First Conditional or Second Conditional using the cues.

### COMPUTERS

1. Do homework / computer / quicker  
(If you do your homework on the computer, it will be quicker)
2. Not have computer / life different  
(If we didn't have computers, life would be very different)

### FOOTBALL

3. Like football / like watching my team  
(If you like football, you'll like watching my team)
4. Play big clubs / not like it  
(If he played football for / in a big club, he wouldn't like it)

### JOBS

5. Work hard / good job  
(If you work hard, you'll get a good job)
6. Be shepherd / sing sheep  
(If he weren't a shepherd, he'd sing to his sheep)

### ROCK'N'ROLL

7. Listen to / like  
(If she listens to this rock'n'roll, she'll like it)
8. Be rock star / tour world  
(If she were a rock star, she'd tour the world with her band)

☞ Match line A with line B and line C.

A

- a) If Tony rings,
- b) If you've finished your work.
- c) If I'm not back by 8.00, If you've got a flue,

- d) If you're ever in London,
- e) If you go to Australia,
- f) I'd buy a word processor
- g) If I had more time,

B

- a) don't wait for me.
- b) I might do an evening class.
- c) you have to have a visa.
- d) you must give me a ring.
- e) tell him I'm at Andy's.
- f) you can have a break.
- g) you should go to bed.
- h) If I could afford it.

C

- a) It would be really useful for work.
- b) He can hold of me there.
- c) Keep warm and have plenty of fluids.
- d) But you must be back here in fifteen minutes.
- e) We could gout somewhere.
- f) I'd like to be really good at photography.
- g) You can get one from the Embassy.
- h) Go without me. I'll join you at the party.

### III. Homework

Make up 10 sentences with Conditionals Type 1 and Type 2.

## LESSON 51

### Home Reading

## SCIENCE AND TECHNICAL PROGRESS. COMMUNICATION AND TECHNOLOGY

### LESSON 52

#### Great invention

**Objectives:** to present and practise vocabulary related to computers; to develop students' reading skills through the methods of interactive activities; to practice students' listening and speaking skills.

#### PROCEDURE

##### I. Warm up

1. What invention do you think has had the greatest impact on society? How has it changed your life? How would your life be different without this invention?
2. Make up a poem (acrostic)

C  
O  
M  
P  
U  
T  
E  
R

##### II. Main part

##### Listening

- 👂 Listen to the text and choose the answers (a, b, c or d) which you think fits best according to the text.

#### COMPUTERS

A computer is really a very specific kind of counting machine. It can do arithmetic problems faster than any person alive. By means of electric processes it can find the answer to a very difficult and complicated problem in a few seconds.

A computer can "remember" information you give it. It keeps the information in its "memory" until it is needed.

There are different kinds of computers. Some can do only one job. These are special-purpose computers. Each specific problem requires a specific computer. One kind of computer can help us build a space-ship, another kind can help us navigate it. A special-purpose computer is built for this purpose alone and cannot do anything else.

But there are some computers that can do many different jobs. They are called the general-purpose computers. These are big 'brains' that solve the most difficult problems of science.

We used to think of a computer as a large machine that took up a whole room. But today computers are becoming smaller and smaller. Though these small devices are called microcomputers or minicomputers, they are still true computers.

There are several advantages in making computers as small as we can. Sometimes weight is particularly important. A modern plane carries many heavy electronic apparatus. If it is possible to make any of them smaller, it can carry a bigger weight. But weight is not the only factor. The smaller computer, the faster it can work. The signals go to and from at a very high but almost constant speed.

Some of the first computers cost millions of dollars, but people quickly learnt that it was cheaper to let a million dollar computer make the necessary operations than to have a hundred clerks trying to do the same by hand. Scientists found that computers made fewer mistakes and could fulfill the tasks much faster than almost any number of people using usual methods. The computers became popular. As their popularity grew the numbers of factories producing them also grew.

1. A computer is a kind of a \_\_\_\_ .
  - a) counting machine
  - b) typewriter
  - c) table game
  - d) TV set
2. Computer could be used to \_\_\_\_ .
  - a) play games
  - b) solve different problems
  - c) cook meals
  - d) save money
3. The text tells us about special-purpose computers and \_\_\_\_ .
  - a) all-purpose computers
  - b) calculators
  - c) general-purpose computers
  - d) ordinary computers

4. The smaller computer, the \_\_\_ it can work.
  - a) more effectively
  - b) slower
  - c) better
  - d) faster
5. Some of the first computers cost \_\_\_\_ .
  - a) hundreds of dollars
  - b) millions of dollars
  - c) thousands of pounds
  - d) millions of pounds
6. It is cheaper to let the expensive computer do the job than to \_\_\_\_ .
  - a) have a hundred of clerks
  - b) do the job oneself
  - c) buy another computer
  - d) waste your time and efforts
7. Computers can fulfill the tasks much \_\_\_\_ than any number of people using traditional methods.
  - a) cleverer
  - b) better
  - c) faster
  - d) worse
8. Computers became very \_\_\_\_ .
  - a) large
  - b) small
  - c) expensive
  - d) popular

Keys: 1 a, 2 b, 3 c, 4 d, 5 b, 6 a, 7 c, 8 d.

### **Vocabulary**

#### *Key Words*

- Input unit
- CPU (central processing unit)
- Output unit
- Keyboard
- Mouse
- Floppy disk
- Computer disk
- ROM (read-only memory)
- RAM (random-access memory)
- VDU (visual display unit)
- Printer
- modem



- the Internet
- World Wide Web (WWW)
- Hypertext

☞ Match the objects with what they do.

- |                |    |  |
|----------------|----|--|
| 1. Printer     | a) | is a kind of television you use for displaying data          |
| 2. A VDU       | b) | is a thing that is used for sending data along               |
| 3. A mouse     |    | phone lines  |
| 4. A key-board | c) | is something you use for printing data                       |
|                | d) | is a kind of typewriter that is used for typing data         |
| 5. A modem     | e) | is something you use for 'clicking' on the words and symbols |

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

### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

Do you know how a telephone works? Or a television? Probably not. It's the same with computers. They are used for writing, reading, storing and transferring information by people in all kinds of jobs, but not many people know how they work.

There are three basic parts of a computer: the *input unit*, *CPU* (*central processing unit*) and the *output unit*.

Imagine you want to store and send some information. First of all, you put the information into the CPU using the *keyboard* and a *mouse*. If you already have the information on a *floppy disk* or a *compact disk*, you can put this in directly. When the information reaches the CPU, it is read using the *ROM* and then it is stored in the *RAM*. Confusing? Not really — think of the ROM as the eyes and brain, and the RAM as the memory.

Finally, the information is sent to the *output unit*. This means you can look at it on the *VDU* (*visual display unit*), which is like a television, tell the *printer* to print a copy on paper, or send it to another computer using a *modem*.

Modems let you send information along telephone lines to other computers anywhere in the world. With a modem you can connect your computer to millions of other computers via the *Internet* and use the *World Wide Web* (WWW). The Web uses *hypertext*. If you 'click' your mouse on these words, you get more details or links to other pages — a bit like a whole library at your fingertips!

- ✎ Read the description of how a computer works. Then copy and complete the diagram.

*Input*

Keyboard, (1) \_\_ , (2) \_\_ or compact disk

*CPU*

ROM, (3) \_\_ .

*Output*

Printer, (4) \_\_ , or (5) \_\_ .

*Keys:* 1 mouse, 2 floppy disk, 3 RAM, 4 VDU, 5 modem.

**Relaxation**

- ✎ Choose the correct answer:  
People could buy a personal computer for the first time in  
a) 1965  
b) 1975 +  
c) 1985

**Reading**

*Cloze test*

- ✎ Each eighth word in the text is omitted. Try to guess it.

AN ELECTRONIC COMPUTER

As you know, electronic computers can solve \_\_ (mathematical) problems, answer difficult questions, translate articles into \_\_ (a) foreign language and do many other things.

\_\_ (One) day, Field-marshal Montgomery was given a computer \_\_ (which) was able to solve all the possible \_\_ (strategic) problems.

The Field-marshal was very pleased, as \_\_ (he) was trying to find an answer to \_\_ (a) difficult problem at that moment. The adjutant \_\_ (put) the computer into operation and the Field-marshal \_\_ (set) the problem, which was the following: "The \_\_ (enemy) has just opened fire from the South. \_\_ (Twelve) German tanks have appeared in front \_\_ (of) our lines... We have shot down two \_\_ (German) planes..."

And finally came the question: "Shall \_\_ (I) attack or withdraw?" The computer started to \_\_ (work) at once. The officer who had gathered \_\_ (round) the table could see lights and hear \_\_ (sounds). Then something inside moved and at last \_\_ (came) the answer. It was "Yes".

Field-marshal Montgomery's \_\_ (face) turned red and he shouted angrily: "Yes, \_\_ (what)?!!"

The computer started to work at once. \_\_ (Half) an hour later the next answer came: \_\_ ("Yes), sir".

### Grammar

☞ Choose the correct words to complete the text, a, b, c, or d.

#### THE MICROCHIP

If we (1) \_\_ have microchips, we (2) \_\_ have calculators, computers or laptops. These tiny chips are also called 'integral circuit' and they store huge amount of (3) \_\_ .

The American Jack Kilby is considered the (4) \_\_ of the microchip. He won the Nobel Prize for (5) \_\_ in the year 2000 but actually created the first microchip as early as 1958.

The structures on microchips have become smaller and smaller. They are now the size of atoms. There are almost a billion transistors on each square centimeter. If this technology didn't (6) \_\_ , we would be (7) \_\_ to use everyday objects like mobile phones and microwave ovens.

- |                    |              |                |               |
|--------------------|--------------|----------------|---------------|
| 1. a) wouldn't     | b) hasn't    | c) don't       | d) didn't     |
| 2. a) don't        | b) wouldn't  | c) won't       | d) would      |
| 3. a) informations | b) inform    | c) information | d) informs    |
| 4. a) inventor     | b) inventive | c) invention   | d) inventing  |
| 5. a) Physicist    | b) Physical  | c) Physics     | d) Physically |
| 6. a) exists       | b) existing  | c) existed     | d) exist      |
| 7. a) can          | b) able      | c) could       | d) would      |

*Keys: 1 d, 2 b, 3 c, 4 a, 5 c, 6 d, 7 b.*

### Speaking

*Work in groups*

Comment on the following suggestion: Television and computer games will soon lead to the disappearing of books.

### III. Homework

Write an essay "Television and computer games will soon lead to the disappearing of books".

## LESSON 53

### The Internet and its innovations

**Objectives:** to revise and enrich students' vocabulary on the topic 'Computer technologies'; to develop listening for gist; to develop students' skills of informative reading; to practise writing a short article.

#### PROCEDURE

##### I. Warm up

Communications in the new millennium			
	USA	UK	Ireland
Homes with an Internet connection	59 %	47%	40%
People with a mobile phone	45%	80%	79%

Do you think that the equivalent statistics would be higher or lower in our country?

##### II. Main part

##### Reading

#### THE INTERNET

The Internet, a computer-based worldwide information network, is composed of a large number of smaller interconnected networks called internets. These internets may connect tens, hundreds, or thousands of computers, enabling them to share information with each other and to share various resources, such as powerful supercomputers and databases of information.

The Internet has made it possible for people all over the world to effectively and inexpensively communicate with each other. Unlike traditional broadcasting media, such as radio and television, the Internet is a decentralized system. Each connected individual can communicate with anyone else on the Internet, can publish ideas, and can sell products with a minimum overhead cost. In the future, the Internet may have a dramatic impact on higher education and business as more universities offer courses and more companies offer goods and services online.

The internets from which the Internet is composed are usually public access networks, meaning that the resources of the network can be shared with anyone accessing the network. Other types of internets,

called intranets, are closed to public use. Intranets are the most common type of computer network used in companies and organizations where it is important to restrict access to the information contained on the network.

During the 1990s the Internet has grown tremendously in the number of people using it and the amount of information contained on it. According to the Internet Society, a non-profit society that studies and promotes the use of the Internet, 134 countries had full Internet connection and an additional 52 countries had limited access (for example, e-mail only) in 1996. Surveys performed by International Data Corporation and Matrix Information and Directory Services found that as of September 1997 there were between 53 and 57 million users of the Internet worldwide

☞ For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated.

1. The main function of the Internet is information exchange.
2. The Internet is made of supercomputers.
3. You should be quite well off to use the Internet efficiently.
4. The Internet has a strong central authority.
5. There may be a great change in higher education soon.
6. The only thing you need to get on the Internet is a computer with the Internet access.
7. You can easily find what you need on the intranet.
8. There has been an Internet boom in the recent decade.
9. More countries in the world have only limited Internet access.
10. It is rather difficult to count the number of Internet users in the world.

☞ For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied.

11. The Internet is most likely to be associated with:
  - a) an ad work;
  - b) a Ned work;
  - c) a neat work;
  - d) a network.
12. The computers in the Internet are:
  - a) connected to each other;
  - b) standing on each other;
  - c) looking for each other;
  - d) not needed at all.

13. One can make a conclusion that:
  - a) corresponding with a distant friend is much easier now;
  - b) there are fewer powerful computers now than before;
  - c) it is difficult to afford using the Internet;
  - d) you need to be an expert to use the Internet.
14. It can be inferred from the text that:
  - a) it is more difficult to post an advertisement on the radio than on the Internet;
  - b) it is more expensive to use the Internet for selling goods;
  - c) using the Internet for educational purposes is “not considered”;
  - d) some universities offer complete Internet training.
15. Where from is it least possible for general public to connect to the Internet?
  - a) from home;
  - b) from a public library;
  - c) from a private company;
  - d) from an Internet cafe.
16. Internets and intranets differ in:
  - a) the cost of use;
  - b) accessibility;
  - c) the number of supercomputers
  - d) the way of connecting computers together.
17. Companies create intranets to:
  - a) protect the environment;
  - b) prevent misuse of important data;
  - c) restrict working areas;
  - d) predict the future.
18. It may be inferred from the text that the Internet Society:
  - a) has the aim of earning money;
  - b) does a database research;
  - c) wants more people in the world to use the Internet;
  - d) died out in the 1990s.
19. The researches mentioned in the text:
  - a) were carried out at the same time;
  - b) could not be trusted;
  - c) promoted using e-mail;
  - d) were done independently on each other.
20. One can infer from the text that because of the Internet:
  - a) more information is now used by fewer people;

- b) less information is available;
- c) there's recently been a great increase in the information exchange;
- d) about 57 million people will never use the Internet.

*Keys:* 1 +, 2 -, 3 -, 4 -, 5 +, 6 +, 7 -, 8 +, 9 -, 10 +, 11 d, 12 a, 13 a, 14 a, 15 c, 16 b, 17 b, 18 b, 19 d, 20 c.

### Listening

- 👂 Listen to the text and choose the best answer (A–C) to complete the sentences.

#### THE INTERNET: HERE TO STAY

Most people today cannot imagine their life without the Internet. I believe it is one of the most important innovations. Thanks to the worldwide web, our lives have become easier and more exciting.

First of all, the Internet helps us find information easily. For example, we can read the news and find answers to the questions 24 hours a day.

In addition, we can use the Internet for entertainment. We can send e-mails to friends and shop online. We can even listen to the latest music and watch live sporting events from other parts of the world.

However, some people argue that the Internet has a negative effect on society. Internet users become less sociable. They stay at home most of the day instead of going out to shop, work and meet friends.

In my opinion, the Internet has more advantages than disadvantages. Our lives are better with it and I hope it is here to stay.

1. Most people nowadays
  - a) cannot live without the Internet
  - b) imagine their life without the Internet
  - c) live without the Internet
2. Thanks to the worldwide web, our lives have become \_\_\_\_\_.
  - a) difficult and more stressful
  - b) simpler and more interesting
  - c) easier and more stressful
3. The Internet is important mostly because \_\_\_\_\_.
  - a) it allows us to find information easily
  - b) it provides cheap shopping online
  - c) it plays the latest music hits
4. We can use the Internet for fun, as we can \_\_\_\_\_.
  - a) work on assignments
  - b) send e-mails to friends
  - c) read the news

5. The biggest disadvantage of the Internet is
    - a) that you have to go somewhere to work out
    - b) that you can't live a normal life
    - c) that it can change our daily routines
  6. The Internet has \_\_\_\_
    - a) more disadvantages than advantages
    - b) more advantages than disadvantages
    - c) as many advantages as disadvantages
- Keys: 1 A, 2 B, 3 A, 4 B, 5 C, 6 B.*

### Reading

1. Read the text using the following interactive reading strategy: put some marks on the margins:
  - ✓ information you know;
  - information that contradicts your ideas;
  - + new information;
  - ? information you are interested in.
2. While reading the texts the students use the following interactive reading strategies:
  - The most important information / Your comments.
  - I know / I want to know / I've known

### THE INTERNET INNOVATIONS

*WAP, broadband, wi-fi, 3G* — phone technology and the Internet change so rapidly that we barely have time to get used to one new concept before it is immediately replaced by another and becomes outdated.

#### What's New?

This week we look at the latest technological advances for the internet. Be prepared! By 2015, you'll wonder how we even managed to do without them.

#### *Broadband*

What is it? A combination of the latest cable and radio technology means that huge amounts of electronic data can now be transmitted from computer at incredibly high speed. It's like changing from a narrow pipe delivering your water to a much broader pipe.

Benefits for the user: much faster, more reliable Internet connection; it's turned on all the time (you pay a fixed sum every month, so you don't have to keep dialing up); you can do two Internet operations at the same time. (E.g. Collect emails and download a picture from the Internet.)



### *Wireless*

What is it? Computing without phone lines, similar to cordless phone technology.

Benefits for the user: use freedom to use a laptop or notebook without connecting it to a phone line (as long as you don't go too far away from the wireless hub — the main unit of the network that is connected to a phone line).

### *3G*

What is it? 'Third generation' mobile technology (still in development) that will be able to transmit data quickly to your phone.

Benefits for the user: access to the complete, real Internet (not the mobile — only WAP network) quickly and in colour over your mobile; the ability to download music and video to your mobile.

📖 Answer the questions.

1. Is broadband quicker than an ordinary Internet connection?
2. How do you pay for a broadband connection?
3. What are advantages of wireless technology?
4. What are the limits of wireless technology?
5. Has 3G technology been completely developed yet?
6. What will you be able to do with 3G technology on your mobile?

### **Vocabulary and Reading**

#### *Key words*

- chalk — writing material, traditionally used by teachers on the blackboards
- geek — (slang) — a person obsessed with computers and technology
- hobo — a homeless vagrant
- hub — the centre of a wheel or network
- to leak out — to escape by accident
- node — point of connection on a network
- to scrawl — to draw quickly and carelessly
- to take off — to be a big success
- top hat — old fashioned tall black hat
- WAP (Wireless Application Protocol) — a network of information and services that can be accessed via a mobile phone

📖 Match these technological words to their definitions.

1. To dial up
2. To download
3. Wireless
4. Laptop

5. Notebook
6. Network
  - a) without cables or wires
  - b) a small mobile computer, about the size of a large book
  - c) a very small mobile computer that will fit in your hand
  - d) to make a connection to a phone line
  - e) a group of computers that are connected
  - f) to copy something from the Internet on our computer

### WAR-CHALKING

Back in the Depression, hobos would draw chalk marks on the walls of the houses to show where a generous stranger lived. A top hat meant a “kind gentleman lives here”; a cross meant “religious talk will get you a meal”.

This summer, the British designer Matt Jones created a new set of hobo symbols for the Internet age. Jones is a fan of “Wi-Fi” (short for “wireless fidelity”), the new technology that lets you take your broadband connection and broadcast it around your home or office. Wi-Fi signals can travel more than 1,000 feet, which means that your private connection often leaks out into the street. If you’re feeling generous, you can leave it “open” for anyone passing by to use... Presto: free high-speed access!

The only problem is that Wi-Fi radio signals are invisible. You might be near a node right now. But how can you tell?

Easy. You look for one of Jones’s symbols scrawled on the walls. If you see two back-to-back half-circles, it means some geek has discovered an open node nearby...

Within weeks of Jones’s invention, war-chalking... took off. The Schlotzsky’s Deli chain began war-chalking its restaurants, and the state of Utah announced it would mark up its conference rooms. Wireless companies, in contrast, reached with alarm: Nokia called war-chalking “theft, plain and simple”, and some cable companies have sent warning letters to users who openly share their Internet connections.

Yet, the growth of Wi-Fi seems unstoppable... Consider it a lesson from the hobos: in a world full of generous strangers, sometimes there really is such a thing as a free lunch.

*By Cliver Thompson*

🔑 Answer the questions.

1. Why did hobos leave chalk marks for other hobos on houses during the Depression?
2. How far can Wi-Fi signals travel?

3. What does this mean for anyone near our building with a laptop?
4. What symbol do people leave on the walls when they discover a free Hi-Fi connection?
5. Why did restaurants and hotels war-chalk their buildings?
6. How did telecommunication companies react to the war-chalking phenomenon?

### **Writing**

#### *Work in groups*

Imagine that it is 2050. Write a short article like the What's New? text. List some of the computer innovations that you imagine for that year and describe their benefits.

### **Speaking**

#### *Work in groups*

How do you think computer and Internet technology will develop over the next 50 years.

### **III. Homework**

Finish writing an article about computer innovations.

## **LESSON 54**

### **Understanding computers**

**Objectives:** to practise speaking and giving opinion; to revise some grammar terms; to practise listening for specific information; to develop students' skills of informative reading.

#### **PROCEDURE**

##### **I. Warm up**

Do you use the Internet? How often do you use it?

Do you know how much your family spends on the Internet use?

##### **II. Main part**

#### **Listening**

- 👂 Listen to the text and answer the questions (1–5).

#### **HOW DO YOU USE THE NET?**

We asked members of one family to tell us what they use the Internet for and why. Here is what they told us.

##### **A. Granddad Peter**

I might be over 80 but the Internet is invaluable to me. At my age it's not always so easy to get about and my friends and family are

scattered all over the globe. It's difficult to visit and have face-to-face conversations very often. It's a bit pricy too! Phoning isn't convenient because of the different time zones. I don't think my brother in Australia would appreciate being woken up at three in the morning just for me to say hello! So I keep in touch by e-mail and it's very important to me. It took me a while to get the hang of it.

### B. Daughter Lynne

I must admit that I'm a spendaholic and I'm on auction sites all the time. I can't resist a bargain and I love the excitement of bidding against other people and never being sure whether you're going to win or not. It's quite addictive so I have to be careful or else I would be completely broke! I think it's incredible that whatever you're looking to buy, someone out there has got it to sell.

### C. Mum Karen

I find the Net useful for downloading information for my students. You can also access sites that give you free lesson plans and good, imaginative ideas for making lessons interesting. There's such a lot of knowledge out there too. To get the answers to the kind of questions I have, it would take hours with piles of books and I simply don't have the time. For me the Net is a lifeline!

### D. Dad Oliver

My big thing is news and sports and I'm always online checking the latest scores. I work shifts too, so I often miss the regular news slots and with the Net I can always watch news clips of programmes that were on earlier. It also brings you breaking news and with the more controversial issues if you want to, you can read people's comments and of course, make your own. I do that quite often. And there are also online newspapers. If I don't get a paper, I can always go online and click on to the newspapers website. It's easier to choose what you want to read rather than leafing through the papers which can be so big these days.

☞ Which person says...

1. I see the Net as time saving?
2. I sometimes share my opinions with others?
3. I use it to get help with my work?
4. I don't always get what I want?
5. It took time to work out how to use the Net?

*Keys: 1 C, 2 D, 3 C, 4 B, 5 A.*

## Reading

### *Pre-reading task*

Do you ever use the Internet to help you with your schoolwork?  
How is studying with the Web different from studying with books?

### *Vocabulary*

- to browse — to look through something on the Internet in a random way;
- to cut and paste — to make a copy of information on a computer and insert it in a new way;
- outstanding — excellent;
- paper mill — a factory that produces paper from wood. This is a play on the word ‘paper’ which can also mean an essay;
- to set — to assign;
- to turn — to give , to submit.

## INTERNET CHEATS

Cheating.com

These days lots of students use the Internet for help with their homework and assignments, and there is no doubt that the Web has become a valuable academic tool. But now that cutting and pasting is so easy. There can often be a fine dividing line between using the Net for research and plagiarizing material directly from it. There are even some unscrupulous sites (often called ‘paper mills’) that offer students ready-made downloadable essays on a number of popular topics — usually for payment. But most teachers are now aware of Internet plagiarism, and there is even a variety of software that school can use to detect it. But teachers can often spot plagiarism simply by following their own suspicions.

For example:

- A high-school student turns in an essay using language and ideas more suitable for a university student.
- A weak student suddenly turns in an outstanding essay.
- The same work occurs in a number of different students’ assignments.
- The essay doesn’t quite fit the question or title that the teacher has set the class.
- American students produce essays written in British English, or vice versa.

The price of plagiarism can be high, especially in the USA, where it is not uncommon for students to be expelled, particularly at college level.

*While-reading task*

🔍 Read the text and choose the correct answers to the questions.

1. What are 'paper mills'
  - A. Software programmes that detect plagiarism.
  - B. Websites that offer ready-made essays.
2. Do you always have to pay to download an essay?
  - A. Yes.
  - B. No, not always.
3. When would a teacher start to suspect plagiarism?
  - A. If the level of student's work seemed too high.
  - B. If the level of student's work seemed too low.
4. When would a British teacher become suspicious?
  - A. If one of their students turned in an essay with lots of spelling mistakes.
  - B. If one of their students turned in an essay with lots of American spellings.
6. What can happen to students who are found guilty of plagiarism?
  - A. They can be thrown out of their school.
  - B. They can be taken to the police.

**Speaking**

Are there any school subjects that you would be tempted to cheat in? Discuss the different reasons why plagiarizing in essay would be wrong. Talk about:

- why it is wrong to tell lies.
- unfairness to your teacher.
- unfairness to other pupils.
- learning how to think and work independently.
- how you can learn by making mistakes.

**Grammar**

🔍 Read the text carefully more than once. Correct the fifteen mistakes in the text.

**SHOPPING ON THE INTERNET**

Every morning I am sitting (*sit down*) down at the computer and I say "What are we going to have for dinner tonight?" You see, my family did (*has done*) some of its shopping on the Internet since the big supermarkets started online. My little daughter don't like (*doesn't like*) it. She prefers to go to the supermarket with me and buy any (*some*) chocolate. She eats none (*some / all*) of it in the car on the way

home every time we go. But much (*many*) people like Internet shopping and our dog loves it. You see, we click on 'Dog food' when we want a little dog food but we also tick the supermarket's box that says 'Can we send the other (*another*) product if your product is not there?' So the supermarket sends top quality food when our dog food is not there. But there are problems with Internet shopping. It costs \$5 every time your shopping was bought (*is bought*) on the Internet. Too, (*also*) the first time you shop on the Internet, you have to look at a list of every product the supermarket has. But after the first time you have to (*don't have to*) do that.

What do the supermarkets think of Internet shopping? Some supermarkets can't take any more customers online. 'We can (can't) take any new people for Internet shopping,' say Britain's biggest supermarket. Their problem is this: How do they get (*give*) all that food to the customers? The supermarkets are giving the customer a time when they will bring the Internet shopping to the customer's home. The customer have to (*has to*) be at home at that time. 'All your customers want their (*our*) Internet shopping brought to heir home at the weekend or in the early evening', say the supermarkets. 'That's the problem'.

### Reading

☞ Read the text and match the headings (A–G) to the paragraphs (1–6). There is one extra heading which you do not need to use.

- A. Hackers' Criminal Activities
- B. Hacking in the Future
- C. Hackers' Social Activities
- D. Specialists' Programmes
- E. The Role of Computers in Everyday Life
- F. Avoiding Computer Viruses
- G. Places where Hackers Meet

### HACKERS

1

With the development of technology in the twenty-first century, it would be really difficult to imagine life without computers. They are a source of information, education and entertainment. But today's world of computers can also be quite frightening and dangerous. This is because of people who use computers for illegal purposes. They are called hackers.

2

Hackers spend their time playing with computer data in all parts of cyberspace. Much of what they do is not dangerous, but sometimes their activities break the law, for example, when they break into websites,

take control of computers or create viruses. They are especially interested in breaking through the security of military websites.

3

Hackers know how to trick people just using their programmes. They use a ‘Trojan Horse’, a programme that looks perfectly safe, but actually contains something destructive. The only way of not getting into trouble is not to open it.

4

Although they can be seriously punished if they are caught, most hackers still think that what they do is a game. They often meet at festivals to take part in discussions, share their experiences, meet other hackers and generally to have a good time.

5

These meetings are organised in well-known places like Las Vegas or Berlin. However, what the hackers do at such festivals is a secret and often many of their activities take place at night.

6

Recently, hacking has started to increase. Hackers are getting into computer systems and stealing or destroying information. It is certain that there will be a lot more of this high-tech crime in the twenty-first century.

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

### III. Homework

Write a composition: ‘Computers are becoming more and more important in today’s world. Do you feel that we use them enough or too much? Are there any negative effects to becoming more and more dependent on computers?’

## LESSON 55

### The blog generation

**Objectives:** to focus on multi-part verbs and vocabulary related to computers; to practise reading for gist and for more intensive understanding; to provide opportunities for developing learners’ speaking and writing skills.

#### PROCEDURE

##### I. Warm up

Do you believe that computers have already revolutionized everything in our lives?



Do you feel that the world will continue to be transformed by them in the future? How is your life personally affected by computers? What examples do you see in the world around you? Is all this technological advancement good or bad? Why? Where is it taking us and what can we expect in the future?

## II. Main part

### Listening

#### *Pre-listening task*

☞ Look at the things you can find in blog. Which would you like to read?

- personal diaries
- diaries about pets / babies
- messages between friends
- chats to meet new friends
- chats about interests (music, sport, cooking, etc)
- discussion about politics
- news
- novels and stories
- jokes homework questions and answers

☞ Listen to the text. Which types of blog are mentioned.

#### TO BLOG OR NOT TO BLOG? THAT IS THE QUESTION

Blogs have been around since 1994 when Justin Hall, a bored student in the USA, began writing his diary on the Internet. Today, there are millions of blogs.

The ‘blogosphere’ is a virtual world where people chat, argue and even *fall in love* with someone. It is also a young world. Over half of blogs are written by teenagers.

There are blogs about everything from computers to cooking, from politics to pets. Families use them to *keep in touch* with each other. Most teenagers write diaries about their everyday lives.

You don’t need special computer skills. If you want to start blogging, you just Register with company like *MySpace*, *MSN* or *Xangas*, log on and start writing or uploading photos. It’s easy and it’s free! But remember — never give away your real name, Address or photo number, because you don’t know who might read your blog.

☞ Are these statements true (T), false (F) or is there no information (NI)?

1. Justin hall still writes a blog.
2. Most bloggers are adults.
3. You can read someone’s blog and write to them.

4. Teenagers usually write about pets.
5. Blog companies get their money from advertising.
6. It's easy to write blogs and photos.

### Reading

- 🔍 Read the blogs (1–3) and pay attention to the multi-part verbs. Try to give the definitions of these multi-part verbs.

1

My name's Maggie. I'm a fast runner and I'm very cute. My first owner abandoned me but I've been with a new owner for two weeks. Now I'm happy. I *get on with* her really well. Do you want to see some photos of me with her?

Links: [www.adoptapet.com](http://www.adoptapet.com)

2

<i>Hopper</i>	I saw The Kaiser Chiefs last night. Thanks for the ticket, Pat — you're a real pal.
<i>Sim</i>	I went, too. The first band were terrible but KC were AWESOME.
<i>Baz</i>	Who was the first band?

3

*May*

*Sunday.* Nothing's happening now. It's raining (as usual). I must get down to my history homework — we have to hand it *in* tomorrow.

*May 10*

*Saturday.* I got up late and played tennis with Mel. I won. We *met up with* Tom at the sport centre and chatted a bit. I haven't seen him for ages — not since Mel's party in March. He's soooo nice — but he's got a girlfriend!!!

### Multi-part verbs

- fall in love — to begin to love someone romantically
- keep in touch with — to continue to talk, write letters or e-mails someone you don't see often
- give something away — 1. give something as a present; 2. to tell a secret
- get on with someone — to be friendly with someone

- get down to — to begin doing something very seriously
- hand something in — to give something to someone in authority
- meet up with someone — to meet a person by arrangement

🔗 Find the verbs in the blogs. Complete them with *someone* or *something*

Two words

1. hand \_\_ (something) in
2. give \_\_ (something) away

Three words

3. get down to \_\_ (something)
4. get on with \_\_ (someone)
5. meet up with \_\_ (someone)

Four words

6. fall in love with \_\_ (someone)
7. keep in touch with \_\_ (someone)

🔗 Complete the sentences using the multi-part verbs in the correct form.

1. Tomorrow, I've got to \_\_ (hand in) that project.
2. This evening, I'm going to \_\_ (meet up with) a friend.
3. Come on. Let's stop talking and \_\_ (get down to) some work.
4. On Saturday, I \_\_ (gave away) the secret of my mum's surprise fortieth birthday party.
5. I have \_\_ (kept in touch with) a lot of my friends from primary school.

*Verb Game*

🔗 How many sentences can you make up with the multi-part verbs: Fall in love, keep in touch with, give something away, get on with someone, get down to, hand something in, meet up with someone.

## **Relaxation**

*Fact or fiction?*

There are more than seventy million blogs on the Internet.  
Fact.

## **Reading**

*Pre-reading task*

How many English words can you list that are connected to computer and the Internet? Do these words have an equivalent in your own language?

*New words*

- blog (web + log) — a personal on-line diary or journal that anyone can access
- cyberspace — the imaginary ‘space’ through which Internet messages travel
- dotcom — an Internet business
- spam — unwanted e-mails sent to you by commercial companies
- webcam (web + camera) — a videocamera that can transmit images live over the Internet
- webcast (web + broadcast) — a live ‘television programme’ on the Internet, broadcast by a webcam.

✎ Insert the words into the correct sentence below.

1. Did you know you can watch a live \_\_\_ of *Big Brother* 24 hours a day.
2. ‘Did you get any interesting e-mails this evening’. ‘No, just a lot of \_\_\_’.
3. My sister works for Web System in London — it’s one of the new \_\_\_.
4. They’re putting up a \_\_\_ in the city Hall so they can broadcast concerts on the Internet.
5. Have you read this girl’s \_\_\_ today? Some of her views are really extreme.
6. ‘I never received that e-mail you sent me’. ‘Did you? It must have lost in \_\_\_’.

*While-reading*

✎ Read the text and match these titles to the four paragraphs.

- A. The spread of American English
- B. A period of huge change for English
- C. Changing style and tone
- D. Changing words and meanings

**LANGUAGE CHANGE****Welcome to Weblish!**

1. New technology always brings changes and new additions to the language, but the telecommunication revolution of the last few years has caused some of the most rapid and widespread changes yet changes yet seen.
2. New words, such as *webcast*, are entering the language all the time to put a name to concepts that haven’t existed before, and existing words are being used in a new way. For example, the words *access* and *text* previously used only as nouns, are now com-

monly used as verbs in phrases to *access the Internet* and to *text someone*. Other words as *chat*, which used to mean ‘casual verbal communication’, have taken on entire new meanings.

3. In addition, many of these English words — the most obvious being *computer* itself- have spread outside of the English-speaking world and become part of a global language of technology. Thanks to the influence of the American computer industry, users of British English have abandoned some British spellings in favour of their American equivalents, such as *program* instead of *programme* and *disk* instead of *disc*.
4. Finally, the style and tone of the language itself is changing. Although they are written forms of communication, the immediacy of e-mails and text messages means that their language is usually much more informal than a letter would be, even in a business context. And to the concern of many people, spelling and punctuation are becoming more unconventional.

*Keys: 1 B, 2 D, 3 A, 4 C.*

#### *Word Bank*

- concern — worry
- unconventional — non-standard, unusual
- widespread — common across a large area

#### **Writing and Speaking**

*Work in groups and write some blog entries.*

- Think of a topic for a blog. Write your name, the time, and the first entry on a sheet of paper.
- Pass your paper to the next student
- Write your name, the time, and the next entry on the ‘blog’ you receive
- Continue until your blog return to you.

**Attention!**

**Text message shortcuts**

The senders of the text messages have invented a unique language of abbreviation. Here are some the most common:

- CU — See you
- GR8 — great
- L8R — later
- MSG — message
- NE — any
- R — are
- THX — thanks
- TXT ME BAC — Text me back

- U — you
- UR — your / you / re
- Wan2...? — Do you want to...?
- Y — Why?
- 2DAY — today
- 2MORO — tomorrow

### III. Homework

Write a blog.

## LESSON 56

### Test on reading

**Objectives:** to check students' reading skills.

### II. Main part

#### Task 1

☞ Read the newsletter about computers in the English language classroom and decide what the underlined words refer to in the text. (5 points)

1. Them
2. They
3. Ones
4. Them
5. It

#### Task 2

☞ Read the newsletter again and decide whether the statements below are true (T) or false (F). (5 points)

1. Computers will attract all the attention of students in language classes.
2. Teachers of English can easily be replaced by good computers.
3. Some teachers do not believe that they will ever learn to work with the Internet.
4. Teachers shouldn't use computers as toys.
5. Every magazine about computing contains a free CD with ideas of how to teach English.

### COMPUTERS IN THE ENGLISH LANGUAGE CLASSROOM

Dear Teacher of English,

Computers are invading every branch of our lives. Companies, banks, airports, offices, hotels, radio and television stations have

these smart machines. Why not let (1) them into English language classrooms? You should not be afraid of computers stealing all the attention in your classes. Remember that a computer is only a tool to assist the teaching and learning process — just like a cassette recorder, video or television. Computers, no matter how good, can never replace teachers. Before introducing computers to the classroom, both teachers and students need basic computing skills.

Many teachers are determined to get on the Internet and exploit the amazing resources available there, but at the beginning (2) they do not have much faith that they will be able to achieve anything. Still, it is possible to accomplish more than you really dream of through a simple philosophy: learning by doing. Within a few months or weeks, you can learn how to design your own website and lead an Internet discussion group for teachers of English in Eastern and Central Europe.

Here are some useful tips for the shy (3) ones.

*Play around.* The computer is a toy. Click on menus and see what options are available. Usually, you can undo most actions. Try out all possible steps.

*Calm down.* No matter what happens, do not panic. There are help files to help you find out about a problem you might be having. If you are still confused, ask someone to help you.

*Read a lot.* You can learn a lot from books and magazines about computing. Additionally, some computer magazines give away free CDs with nice software on (4) them.

*Don't give up.* There are only three rules here: try, try and try again. The computer is only an intelligent fool. If you don't succeed, turn it off and listen to music, watch TV or go for a walk. A few hours later get back to (5) it and you might see things in a new light.

Just imagine the possibilities with the magic of computers in your English classroom correcting pronunciation, communicating with classes in other parts of the world via e-mail, getting to know colleagues, sharing experiences, your students working on virtual projects with partner classes thousands of miles away...

It is so fascinating and it is all just a click away!

### III. Homework

Make up 8 questions to the text 'Computers in the English language classrooms'.

## LESSON 57

### Home Reading

# CAREER

## LESSON 58

### Your choice

**Objectives:** to practise using personality vocabulary and other vocabulary related to the topic 'Career'; to develop students' reading and speaking skills.

**Epigraph:** "Every man is the maker of his own future" (*Richard Steele*).

### PROCEDURE

#### I. Warm up

Have you thought about your future career? Choose a professional area that you are interested in and tell the class.

*Example:* I love animals and I'm interested in farming. I'd really like to be a vet.

#### II. Main part

##### Substitution tables

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

We	should	make		our (their)
Teen-	must	a right		career
agers		choice	be-	better jobs
		of a future	cause	opportunities
		profession		high living
				standards
				realization of
				our (their)
				ambitions

2. What can influence the choice of a job or profession?

The teenagers'					
choice		can be	influenced	by	your friend's example
My choice			encouraged		personal qualities



The choice of a job can be influenced by the thing you are good at  
your ambitions  
your abilities  
your skills  
your bend for a job  
the necessity  
pressure of your parents

### 3. What should a person know before choosing a future profession?

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

## Vocabulary

### OCCUPATION, PROFESSION, TRADE

The meanings of the word 'profession' and of the Ukrainian / Russian word of the same root are not identical. The English equivalent for професія / профессия is 'occupation', which means any kind of employment and therefore has the widest application. The meaning of 'profession' is much narrower.

*Occupation*, employment, business, trade or profession.

- What is his *occupation*?
- We should choose an *occupation* according to our abilities.

*Profession*, an occupation that require *special education or training*, as: the profession of lawyer, doctor, teacher, architect, etc.

- The famous composer Borodin was a chemist by *profession*.
- "What is your *profession*?" "I am a teacher".

*Trade*, an occupation connected with *manual and mechanical labour* and the use of machinery or tools, as the trade of a carpenter, blacksmith, bricklayer, shoemaker, etc.

- Well, well, don't be afraid; we won't make an author of you., while there's an honest *trade* to be learned, or brick-making to turn to. (*Dickens*)

### Proverbs and Sayings

- Jack of all masters (and the master of none). — За все берущийся, но ничего не умеющий человек.
- He works best who knows his trade. — Дело мастера боится.
- Two of trade never (or seldom) agree. — Два медведя в одной берлоге не уживутся.
- Blind alley occupation — бесперспективное занятие.

- ↪ Rewrite this paragraph and don't repeat the words *job* or *company* (underlined). Instead use:

Firm, profession, business, post, work, corporation, multinational, employment, occupation.

When people ask me about my job I say that I have two; my job (my profession) is a lawyer but I am a poet. I love my job (work) as a lawyer but I write poetry in my spare time. My first job (post) was for a big company with offices all over the world. However, I don't like big companies (corporations), they are too impersonal. So I left and started my own small company (business). It is not a big company (firm) but it provides jobs (employment) for ten people and the company (firm) is not doing badly.

## Reading

### Pre-reading task

- ↪ Choose three adjectives from the Key Words that describe you best.

Careful

Creative

Confident

Emotional

Flexible

Generous

Helpful

Logical

Motivated

Organized

Patient

Reliable

### While-reading task

- ↪ Read the questionnaire. Decide what you would do in these situations.

## EVERYONE 'S GOOD AT SOMETHING!

Do this personality test and find the right career for you?

1. A friend is having problems with a school project. She asks you to help her. What would you do?
  - a) Help her after school. Tell her to phone you if she has any more problems.
  - b) Give her a plan how you would do the project. Tell her the names of the books where she can find information.
  - c) Suggest ways of making the project attractive and more interesting.
  - d) Ask her to organize work timetable so she finishes the project on time.

2. You are working for charity in a village in Colombia. Your boss tells your team to repair an old bridge cross a river. What would you do?
  - a) Ask the villagers what they want. Ask them to give you advice.
  - b) Choose a special job that you think you could do well, such as collecting wood. Then plan how you could do the job efficiently.
  - c) Try to improve the design of the bridge. Look at the river and see if there is a better place to build the bridge.
  - d) Ask everybody in your team to do specific jobs. Make sure they know what to do. Choose one of the hardest jobs yourself to set an example.
3. You are on a school trip when a coach has an accident. No one is hurt, but you are stuck on a forest road with no traffic. It is getting dark and it has started to snow. What would you do?
  - a) Talk to anybody who looks afraid or worried. Tell them not to worry.
  - b) Keep calm. You know that the situation is not really dangerous and someone is going to get help.
  - c) Tell your friend a story, while you are waiting for help.
  - d) Take control of the situation. Tell everybody not to panic. Ask a small group to go to the nearest village to get help. Tell everybody on the bus to put on more clothes to keep warm.
4. Last week your teacher asked your class to perform a short play for the school. So far, nothing has been done and there are only ten days before the performance. What would you do?
  - a) Offer to take part and ask others to do the same. Help people to learn the lines.
  - b) Organize some of the practical things, such as costumes, scenery and sound effects.
  - c) Think of ideas for the play. Write the dialogue and show it to the class.
  - d) Offer to direct the performance. Choose people for different roles.

☞ Read the key to the answers. Does the description fit your personality? Would you like to do the kind of jobs that the key suggests for you?

### Key

If most of your answers were:

- A. You are *helpful* / *patient* / *generous*. Your ideal job is one in which you work with people — helping, training or curing them, e.g. doctor, nurse, teacher, social worker.

- B. You are *reliable* / *organized* / *logical* / *careful*. You are good at practical things. You are a good person to work with figures, computers, machines, plants and animals.
- C. You are *emotional* / *creative* / *flexible*. You are imaginative and creative and you would be good as a journalist, designer or artist of some kind.
- D. You are *strong* / *confident* / *motivated*. You are a natural leader and would be a good manager of other people in business.

If your answers were mixed, you are probably suited to a job in which you can use your different skills and abilities. Example manager of a computer company which combines practical abilities (B) and leadership (C).

- ✎ Match the jobs with the qualities you need (+) and don't need (-) to do them in your opinion.

*Example:* electrician: + logical — emotional

### JOBS

Architect, computer programmer, electrician, engineer, farmer, hotel receptionist, journalist, lawyer, fashion model, plumber, politician, shop assistant, soldier, tourist guide, vet

### QUALITIES

Careful, confident, creative, emotional, flexible, generous, helpful, logical, motivated, organised, patient, reliable.

### Game “Relatively speaking”

#### *How to use the game*

Students play this game in groups of three or four. Copy one set of picture cards for each group. Copy a rules sheet for each group.

1. Place the picture cards face down on a pile in the middle of the table.
2. Player 1 take the top card from the pile. Look at it, but don't show it to the others!
3. Player 1 gives a definition of a place / person / machine on his / her card. For example, for a picture of a hospital, *This is a place where you go when you are sick*. Or if you want to make it more difficult for the others to guess, you can say, *This is a place where nice people bring you tea in bed*.
4. The other players must try to guess the name of a place / person / machine.
5. The first player to guess correctly can keep the card.
6. If no one can guess, play 1 can keep the card.
7. Then it is the next player's turn.
8. The player with most cards at the end is the winner.



**Reading**

- 📖 Read the leaflet on how to behave on the first day in a new job. Report each piece of advice and analyze it.

On the first day in a job:

- Be friendly.
- Don't wear very informal clothes or heavy make up.
- Be kind and co-operative.
- Don't share very personal information — you don't know who you are talking about.
- Listen rather than speak — learn as much as possible about your job and the company.
- Work hard and don't spend too much time chatting or resting.
- Keep your desk tidy all the time.
- Don't argue with anyone.

**III. Homework**

Write a composition 'My first day in a job'.

**LESSON 59****Interviews**

**Objectives:** to practise using the language of job interviews; to roleplay an interview for a holiday job; to practise using multi-part verbs; to practise listening and making notes.

**PROCEDURE****I. Warm up****An interview. What is it?**

Interviews are normally conducted in a formal, neutral style with questions being asked politely. Politeness is important when asking the interviewer to repeat or explain something. Students need to identify any differences in their own country.

**II. Main part****Vocabulary***Key Words*

Occupations:

1. Announcer — introduces radio and television programs
2. Barber — shaves or trims beards and cuts hair
3. Blacksmith — makes articles of iron
4. Caddie — carries a golfer's clubs, finds the balls, etc.
5. Carpenter — works in wood, especially in building

6. Charwoman — does housework for payment by the hour
7. Chauffeur — employed to drive a private motor-car
8. Chef — an expert male cook ‘
9. Cobbler — repairs boots and shoes
10. Conductor — (a) beats time for the orchestra or choir (b) collects fares on a bus or tram
11. Confectioner — makes or sells sweets
12. Decorator — paints and papers rooms
13. Dustman — collects the rubbish from houses
14. Fishmonger — sells fish
15. Florist — grows and sells flowers for a living
16. Fruiterer — sells fruit and vegetables
17. Glazier — fits glass into windows
18. Herbalist — sells herbs and herbal remedies
19. Hosier — sells stockings, socks and underwear
20. Ironmonger — sells tools, nails, screws, etc.
21. Jeweller — deals in or sets precious stones, sells watches, etc.
22. Jockey — rides horses in races as a profession
23. Milliner — makes or sells ladies’ hats
24. Navvy — laborer employed in heavy work such as road repairing
25. Newsagent — sells newspapers and magazines
26. Optician — makes or sells spectacles; tests eyesight
27. Pilot — (a) takes ships into and out of harbor (b) controls an aero-plane
28. Plumber — fits and repairs water pipes
29. Porter — (a) railway servant who handles luggage (b) doorkeeper
30. Referee — sees the rules are obeyed in football, boxing, etc.
31. Shepherd — looks after sheep
32. Shipwright — builds and repairs ships
33. Stationer — sells writing paper, postcard, etc.
34. Stevedore — loads and unloads ships
35. Stoker — looks after a furnace or the fire of a steam engine
36. Tinker — mend pots and pans
37. Typist — types letters, etc. on a typewriter
38. Tobacconist — sells tobacco, cigarettes, pipes, etc.
39. Undertaker — arranges and manages funerals
- Watchmaker — makes and repairs watches

### *Multi-part Verbs*

- ☞ Look at the advice for job interviews. Try to guess the meaning of the multi-part verbs.
1. Put on casual clothes for the interview.

2. Go out for a walk before the interview to relax.
3. Think about the job and write down your strengths and weaknesses.
4. Find out information about the company.
5. Turn up at the interview a couple of minutes early.
6. Take down notes during the interview.
7. Sit down or get up when they ask you to.
8. Make up information about yourself.
9. Go into a lot of details about your personal life.
10. Make out you understand something when you don't.
11. Speak up and express yourself clearly.
12. Sit up straight and maintain eye contact.
  - Put on — to dress a piece of clothes;
  - Go out — to go away from home and enjoy yourself;
  - Write down — to write information;
  - Find out — to learn information about something;
  - Turn up — to appear somewhere
  - Take down — to write something;
  - Sit down — to rest yourself in a chair, on the floor, etc;
  - Make up — to put things together to make something;
  - Go into — to examine the details of something.
  - Make out — to understand something;
  - Speak up — to speak more loudly;
  - Sit up — to sit with your back straight.

☞ Make a list of things to do and things not to do.

DO...

Find out information about the company.

DON'T...

Put on casual clothes for the interview.

☞ Complete the sentences with the words in the box.

down into up out
------------------

1. After the interview, write \_\_ (down) what the interviewer told you.
2. Find \_\_ (out) as much as you can about the company before the interview.
3. Always get to the interview on time, never turn \_\_ (up) late.
4. Never say anything that isn't true or make \_\_ (up) information.
5. Don't go \_\_ (into) a lot of details unless the interviewer asks you for it.
6. Always look at the interviewer and remember to sit \_\_ (up)



🔗 Complete Mandy's account of an interview with multi-part verbs.

'Yesterday, I had an interview for a holiday job at a summer camp for children. Unfortunately, I didn't have much time to (1) \_\_ (find out) about the organization, but I did (2) \_\_ (write down) all the things I'm good at., like doing video games! In the morning I woke up late and quickly (3) \_\_ (put on) some jeans and a T-shirt. I (4) \_\_ (turned up) at the office five minutes late, so I walked straight in and (5) \_\_ (sat down). I couldn't (6) \_\_ (make out) what the interviewer was saying and I had to ask her to (7) \_\_ (speak up). She asked about my experience with children, so I (8) \_\_ (went into) a lot of details about my younger brother. Then she asked me to tell her about my work experience and I (9) \_\_ (made up) a story about some voluntary work with a youth club. She stopped asking questions, so I (10) \_\_ (got up) and (11) \_\_ (went out) of the room. I think I've got good chance of getting the job. What do you think?

### Listening

🔗 Listen to the interview for a holiday job. Do you think Oliver got the job? Why or why not?

#### *Tapescript*

**Woman.** Good morning, take a sit.

**Oliver.** Good morning. Thank you.

**Woman.** My name is Judith Wainwright. I'm a personal manager for Camp Elizabeth Holidays And you are Oliver Blackstone.

**Oliver.** That's right.

**Woman.** I see that you're in your last year at school.

**Oliver.** Yes, I'm doing my 'A'-levels this summer. I hope to go to university to study information technology.

**Woman.** So why do you want to work with us at Camp Elizabeth?

**Oliver.** Well your company has a good reputation. I know some people who have been to your camps and they say everything was well organized. I enjoy working with children and I'd like to get some more work experience.

**Woman.** What experience do you have?

**Oliver.** I helped with the youth club at school. I've organized sports and trips to various places — to concerts and plays and things like that.

**Woman.** Mm. what qualities do you think are important for the job?

**Oliver.** I am sorry, what do you mean exactly?

**Woman.** I mean, the qualities you need to work with children and organize sports and other activities.

**Oliver.** Well, you certainly must have patience. A lot of patience! And another important thing is enthusiasm. You've got to show children that you enjoy things. And, well, you also have to be careful. Accidents can happen very easily, so you need to be well organized.

**Woman.** OK, are there any questions you would like to ask me?

**Oliver.** Er, yes, just one thing. Could you tell me what kind of accommodation there is for people working at the camp?

**Woman.** Yes, most monitors have their own rooms, but some will have to share.

**Oliver.** Right, I see.

**Woman.** Well, thank you, Oliver. I'll be getting in touch with people next week.

**Oliver.** Thank you very much. Goodbye.

🔗 Complete the function File with the words from the list.

Certainly, enjoy, getting in touch, important thing, just one thing, qualities, take a seat, thank you, work experience

### JOB INTERVIEW

Interviewer	Interviewee
Good morning,	Good morning,
(1) __ (take a seat)	(2) __ (Thank you).
Why do you want to work with us at Camp Elizabeth?	(3) __ (enjoy) working with children
	And I'd like to get some (4) __ (work experience)
What experience do you have?	I helped with the youth club at school. I've organized sports and trips to various places
What (5) __ (qualities) do you think are important for the job?	You (6) __ (certainly) must have patience. And another (7) __ (important thing) is enthusiasm. And, well, you also have to be careful.
Are there any questions you would like to ask me?	Yes (8) __ (just one thing).
It'll be (9) __ (getting in touch) with people next week.	Thank you very much.

🔗 Complete the table to write a job interview for one of these holiday jobs.

working in a shop DJ sports instructor fruit picker
---

Interviewer	Interviewee
Greeting	Greeting
Ask about interest in the job	Show interest in the job by talking about likes and dislikes
Ask about experience	
	Describe experience
Ask if the interviewee has any questions	
Answer the interviewee's questions	Ask the interviewer a question
	Thank the interviewer and say good-bye

👉 Complete the table with information you can use at an interview for ideal summer job.

Your ideal job	Talking about yourself at the interview	Talking about your experience	Questions you can ask the interviewer

## Speaking

### Work in pairs

👉 Student A is an interviewer and Student B is an interviewee. Read your role card and prepare for an interview for a holiday job in the restaurant.

**Interviewer.** Decide on the pay and hours and what kind of person you want to employ. Think of questions to ask about these things:

- education, language spoken
- work experience
- personal qualities
- hobbies and interests

**Interviewee.** Think of information about yourself or invent information about these things:

- education e.g. your school, your best subjects, language you speak
- work experience
- personal qualities
- hobbies and interests

Think of questions to ask the interviewer, e.g. about pay and hours.

### III. Homework

Prepare an interview for ideal summer job.

## LESSON 60

### Nine to five

**Objectives:** to practise listening for specific information; to develop student's writing skills; to practise extensive and intensive reading skills.

#### PROCEDURE

##### I. Warm up

↳ Listen to the sentences and then write down which job each of the following people has.

1. This person cuts men's hair. Mr Green is a b \_\_\_. (*Barber*)
2. You go to this person when you have toothache. Miss Evans is a d \_\_\_. (*Dentist*)
3. You go to this person if you wasn't a new pair of glasses. Mr Brown is an o \_\_\_. (*Optician*)
4. This person looks after you when you are flying. Mrs Watkins is an a \_\_\_ h \_\_\_. (*Air hostess*)
5. This person makes sure that no one parks their car in the wrong place, or parks somewhere for too long. Not many people like this person! Mr Watson is a t \_\_\_ w \_\_\_. (*Traffic warden*)
6. This person cuts and styles women's hair. Mrs George is a h \_\_\_. (*Hairdresser*)
7. Before a house is built, this person draws the plans for it. Miss Simons is an \_\_\_. (*Architect*)
8. If something goes wrong with your pipes, wash basin or bath, you usually call for this person. Mr Jones is a p \_\_\_. (*Plumber*)
9. This person writes for a newspaper or a magazine. Mr Gibson is a j \_\_\_. (*Journalist*)
10. This person works in a library. Miss Kent is a l \_\_\_. (*Librarian*)

## II. Main part

### Substitution tables

1. Jobs is stressful  
 Professions can be dangerous for life  
 (name of a job) rewarding  
 tiring  
 depressing  
 interesting  
 demanding attention
  
2. Jobs can give a chance to sociate with people  
 Professions can be to work to a timetable  
 (name of a job) be disciplined  
 to work shifts  
 not to be out of work  
 to get a promotion  
 to work overtime  
 to get final rewards
  
3. What qualities do people / we need / require to master / have cer-  
 tain profession?  

A nurse	needs to be confident	because
A teacher	has to be polite	(name of a job)
A police officer	should be	<i>IS</i>
An account	requires to be	creative
An actress	takes care of children	caring
A secretary	gives people information	accurate
A shop assistant	listens to people's prob-	brave
A telephone operator	lems	observant
	performs in front of peo-	dedicated
	ple	knowledgeable
	faces dangerous situa-	persuasive
	tions	patient
	helps children to learn	
	things	
	makes people believe in	
	them	
	works with papers	

## Vocabulary

- 🔗 Look at the jobs in the Key Words box and match them with the quotes below. There may be alternative answers.

### Key Words

actor, actress, astronaut, dancer, lighthouse keeper, novelist, politician, professional footballer, rally driver, rock musician, sculptor, stuntman, trapeze artist, TV chef, TV presenter

1. 'It can get a bit lonely. Sometimes I don't see anyone for weeks'.
2. I work a lot more than the half hour you see me on the screen every day!
3. 'I'm lucky because they pay me well for playing the game I love'.
4. 'I wish it was just nine to five! Sessions in parliament often go on till late at night'.
5. 'Dangerous? I suppose so. There are not many jobs where you risk breaking your neck every day'.

### Suggested answers

1. Lighthouse keeper
2. TV presenter
3. Professional footballer
4. Politician
5. Stuntman / woman

## Reading

- 🔗 Read the interview. How would you describe Teresa Ginsberg?
- Most of us have ordinary, nine-to-five jobs. We interviewed someone whose job is very different.*

### TERESA GINSBERG, 22 FROM NEWCASTLE IS A TRAPEZE ARTIST

When did you decide to be a trapeze artist?

When I was at school. I didn't want to do a normal nine-to-five job, so I joined a circus. I love it. This is the life for me!

Describe a typical day.

Well, my days are usually very long. Yesterday, for example, I was practising until 10 o'clock at night and today I got up early to practise again. I'm working on a new act now, which I'm going to perform for the first time in Manchester next week.

Is your job dangerous?

I have had a few accidents. Last year, I broke two or three bones and last month I had another fall. But we use a net so it's not that bad.

What are your plans for the future?

If things go well, I will continue with the trapeze for another ten or fifteen years. But whatever happens, I won't leave the circus.

🔗 Read the journalist's report of the interview. Find *five* differences.

Teresa said that she decided to be a performer at school. She told me that she had not wanted to do a normal job so she had joined *an acting school*. She said she loved the circus and that was the life for her. When I asked her about a typical day, she replied that her days were usually very long and that that, for example, the day before she had been practising until *12 o'clock* and that that day she had got up early again. She said that at that time she was working on a on a new act and that she was going to perform it the following week for the first time there in *Newcastle*. She admitted that she had had a few accidents. She told me that the year before she had broken *four or five bones* and that the previous month she had had another fall. But, she said, they used a net so it wasn't that bad. Finally, Teresa talked about her plans for the future. She said that if things went well, she would continue with the trapeze for another *five* years. She told me that whatever happened, I wouldn't leave the circus.

### Listening

🔗 Listen to the text and decide if the statements are true (T) or False (F)

### A MAGIC JOB

Ken Flannagan began his career in the magic industry only two years ago, but he has already managed to make a name for himself. When he first started out as a trainee magician at the age of fifteen, his parents weren't very thrilled about it. They thought that he wouldn't be able to earn a decent living and they tried to convince him otherwise.

Luckily, Ken's mentor (the well-known magician Malcolm Potts) taught him well. Malcolm insisted that he practiced day and night. Perfecting his own tricks and inventing new ones was the key to Ken's success. Soon, he was participating in some of his mentor's shows and then worked on his own.

He is now a performer at children's parties and other events throughout the city. Most recently, just last October, he won first prize at the annual Junior Magician's Convention in Winneapolis. Since then, he has been earning \$400 per performance, which you have to admit isn't too bad for someone who hasn't even graduated from school yet!

What does this teach us? Sometimes you just have to take a chance! Ken often says, "If you're determined, you can be successful, so don't let anyone tell you what you can and can't do". We're not surprised!

1. Ken is not popular at all at the moment.
  2. Ken's parents expected him to make a lot of money from becoming a magician.
  3. Ken's parents didn't agree with his choice of job.
  4. Malcolm advised him to practice a lot.
  5. Ken didn't practice his tricks because he was already very good.
  6. Ken has always walked by himself.
  7. The Junior Magician's Convention in Winneapolis is originated every year.
  8. Ken is earning a lot of money for somebody of his age.
  9. Ken has stopped going to school.
  10. According to Ken, anyone can achieve anything they want in life.
- Keys: 1 F, 2 F, 3 T, 4 T, 5 F, 6 F, 7 T, 8 T, 9 F, 10 T.

### Reading

📖 Read the job adverts (A–D) and answer the questions (1–6).

#### A

##### Dogwalker

We are looking for part-time dogwalkers for weekday evenings. Applicants must be reliable and energetic. Knowledge of local parks desirable. Apply by e-mail to Helen\_Smith@Helen\_Kenneis. ie

#### B

##### Reporter

The Kent Express is accepting applications for the position of part-time reporter for our weekly teen magazine. We are looking for an outgoing person aged 14–17 with an active lifestyle who can write about teen issues. The job is unpaid, but if you are interested in a career in journalism this is a great opportunity to gain experience. Computer training provided. Call 087-2105673 for a phone interview.



## C

Shop assistant

Jean Scene is looking for a shop assistant to work in our shop in Main Street at weekend. You must be polite and helpful and have some previous experience of working in a clothes shop. Please collect an application form in our shop.

## D

Office worker

We are looking for part-time general office worker. The right person will be serious and hard-working with a polite phone manner. Previous work experience is not required. Letters of application to Mr Smith, PO Box 2564.

Which job advert...

1. ...says that you must call them for a phone interview?
2. ...requires you to have previous work experience?
3. ...requires you to have phone skills?
4. ...asks you to apply online?
5. ...says that you will not get any money for your work?
6. ...is advertising for more than one position?

*Keys: 1 B, 2 C, 3 D, 4 A, 5 B, 6 A.*

**Writing. Game “Job Applications”***How to use the activity*

Make up one copy of the Situation vacant sheet for each student and enough copies of the job cards for there to be one card for each student.

Cut up the Job cards and put them in a hat or bag.

Give out the Situation vacant sheet and ask search questions, e.g.:  
What company will employ you if you enjoy travel and speak French or German?

What job offers a competitive salary and four week holiday?

If you are an enthusiastic person with personality and drive, where could you apply?

Where must you be literate, numerate and personable?

Who is looking for a reliable mature person?

Where must you be confident at dealing with the public?

Where will you be expected to work as part of team?

Where is experience not as important as a reliable, cheerful disposition?

**MOTHER WANTED**  
for family of five

**TIGHTROPE WALKER**  
**NEEDED**

**PARACHUTIST**

**Kitchen assistant**  
*on submarine needed urgently*

Archaeological expedition  
requires

**MULE HANDLER**

**Stewardesses**  
**and cabin staff**  
*for first commercial flight to the Moon* 🚀

We are looking for someone to join  
our small but highly efficient team of

**Bank Robbers**

**Cook required**  
for expedition to North Pole

**EUROPEAN SALES MANAGER****DIGITIZING TABLETS**

ARE YOU A SUCCESSFUL SALES  
PROFESSIONAL THAT WANTS A  
CHALLENGE AND THE CHANCE  
TO JOIN A WINNING TEAM?

Can you answer YES to 6 of the following questions?

- \* Do you have at least 5 years' successful sales experience in computer peripherals, graphics or CAD?
- \* Do you have at least 2 years' sales management experience?
- \* Can you motivate, inspire, manage and lead a sales team?
- \* Do you thrive on challenges and new ideas?
- \* Can you conduct business in French and/or German?
- \* Do you enjoy European and North American travel?
- \* Are you currently earning at least £40,000 p.a.?

If you've answered YES to 6 of these questions, we want to hear from you. We are Polygraph Ltd., the fast-growing European subsidiary of Polygraph Corporation, the world's leading manufacturer of digitizing tablets. This is a new position in our expanding European HQ in London.

Call Meg Bronson or Harry Thomas on 3rd January 1991, on

012-234-4567

Polygraph Ltd., European HQ  
147 Wellington St.  
London SW14 8CH

**P Polygraph**

## RESEARCH ENGINEER/SCIENTIST

TATRA Footwear Technology Centre is the world's leading research organisation for the footwear industry, servicing 1100 members in over 20 countries. TATRA is involved in a wide range of research activities including the application of Advanced Manufacturing Technology to shoe manufacture.

A vacancy exists for a graduate computer scientist/engineer, probably recently qualified, to join an expanding team engaged in the application of AMT techniques to shoemaking. Current projects include manufacturing simulation and the standardisation and testing of CAD-CAM and CAD-CAM links for the industry. They cover all stages of development from feasibility studies to factory trials. Initially, programming efforts are required in the development of simulation models to run on PCs.

We are seeking someone with a flexible, enquiring, practical approach and an ability to tackle a variety of tasks. Applicants should hold a degree or equivalent in a science or engineering based subject, and have had some programming experience. Some industrial experience would be an advantage but not essential. Applicants must be able to communicate well with both technical and non-technical persons.

Salaries will be in the range of £7,000-£11,000 per annum according to age, qualifications and experience. Benefits include a non-contributory pension scheme, flexible working hours and a subsidised staff dining room.

Applications in writing including full CV to:

**Mr W J Legge**  
TATRA Footwear Technology Centre,  
TATRA HOUSE  
Exford  
Avon AV16 9JH

**FORDS**

of Newton Bridge  
have vacancies for  
enthusiastic and versatile

**SALES  
ASSISTANTS****Full time and part time**

Experience preferred but not essential as training is given.  
Company offers competitive salary, rota day off, generous staff discount, and four weeks holiday.

Please call at our first floor reception desk for an application form, or write with your details to

**Personnel  
FORDS  
DEPARTMENT STORE**  
16 Palace St. Newton Bridge  
ZQ12 2OU

**FORDS**

of Newton Bridge  
have vacancies for  
**RESTAURANT  
ASSISTANTS**

In their busy Oak Room Restaurant, applicants should be able to work under pressure, normal working hours, 8.30am - 5.50pm, 5 days a week. Company offers competitive salary, 4 weeks annual holiday and generous staff discounts. Please call at our First Floor Reception Desk for an application form or write with your details to

**Personnel  
FORDS  
DEPARTMENT STORE**  
16 Palace St. Newton Bridge  
ZQ12 2OU

**Ambridge Chartered  
Accountants**

urgently requires for expanding firm, all grades of staff including a

**SENIOR ASSISTANT**  
to manage portfolio of clients. Must have experience with small accounts including related tax work.

**OFFICE JUNIOR**  
with professional office experience. All positions are permanent and there is great scope for advancement. Please apply in writing with career details to

**JOHN BLACK & Co**  
49 Crown Road, Ambridge

**Commercial Estate Agents require****SECRETARY/  
PERSONAL ASSISTANT**

To carry out a wide variety of duties in busy office. Must be confident dealing with the public. Word processing knowledge essential. Salary by negotiation

Reply in writing, enclosing CV to:

**WORTHING  
COMMERCIAL**  
36 FLEET STREET  
EXETER EX1 9BB

WE ARE a growing professional West London recovery agency and we are looking for experienced Credit Controllers. If you are literate, numerate and personable and looking for a challenge and the opportunity to grow with us please telephone: 03-503-9797. Salary negotiable.

**AUXILIARY NURSE** required for residential home in the St Paulchurch area. Five day week. Salary negotiable. Applicant must be able to assist with the day to day running of the home. - Tel. Matron, 37042 for interviews.

**TELEPHONE CANVASSERS** required by national charity. Work from home, mostly evenings. Approximately 9 to 10 hours per week. Basic pay, commission and expenses. - Telephone Teignridge 770077.

**CARE Assistant** for residential home at Borton 8 am to 11 am, four-day rota. Experience not essential. Also Sleeper for two nights weekly. Must be reliable, caring and cheerful disposition. - Tel. Tormouth 312312.

**BRIAR HOUSE REST HOME** requires staff, the vacancies are for one weekend morning, 2 nights and two staff for 2/3 evenings per week. You will be expected to contribute to and maintain the individual care of our elderly residents and to work as part of a team. - Apply to Mr or Mrs Fiat, 521228.

**SALES  
CONSULTANTS**

Are you an enthusiastic person with personality, drive and the ability to obtain a high income in a fast growing industry?

Then we are looking for you. Previous experience preferred but not essential.

Expected income £20,000 per annum. Customers brought to you on site.

**FULL TRAINING GIVEN**

If you fit the bill phone  
Mr Thomas Johns

**HEIRLOOM HOME  
TIMESHARE**  
on Chelston 2490 for an appointment

**COMPUTER  
OPERATOR/TYPIST**

required by  
**HAYFIELD  
TEIGNFORD LTD**

The position includes the running and supervision of sales and purchase ledgers, weekly payroll, with some work on a word processor system and spread sheet.

Please apply in writing to  
Mr L G Harding  
Company Secretary

**HAYFIELD TEIGNFORD LTD  
POTTERY ROAD, KINGSFORD**  
giving age, telephone number, if applicable, and details of previous experience.

Reliable, mature  
**NIGHT CARE ASSISTANT**  
3 nights by arrangement,  
to work with another, required  
immediately.

- telephone -  
Josie or Jack on  
**HILLQUAY 289285**

What kind of person should you be if you want to work for Mr Legge?

Who wants people who can work under pressure?

You can do this either orally with the whole class, by asking the questions yourself and seeing who can answer first, or by coping the questions for the students (or putting them on the overhead projector) and letting them work individually within time limit. Either way, the object of the exercise is a) to encourage the students to scan the particular information as opposed to reading the text word by word, and b) to highlight certain expressions used in description of personal qualities and conditions of work.

Then pass round the hat / bag with the Job cards. Each student should take a card and write a Situation vacant advert for that job, stating what job involves and what kind of person they are looking for. When students have finished, pin the adverts on the board or around the classroom. Students should look at the adverts, pick a job they are interested in, and write a letter of application, stating relevant experience and personal qualities.

### III. Homework

Imagine you are interview a famous person who does one of the jobs (actor, novelist, footballer, rally driver, rock musician, TV presenter). Write five sentences that this person says. Then write your interview as a report.

## LESSON 61

### A letter of application

**Objectives:** to write a letter of application.

#### PROCEDURE

#### I. Main part

##### A Letter of Application

###### *Stage 1*

Choose the area for your letter.

###### *Stage 2*

Collect the information about the problems in the area you've chosen. Use the notes you've made, newspapers and magazines, the Internet and a library.

*Stage 3*

Plan your letter.

*Stage 4*

Write your letter. Use the linking words and expressions: furthermore, also, in addition, although, as a result, to sum up, however, according to.

*Stage 5*

Check your letter.

**Talkback***Work in groups*

- ☞ Read each letter. Talk about them and decide which of them is most effective.

**A Letter of Application****Layout****Greeting**

- Dear Mr Smith, (if you know the person's name)
- Dear Sir / Madam (if you don't know the person's name)

**Paragraph 1**

Give reasons for your writing. Say where you saw an advertisement.

- I am writing in connection with the advertisement in today's 'Gazette.' I am a professional nurse and I would like to join the campaign to save children in poor countries of Africa.

**Paragraph 2**

Give some information about you.

- I am a professional nurse. I graduated from the Medical College two years ago. During my studies, I took part in a number of ventures which aimed to help the people in the countries of the Third World. Since I left the college, I have participated in three special training courses. I work in the State Hospital in my home town; however, I could take a two-month leave to join your campaign.

**Paragraph 3**

Suggest how you could help.

- Due to my medical qualification, I could deal with all kinds of physical problems the children might be suffering from. In addition, I could act as a therapist and help them with mental trauma. Apart from that, I am sure I would cope with other difficult situations, such as taking care of elderly and homeless.

### Paragraph 4

Ask for more information.

- I would be grateful if you could inform me when you will be announcing the results of the applications. I would also be interested to know the planned departure date.

### Formal ending

- I am looking forward to hearing from you.

### Signing off

- Yours sincerely, (if your letter starts with Dear Mr Smith)
- Yours faithfully, (if your letter starts with Dear Sir / Madam)

### Style

Formal written statements of interest:

- I am writing in connection with...
- I am writing in response to / with regard to...
- I would like to express my interest in...
- I would like to apply for the post / posting of...

Formal written requests:

- I would be grateful if you could...
- I would like to know more about...
- I wonder if you could...
- Could you please send me...

### Useful vocabulary

Qualifications and work experience:

- I am a professional... (teacher)
- I graduated from...
- I attended / took part in training courses / specializes in... (first aid)
- I participated in... (relief mission)

Offers to help:

- Due to my medical qualification, I could...
- I think I might be useful in / for...
- I would be happy to...

Additional information:

- I enclosed my CV / reference from my previous employers.
- I would be happy to attend an interview at your earliest convenience.

### Linking

Giving reasons:

- Due to my medical qualification, I can take care of the sick and the wounded.
- I took a course of therapy; as a result, I can also work as a therapist.

Contrasting:

- Despite being rather young, I have managed to develop some professional expertise.

Adding:

In addition, I could act as a therapist

Apart from that, I am sure I would cope with other difficult situations.

C h e c k i n g

Layout: Have you followed the layout for paragraphs?

Style: Check your letter for style, e.g. starting, finishing the letter; using formal words and expressions.

### III. Homework

Write down the letter of application.

## LESSON 62

### Job trends

**Objectives:** to familiarize students with Reading Strategies: texts with sentence gaps; to practise vocabulary connected with work and jobs. to write a letter of application. to practise speaking and giving opinions.

### PROCEDURE

#### I. Warm up

- ☞ Put the jobs on the mind-map. Some of them can go in more than one place.

Astronaut, dancer actor, actress, lighthouse keeper, novelist, politician, professional footballer, rally driver, rock musician, sculptor, stuntman, trapeze artist, TV chef, TV presenter.

Jobs:

- dangerous
- not dangerous
- well paid
- badly paid
- must be fit
- don't have to be fit

## II. Main part

### Substitution tables

1. What skills are necessary to be acquired in different jobs and professions?

I think	conceptual administrative human-relation technical	skills	are necessary to be acquired
---------	---	--------	------------------------------

2. Every job has its technical requirements and

conceptual	skills include abilities	to analyze
administrative		to interpret information
human-relation		to make complex decisions
technical		to use knowledge, tools
		to plan ahead
		to process paper work
		to interact effectively with people

### Vocabulary

#### Work in pairs

🗨 Discuss these questions. The Key Words may help you.

1. What job areas have become more important in the last twenty years?
2. What job have become less important?
3. What skills and qualities are useful to get a good job nowadays?

#### Key words

*Job areas:* agriculture, coal mining, information technology, the media, professional services, shipbuilding, steel

*Skills:* communication skills, computer skills, driving, language skills, organisational abilities, typing

*Qualities:* co-operation, creativity, cultural awareness, flexibility, initiative, motivation

### Reading

Study Reading Strategies: texts with sentence gaps.

- First read the text to get the general idea.
- Read each paragraph with a sentence gap again and identify the topic of the paragraph.



- Read the sentences before and after the gaps. Look for clues about the missing sentence.
  - Then, look at the missing sentences and underline the linking words, e.g. *first of all*
  - For each gap, find a sentence that matches the topic of the paragraph and links with the sentences below and after.
- 👉 Follow the stages in the Strategies box to find the correct sentences (a–f) for each gap (1–6) in the text.

### SURVIVAL OF THE FITTEST

‘The 21st century citizens of the world’s richest and most technologically advanced nations will find it increasingly difficult to keep up with the demand for change. For them, the future will arrive too soon’. So, begins Alvin Toffler’s book *Future Shock* written back in 1970.

Now people are beginning to pay attention to Toffler’s prediction, because the speed of change is accelerating rapidly. It is sometimes difficult to work out the patterns of change. What should we do? (1) \_\_. Take a deep breath and try to get a sense of the good things the future has to offer.

You don’t need to be a genius to predict the jib areas which will be most affected by technological change. Agriculture, textiles, coal mining and heavy industry are all doing badly. (2) \_\_.

Without doubt, the number of jobs in information technology will rise dramatically. There are currently over 100 million computers in the world and by 2020 the number will be around one billion. (3) \_\_.

There are also many other important changes taking place in the workplace. First, the job market is getting more and more competitive and the idea of a ‘job for life’ has already become old-fashioned. (4) \_\_.

According to Mark Hastings of the institute of Management, in the future people will organize their working life around a variety of contracts, instead of working just for one company.

In the same way, companies will change; they will be organized more democratically. People will move sideways to do different jobs, rather than moving up the ‘company ladder’ as before. Many more people will work for small, dynamic companies which can react quickly to changes in the market. Other people will give up working for a boss and become self-employed. All this means that companies will require people who are flexible and responsible. (5) \_\_.

Good communication skills will be essential / According to Dr Laurence Lyons of the Future Work Forum, women will initially have an advantage in this area. James Traeger, of the training agency *Menswork*,

explains that many men will have to be retrained. 'It's not about making men more like women, but helping men communicate as well'.

We are undoubtedly moving forward to a global economy. English will probably remain the international business language, so learning Russian or Chinese is not a priority. (6) \_\_. Above all, a manager will need to feel comfortable working with people from other cultures and coping with cultural differences.

New technology is the driving force behind the rapidly changing workplace, so don't get left behind. You don't need to become a computer expert, but you must consider improving your computer skills. Work with more than one program in case you have to use them at work, and try to read about all the latest technology.

Undoubtedly, all this technology is changing the way we work and offering many alternative ways of working. Rather than go into an office, a lot of people are connected to the Internet and now work at home. Working like this way may give you flexibility you want — to live where you want, to continue your studies and to have a lot more free time. That must be good news.

- A. On the other hand, business and professional services, the media, information technology, and the biosciences are doing very well.
- B. Because of this, computer programmers and systems analysts will be in much greater demand.
- C. However, Understanding other people, their minds, culture and history will be vital.
- D. First of all, don't panic.
- E. They will also need people who can work co-operatively and get on well in a team.
- F. Because of this, workers will have to be more flexible.

*Keys: 1 D, 2 A, 3 B, 4 F, 5 E, 6 C.*

🔗 Read the text again and answer the questions.

- 1. What is 'future shock' and how does it affect people?
- 2. What are the job areas of the future?
- 3. How will career change?
- 4. How will companies change?
- 5. What skills and personal qualities will people need?
- 6. What personal benefits will the new situation bring?

## Speaking

### *Work in pairs*

- 🔗 Discuss what things you can do to improve your future career prospects.

## Vocabulary

🔗 Complete the vocabulary network with the words from this list:

Bored, my own business, an accident, a career, an exam, an excuse, somebody a favour, a good time, home, your homework, married, a mistake, money, promotion, a suggestion, your best.

*Do:* (an exam, somebody a favour, your homework, your best.)

*Make:* (an excuse, a mistake, money, a suggestion.)

*Have:* (my own business, an accident, a career, a good time.)

*Get:* (bored, married, promotion, home)

🔗 Complete the sentences with words from the box and *do, get, have and make*.

money, a favour, your best, an excuse, promotion, a career

1. Being an astronaut is exciting and Tina \_\_ (makes) a lot of \_\_ (money) too.
2. I know the exam is difficult but just \_\_ .(do your best)
3. Jo \_\_ (had) a long \_\_ (career) as a journalist but now he's retired.
4. Bill hadn't done the homework and he \_\_ (made) a silly \_\_ (excuse) about losing a book.
5. I'd like to \_\_ (make) a \_\_ (suggestion). I think you should watch less television and work more.
6. Bill was doing OK before but now he's \_\_ (got promotion).

## Speaking

*Work in groups*

Discuss the quotation: "The best advice given to the young is: Find out what you like doing best and get someone to pay you for doing it". (*Katherine Whitehorne, British journalist*)

## Writing. A formal letter of application

*Before you write*

🔗 You want to go to Britain in the summer and would like to earn a little money while you are there. Read the following job advertisement.

### WINDSOR LEISURE CENTRE

Stowell Road, Windsor wants part-time summer helpers

*The employer:* runs two leisure centres and employs about ten casual staff

*Season.* July to September

*Work period:* evenings, weekends and holidays

*The work:* setting up and taking down sports equipment; involvement in children's summer activity programme; working as lifeguards

*Pay and conditions:* 4,00–5,00 pounds per hour

*Qualifications:* lifeguards must be strong swimmers preferably trained in first aid. Life saving training will be given. Good knowledge of English is essential.

*Age:* 18 +

*Application:* to the manager at the above address

*Work in pairs*

Discuss the information you need to include in your letter of application for the job. Make notes under the following headings. Also think about the style and layout of a formal letter.

- you and your personal details
- knowledge of English
- current course of study or current job
- suitability for job
- availability
- any questions

### III. Homework

Write a letter to the manager of the Windsor Leisure Centre applying for the job.

## LESSON 63

### Structure *Used to* / *Would*

**Objectives:** to present and practise the use of the structure *used to* / *would*.

#### PROCEDURE

#### II. Main part

##### Presentation structure *Used To* / *Would*

Study this example situation:

- This is Dennis. He gave up smoking two years ago. He no longer smokes.
- But he used to smoke. He used to smoke 40 cigarettes a day.

He *used to* smoke means that he smoked regularly some time in the past, but he doesn't smoke now.

We use *used to* with the infinitive to say that something regularly happened in the past but no longer happens.

- I used to play tennis a lot, but now I'm too lazy.
- 'Do you go to the cinema very often?' 'Not now, but I used to'.

We also use *used to* for the past situations (which no longer exist)

- We used to live in a small village but now we live in London.
- This building is now a furniture shop. It used to be a cinema.

*Used to* + infinitive is always past. There is no present. You cannot say 'I use to do'. For the present, we use Present Simple (I do).

The normal question form is *did ... use to...?*

- Did you use to eat a lot of sweets when you were a child?

We use *would* when we look back on the past and remember things that often happened.

- When we were children, we lived by the sea. In summer, if the weather was fine, we would all get up early and go for a swim.

We use *would* and *use to* to talk about things that happened regularly in the past but no longer happen now.

- She used to have more friends than anyone else I've known.
- They would walk around with one trouser leg shorter than the other.

We use *would* only to talk about activities, and *used to* to talk about activities and states.

- We would / used to go mushroom-picking in autumn.
- My little sister used to be very shy.

✎ Introduce in the following sentences the construction '*used to* + infinitive' and then '*Would* + infinitive' as in the pattern.

Last year I went to the University every day.  
 Last year I used to go to the University every day.  
 Last year I would go to the University every day

1. She went to the library every Sunday.  
 She used to go to the library every Sunday.  
 She would go to the library every Sunday.
2. He dined at a restaurant.  
 He used to dine at a restaurant.  
 He would dine at a restaurant.
3. She worked at the language laboratory twice a week.  
 She used to work at the language laboratory twice a week.  
 She would work at the language laboratory twice a week.
4. I called at his place every Monday.  
 I used to call at his place every Monday.  
 I would call at his place every Monday.
5. My friend went to the cinema every other day.  
 My friend used to go to the cinema every other day.  
 My friend would go to the cinema every other day.

6. Mary visited her granny several times a week.  
Mary used to visit her granny several times a week.  
Mary would visit her granny several times a week.

### Questions with *used to*

- ✎ Write questions with *used to* and then give true answers if you went to the kindergarten yourself. All the questions end with '...when you were at the kindergarten'.
1. (Live?) Where did you use to live when you were at the kindergarten?  
At 25 Smith Street
  2. (Play?)
  3. (Go to bed?)
  4. (Do in the lessons?)
  5. (Get to school?)
  6. (Do after school?)

### *Used to and didn't use to*

- ✎ Look at the text about Brian Smith before and after he won a million pounds on the lottery. Write sentences about his life before and after the big win and now.

#### *Before the big win*

1. Brian Smith lived in a small semi-detached house.
2. The garden needed some attention.
3. He worked in a bank.
4. He drove a car that was ten years old.
5. He didn't go to on holiday.
6. He didn't go out very much in the evening and he didn't have a girlfriend.
7. He collected stamps.
8. He was quite happy.

#### *Now*

1. Brian Smith lives in a mansion.
2. His garden is large and really beautiful.
3. He doesn't work at all.
4. He drives an expensive sports car.
5. He goes on holidays to exotic places.
6. He goes out every evening and he has a girlfriend.
7. He has a lot of hobbies, including three extreme sports.
8. He is very happy.

1. Brian Smith used to live in a small semi-detached house but now he lives in a mansion.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### ***Would and wouldn't***

- ☞ Complete the descriptions with the verb forms below. Do you know who the people are?

would have (2), wouldn't always recognize, would ask, would stay,  
wouldn't stop, would never sing, would make, would practise, wouldn't eat

- A. He (1) \_\_ (would have) breakfast at 5 p.m. He (2) \_\_ (would have) six large eggs cooked in butter, half a kilo of fried bacon, a quarter of a kilo of sausages and twelve buttermilk biscuits. He (3) \_\_ (wouldn't eat) any healthy food at all.
- B. When he was a boy at school, he (4) \_\_ (would make) funny faces to make the other boys laugh.  
The teachers (5) \_\_ (wouldn't always recognize) these faces but the other children in the class did: they were his teachers.
- C. Along with his friends Gary Neville, Paul Scholes and Nicky Butt he (6) \_\_ (would stay) behind at the training ground after everybody else had gone home. He (7) \_\_ (would practise) for hours and he (8) \_\_ (wouldn't stop) until his now famous free kicks were perfect.
- D. She comes from a family of fourteen children. When she was only five she (9) \_\_ (would ask) to stay up late to sing in the family's club in Charlemagne, near Montreal. But she (10) \_\_ (would never sing) in English because she didn't speak English — only French.

### ***Would for repeated or regular actions in the past***

- ☞ Rewrite these sentences with *would* when it is possible.

1. She always handed her homework in early. (She would always hand her homework in early.)

2. She learned English for three years. (Not possible with 'would')
3. I visited Warsaw last year. (Not possible)
4. Every time she came to London from Poland we went to the cinema together. (Every time she came to London from Poland we would go to the cinema together.)
5. David asked Tom about holiday photos four times. (Not possible)
6. I went swimming every day when we were on holiday. (I would go swimming every day when we were on holiday.)
7. He wrote to me for four years and then stopped. (Not possible)
8. When she was at the kindergarten, Jo often walked to school. (When she was at the kindergarten, Jo would often walk to school.)

### When to use *used to* and *would*

✎ Cross out the sentences and write them again correctly. Then match them with the rules below.

1. When I was a child we would live near the coast. (Wrong)  
When I was a child we used to live near the coast.
  2. I used to go to the kindergarten for two years. (Wrong)  
I used to go to the kindergarten.
  3. I used to play tennis when I was a teenager and I still play it now. (Wrong)  
I played tennis when I was a teenager and I still play it now.
  4. Pete Sampras would win Wimbledon in 1999. (Wrong)  
Pete Sampras won Wimbledon in 1999.
  5. We used to go to London every week and we always used to go by train. (Wrong)  
We used to go to London every week and we always went by train.
- a) *Would* is used for action but you can't use it for states
  - b) You can't use *used to* for how long an action or state lasted
  - c) You can use *used to* when the action is finished only, not when it is still happening.
  - d) *used to* is not used a second time after *and* or *when* or *while*.
  - e) *would* is used for repeated or regular actions, not for single actions.

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

### Game 'School Reunion'

#### How to play the game

Play the game with 8–16 players. Copy one role card for everyone in the class. It is important to copy the cards in order, so if you have 9 people in the group, use the first 9 cards, if you have 10, use the first



10 cards and so on. Make one copy of the questionnaire for every three or four people. If your class / group is smaller than 16, cut off the questions which are about the role cards you are using. You will also need sticky labels or pins for badges. Give out the role cards and ask each student to make themselves a badge with their 'name' on.

Five them a few minutes to read and absorb the information on the card, then tell them that they are going to a school reunion — twenty-five years on.

They are curious about what happened to their old school mates, and should try to mingle and find out as much as possible about what people are doing now.

When they have finished gossiping, regroup them into threes or fours and give each group a questionnaire to fill in.

The object of the game is to complete as many statements as possible. The group that can answer the most is the winner.

### SCHOOL REUNION (ROLE CARDS)

#### **Alex**

You are a successful actor.

You are curious about what has become of the people you used to know at school In particular you remember:

Toni, who used to smoke in the bike sheds in the lunch hour.

Leslie, who used to pull the girls' hair.

Dani, who always chewed gum.

You wonder how they've changed and what they're doing now

#### **Leslie**

You are a successful company manager.

You are curious about what has become of the people you used to know at school In particular you remember:

Dani, who always chewed gum.

Gerry, who always used to have new clothes.

Terry, who never used to share sweets.

You wonder how they've changed and what they're doing now.

#### **Toni**

You are a successful doctor.

You are curious about what has become of the people you used to know at school In particular you remember:

Gerry, who always used to have new clothes.

Leslie, who used to pull the girls' hair.

Dani, who always chewed gum.

You wonder how they've changed and what they're doing now.

**Dani**

You are a successful dentist.

You are curious about what has become of the people you used to know at school In particular you remember:

Gerry, who always used to have new clothes.

Terry, who never used to share sweets.

Sam, who used to have a fantastic 10-speed bike.

You wonder how they've changed and what they're doing now.

**Gerry**

You are a successful fashion model.

You are curious about what has become of the people you used to know at school In particular you remember:

Terry, who never used to share sweets.

Sam, who used to have a fantastic 10-speed bike.

Phil, who used to throw paper darts at the teacher.

You wonder how they've changed and what they're doing now.

**Terry**

You are a successful politician.

You are curious about what has become of the people you used to know at school In particular you remember:

Alex, who used to be the teacher's pet.

Toni, who used to smoke in the bike sheds in the lunch hour.

Leslie, who used to pull the girls' hair.

You wonder how they've changed and what they're doing now.

**Sam**

You are a taxi driver.

You are curious about what has become of the people you used to know at school In particular you remember:

Dani, who always chewed gum.

Gerry, who always used to have new clothes.

Phil, who used to throw paper darts at the teacher.

You wonder how they've changed and what they're doing now.

**Phil**

You are a soldier.

You are curious about what has become of the people you used to know at school In particular you remember:

Terry, who never used to share sweets.

Gerry, who always used to have new clothes.

Sam, who used to have a fantastic 10-speed bike.

You wonder how they've changed and what they're doing now.

**Chris**

You are an undertaker.

You are curious about what has become of the people you used to know at school In particular you remember:

Phil, who used to throw paper darts at the teacher.

Sam, who used to have a fantastic 10-speed bike.

Terry, who never used to share sweets.

You wonder how they've changed and what they're doing now.

**Robbie**

You are a vicar.

You are curious about what has become of the people you used to know at school In particular you remember:

Toni, who used to smoke in the bike sheds in the lunch hour.

Jan, who always used to be late for everything.

Chris, who used to play practical jokes.

You wonder how they've changed and what they're doing now.

**Jan**

You are a train driver.

You are curious about what has become of the people you used to know at school In particular you remember:

Toni, who used to smoke in the bike sheds in the lunch hour.

Alex, who used to be the teacher's pet.

Chris, who used to play practical jokes.

You wonder how they've changed and what they're doing now.

**Paul**

You are a dustman.

You are curious about what has become of the people you used to know at school In particular you remember:

You wonder how they've changed and what they're doing now.

Chris, who used to play practical jokes.

Robbie, who used to to be the naughtiest in the class — always getting detentions.

Jan, who always used to be late for everything.

You wonder how they've changed and what they're doing now.

**Pip**

You are a teacher.

You are curious about what has become of the people you used to know at school In particular you remember:

Paul, who always used to come top in class.

Robbie, who used to be the naughtiest in the class — always getting detentions.

Jan, who always used to be late for everything.

You wonder how they've changed and what they're doing now.

### **Simon**

You are a secret agent.

You are curious about what has become of the people you used to know at school In particular you remember:

Jo, who was always chatting in class.

Pip, who never did any homework.

Paul, who always used to come top in class.

You wonder how they've changed and what they're doing now.

### **Jo**

You are a successful TV interviewer with your own chat show.

You are curious about what has become of the people you used to know at school In particular you remember:

Pip, who never did any homework.

Robbie, who used to be the naughtiest in the class

Paul, who always used to come top in class.

You wonder how they've changed and what they're doing now.

### **Glen**

You are a jumbo jet pilot.

You are curious about what has become of the people you used to know at school In particular you remember:

Simon, who used to tell tales.

Jo, who was very talkative and used to chat in lessons.

Pip, who never did any homework.

You wonder how they've changed and what they're doing now.

Work together to discuss the people you met t the school reunion and fill in as much of the questionnaire as you can.

Alex        used to \_\_\_\_\_ and now \_\_\_\_\_.

Toni        used to \_\_\_\_\_ and now \_\_\_\_\_.

Leslie      used to \_\_\_\_\_ and now \_\_\_\_\_.

Dani        used to \_\_\_\_\_ and now \_\_\_\_\_.

Gerry      used to \_\_\_\_\_ and now \_\_\_\_\_.

Terry      never used to \_\_\_\_\_ and now \_\_\_\_\_.

Sam        used to \_\_\_\_\_ and now \_\_\_\_\_.

Phil	used to _____	and now _____.
Chris	used to _____	and now _____.
Jan	used to _____	and now _____.
Robbie	used to _____	and now _____.
Paul	used to _____	and now _____.
Pip	used to _____	and now _____.
Jo	used to _____	and now _____.
Simon	used to _____	and now _____.
Glend	used to _____	and now _____.

### III. Homework

Make up sentences or write down a mini-composition about your classmates: what kind of people they were 9 years ago and what they are now.

## LESSON 64

### Home Reading

## LESSON 65

### Test on Reading

**Objectives:** to check students' reading skills

#### PROCEDURE

#### Main part

##### Task 1

- ☞ Read the text about mobile phones and find the correct sentences (a–e) for each gap (1–5) in the text below.
- Even schoolchildren now have the opportunity to contact their parents or friends over their own mobile phones directly from the school premises.
  - Although today's cellular telephones are much cheaper than the first model available, they still remain more expensive to buy and use than regular telephones.
  - Hardly anybody would give a positive answer to this question.
  - Although it has taken a long time to make them available to everybody, it is now clear that they enable us to communicate with the most distant places.

- e) Yet, it is often amusing to hear such ‘successful’ people using their phones to call friends from bars and restaurants when cheaper public payphones are nearby.

### Task 2

📖 Read the text again and answer the questions below.

- 1 When did the telephone become an indispensable machine in our lives? (In the 1950s)
- 2 What makes it possible to communicate over a mobile phone from a great distance? (A vast verb of transmission)
- 3 Why do many ‘successful’ people not use the public payphones? (Because they want to show off)
- 4 What is the difference in price between the use of a mobile phone and a regular phone? (It is twice as expensive)
- 5 Why is a cellular phone compared to a calculator in the text? (Because in the future it will become as common as calculator)

### PHONES IN FASHION

The necessity for telephones is unquestionable; they have become, especially since the 1950s, an essential tool in modern life. One may argue if a real ‘need exists for people to use their telephones as often as they do, but can you imagine your life without one at home, or even in your car, or when on holiday in the mountains, for instance? (1)\_\_\_ .

In recent years mobile phones have become particularly fashionable. Technically called cellular phones, they are one of the great contributions of technology to our lives. (2) \_\_\_. Calls can now be made from far away areas of the world thanks to a vast web of microwave transmission towers, antennas, and satellites in space that took years to develop and build.

The most basic car phones in use today allow businesspeople to remain within their offices’ reach, and drivers to travel alone safely. Smaller and lighter models now allow users to take their telephones almost everywhere, including the beach, their weekend home, and even some airplanes. (3)\_\_\_ .

Nowadays, throughout the world, the cellular phone has become a status symbol, without which in some cultures it is assumed that you belong to a ‘lower class’ of ‘less successful’ people. (4) \_\_\_. It is simply a way of showing off and making oneself look important to others.

Obviously, mobile phones are convenient but this convenience also has its price. (5) \_\_\_. On average, cellular phone calls are about twice as expensive as those from regular phones and additionally, you have to pay a monthly fee to use your phone.

Still, mobile phones will continue to improve in quality, and prices should continue to decrease. It may not be long before the cellular phone is as basic as a calculator in the lives of many people around the world.

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

## LESSON 66

### Test on Listening

**Objectives:** to check students' listening skills.

### PROCEDURE

#### Main part

#### Task I

- ✎ Listen to the interview with Eric Hardworker and take notes following the guidelines below. (5 points)

List	Notes
1. Two things that jobless people should do to find employment	1 2
2. Two things that make you an expert in your field	1 2
3. Two useful pieces of equipment when you are looking for a job	1 2
4. Two qualities which employers find important in candidates looking for a job	1 2
5. Two things that are important for a professional image	1 2

*Answers:*

1. Present yourself as an expert / write a detailed letter.
2. You know your skills and abilities / you know your duties and rights.
3. A mobile phone / a fax machine.
4. Available / responsible / hard-working / punctual / loyal.
5. Having a business card / positive way of dealing with people / maintaining good personal relationships at work.

**Task 2**

- 👂 Listen again and decide whether the statements below are true (T), false (F) or if there is no information (NI).
- 1 Eric Hardworker works for an agency for unemployed people.
  - 2 The governments of well-developed countries are best prepared to solve the problem of unemployment.
  - 3 If you are an expert, your employer will provide you with a free mobile phone and a pack of business cards.
  - 4 There is no need to inform your future employer about your qualities before the job interview.
  - 5 Having business cards is not as important as getting on well with people at work.

**UNEMPLOYMENT**

Eric Hardworker, A job consultant and advisor in a job centre, is talking about the problem of unemployment. He is going to present a number of helpful hints on how to get a job for people who are experiencing the problem of unemployment.

**Eric (E).** Unemployment is a dramatic problem in many countries. Governments are trying to find solutions and provide as many jobs as possible. However, much depends on the attitude and involvement of the unemployed themselves.

Well, if they are really interested and determined to find employment, they should take advantage of all possible chances. They should be ready to accept any type of job and even to change their profession

**I.** That seems quite challenging. Can you, then, tell us what to do to find a satisfying and well-paid job?

**E.** First of all, you must position yourself as an expert. Being an expert means that you are good at what you do and that you know your skills and abilities. It also means that you know your duties and rights. What is more, it often means that you have positive attitude towards your job and co-workers — this can be seen in your body language and your speech.

**I.** And what's the best way of contracting future employers? How do you get to know?

**E.** The second step in getting a job is writing a detailed letter describing yourself as an expert in your field. You should send it to everyone you'd like to work for with a letter of reference giving a positive opinion about you.

**I.** What are companies and firms looking for?

**E.** Oh, they usually want you to be available all the time. So, it would be wise to have a mobile phone and fax machine for sending and



receiving documents and important information. They want you to be responsible, hard-working and punctual. But what they value most of all, however, is being loyal towards your employer.

**I.** What about a professional image? How important is it?

**E.** Very important, definitely. Finding an interesting and well-paid job is also a question of investing in your image as a professional. One of the things you could do is to have your own business card. But above all what counts is your own positive way of dealing with people and the ability to maintain good personal relationships at work.

**I.** Thank you very much indeed. That was Eric Hardworker, a job consultant and advisor.

## **LESSON 67**

### **Test on Writing**

**Objectives:** to check students' writing skills.

#### **PROCEDURE**

#### **Main part**

##### **Task**

Imagine that there is a competition in which students are asked to describe the way schools would / should look in the future. You have decided to enter this competition and write a detailed description of the school of the future. Rely on your creativity and comment on the following things:

- look of the school — building and its size, colour, number of class-rooms and their equipment;
- its location and facilities;
- subjects taught and timetable;
- other activities;
- use of computers and information technology;
- number and 'type' of teachers and students;
- class and home assignments;
- arguments for and against attending classes in this school;
- others.

## **LESSON 68**

### **Test on Speaking**

**Objectives:** to check students' speaking skills.

## PROCEDURE

### Main part

#### Task

✎ Work with your partner. Share your ideas and opinions about learning. Consider the following questions.

- what makes a good school?
- what makes a good teacher?
- what makes a good student / learner?
- what makes a good lesson?

Remember to

- rely on your own experience as a student
- refer to real-life situations
- give example
- be polite when you disagree with your partner

## LESSON 69

### Home Reading

## LESSON 70

### Reserved

**Objectives:** to practise scanning for specific information; to write a report about the progress in English; to develop students' speaking skills.

## PROCEDURE

### I. Warm up

#### THE ABC OF HAPPINESS

Aspire to reach your potential.

Believe in yourself.

Create a good life.

Dream about what you might become.

Exercise frequently.

Forgive honest mistakes.

Glorify the creative spirit.

Humor yourself and others.

Imagine great things.

Joyfully live each day.

Kindly help others.

Love one another.  
 Meditate daily.  
 Nurture the environment.  
 Praise performance well done.  
 Offer others to share what you have.  
 Question most things.  
 Regulate your own behavior.  
 Smile often.  
 Think rationally.  
 Understand yourself.  
 Value life.  
 Work for the common good.  
 X-ray and carefully examine problems.  
 Yearn to improve.  
 Zestfully pursue happiness.

*By Robert Valley*

## II. Main part

### Reading

#### *Pre-reading task*

- ☞ Study the self-assessment form.
- In general are you: ...
    - ...very satisfied with your progress this year?
    - ...quite satisfied?
    - ...neither satisfied nor dissatisfied?
    - ...dissatisfied?
    - ...very dissatisfied?
  - How much has your speaking improved?    1    2    3    4  
 How much has your listening improved?    1    2    3    4  
 How much has your reading improved?    1    2    3    4  
 How much has your writing improved?    1    2    3    4

#### *Key*

4 = a great deal

3 = quite a lot

2 = a little

1 = not at all

- What are your goals for the next year?  
 Which areas of English do you hope to improve and how?

#### *While-reading task*

- ☞ Read the students' reports on their progress during the year and find out who is the happiest with their progress and who is the least happy.

**Neil**

I'm quite satisfied with my progress on the whole. One of my uncles once lived in Madrid and I've practiced speaking Spanish with him a few times. As a result, my listening has improved quite a lot and my speaking is certainly much better.

On the other hand, I've never liked studying grammar and so I always seem to make the same mistakes in my compositions and exercises. I feel that my reading has improved a little, mainly because I've learned a lot of new vocabulary.

Next year, I'm going to keep a special note book 'Common Mistakes in Spanish grammar and how to not to make them! Instead of talking Spanish with my uncle, I'll ask him to help me with my homework.

**Deborah**

I'm very unhappy indeed about my progress this year. I don't think that my speaking has improved at all; mainly I suppose because my partner and I always do the pairwork in English. I feel that my listening is a little better; I've spent quite a lot of time listening to Spanish pop records and I think that's helped me.

My reading definitely hasn't improved at all, though. I don't like reading Spanish because I read so slowly and I have to keep looking up words I don't know. I need to improve my vocabulary — then I'll be able to read more quickly.

Next year, I've promised to help my friend David with his Maths and he's going to help me with my English.

**Lucy**

I'm extremely pleased with my progress during my third year of Spanish. At home, I've got a tape in Spanish and so I often practice listening and repeating. I think that's why my speaking has improved enormously. My listening hasn't improved so much, but it's better than it was.

I've also got a short story by Mario Benedetti, the Uruguayan writer. It's only 5 pages long, but I've read it six or seven times and that's why my vocabulary has increased and my reading is a lot easier. I've worked at my grammar, too, this year and my writing is a lot better than it was.

I think I've found the way I make most progress and next year I'm going to continue working in the same way.

**Andrew**

In general I think that I've done quite well this year. I can certainly speak Spanish better now, mainly because I often practice speak-

ing Spanish when I'm by myself. I don't think my listening is really any better than it was last year however, it's so difficult to practice listening.

This year I've read all the reading passages in the book twice — once at school and once at home and therefore I think my reading has improved a lot. I can write Spanish a bit better now but I still make a lot of silly little grammar mistakes.

Next year, I'm going to work harder at my grammar. I'm going to do all the exercises we do in class again at home. If I don't see a big improvement in the first two or three weeks however, I'll stop because there's no point doing something if you're never going to get better.

✎ Read the reports again. How many ways of improving their speaking, listening, reading and writing are mentioned? What else can you think of which would help each of the students improve their Spanish?

### Writing and Speaking

1. Copy the self-assessment form and fill in section 1 and 2 for yourself about your progress in English. Give reasons for your answers to section 2. Make notes.
2. Think about your answer to section 3. Discuss in pairs. Does your partner have any good ideas about how you can improve? Can you give your partner any good ideas? Make notes. Then complete section 3.
3. Write your own report about your progress in English. First write a draft of your report using your completed the self-assessment form and your notes.
  - First make a general statement (like the first sentence in the English students' reports).
  - Then assess your speaking, listening, reading and writing, explaining why you have or haven't made progress.
  - Finish writing about your plans for next year.
4. Check your draft. Have you left anything out? Are there any mistakes? Ask your partner to check it. Write a final draft.

### The last game

#### *How to use the game*

This is a game for the end of the term. It can be played with any number of students. Copy the questionnaire for each student and give them out. Ask the students to find someone to thank for each of the action on the questionnaire.

The object of the game is to find someone for each of the actions mentioned on the questionnaire.) In practice everyone gets thanked for something because if someone is thanking you for something, you also instinctively thank them. You might prefer to make your own questionnaire, based on your knowledge of the students and class mythology that has built up over the term.

🔍 Find someone you would like to thank for:

- wearing colourful clothes
- making you laugh
- being even later in the class than you were
- having a name you could pronounce
- telling you something interesting about their country
- having a nice smile
- being cheerful on Monday morning
- telling you the answers you didn't know
- telling jokes
- lending you things you'd forgotten
- being enthusiastic
- always speaking English to you
- enjoying life
- being helpful
- being friendly

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*Навчальне видання*

ЛИСОВЕЦЬ Ірина Петрівна

**УСІ УРОКИ АНГЛІЙСЬКОЇ МОВИ.  
10 клас. Рівень — стандарт**

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## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.