

О. М. Любченко

АНГЛІЙСЬКА МОВА

За підручником О. Д. Карп'юк (2018)

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КЛАС

Серія «Мій конспект»
Заснована 2008 року

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Для вчителів загальноосвітніх навчальних закладів.

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Календарно-тематичне планування за підручником О. Д. Карп'юк "English" 10 клас

Навчальний рік _____

Вчитель _____

Клас _____

Дата	Тема уроку	Очікуваний результат	Мовний інвентар		Комунікативна компетентність			Інтегровані змістові лінії	Домашнє завдання
			Лексика	Граматика	Аудіювання	Читання	Усна / писемна взаємодія		
I СЕМЕСТР									
STARTER									
1	International language	Students will be able: <ul style="list-style-type: none"> to express their personal opinion on the topic; to ask and answer the questions in a dialogue showing agreement or disagreement; to show the ability of reading / listening text for the main ideas and specific information 	To revise previously taught vocabulary; means; immense; broaden; extend; comprehension; skimming; scanning; fluency; definition; lyrics; patient; au-pair	Basic knowledge in English	Ex. 4a, p. 9	Ex. 3a, p. 8	Retell information about a partner; answer the questions	Demonstrate understanding of human values and knowledge of English	Write a brief paragraph about the importance of learning English. Use the statements as a plan (ex. 5, p. 10)
2	Learning English	Students will be able: <ul style="list-style-type: none"> to express their personal opinion on the topic; to skim and scan the text while reading; to ask and answer the questions in a dialogue showing agreement or disagreement; to compare their results with other students' answers; to tell the meaning of words 	A reason; responsibility; complicated; perfect; responsible; to get stuck; to keep doing smth; to feel like doing smth; to look up smth in; to do smb's best			Ex. 8a, p. 12-13	Discuss the English learning activities; express agreement / disagreement; answer the questions	Demonstrate understanding importance of English	Do ex. 11a, p. 15-16
UNIT 1. PEOPLE AND RELATIONSHIPS									
3	Your family: people around you	Students will be able: <ul style="list-style-type: none"> to use adjectives to describe a person's character; to express their personal opinion on the topic; 	Opposites; Positive, negative and neutral traits of character			Ex. 2, p. 18-19	Compare your interests and your partner's ones; discuss the questions	Compare and estimate family relationships	Write a brief paragraph about yourself. Use the questions as the plan

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4	Develop your vo- cabulary: Your friend's character	<ul style="list-style-type: none"> to discuss the ques- tions showing agree- ment or disagreement; to define the text main ideas and specific in- formation <p>Students will be able:</p> <ul style="list-style-type: none"> to use adjectives to de- scribe a person's cha- racter; to express their per- sonal opinion about other people; to discuss the ques- tions showing agree- ment or disagreement; to explain the words definitions 	Positive negative and neutral traits of character	Prefixes <i>un-, dis-, in-, im-, ir-</i>		Text "Es- sential friend- ship traits"	Discuss the questions; describe the friend's char- acter	Formulate personal value priorities	Think of the questions and write down a brief pas- sage about your close friend	Use the adjec- tives from the lesson	
5	Build up your grammar: We used to be creative	<p>Students will be able:</p> <ul style="list-style-type: none"> to use the structure "used to + infinitive" to speak about actions in the past; to describe events in the past with positive and negative forms of "used to + infinitive"; to analyse and under- stand situations of use the structure 		<i>Used to + infinitive in af- firmative, negative and inter- rogative sentences</i>			Make up sen- tences; correct mis- takes; ask and answer the questions in pairs	Demonstrate understanding of working together	Ex. 5, p. 24		
6	Your close friend	<p>Students will be able:</p> <ul style="list-style-type: none"> to talk about people; to compare different points of view; to evaluate people's ac- tions and behaviour; to give a balanced view on different actions and events 	Get on; have in; common; argue; keep in touch; stay friends; to succeed; to lose touch	Ex. 3, p. 26	Ex. 2, p. 25. Ex. 1a, p. 27	Make up sen- tences; discuss the questions; express an opinion; share ideas on the statements; to estimate impressions on people	Demonstrate understanding people's diversi- ty and tolerance to others	Ex. 3, p. 28			

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7	Why learn to write	Students will be able: <ul style="list-style-type: none"> to understand the difference between different types of writing; to understand the goal of writing; to fill in the application form; to write an informal description of their friends 				Ex. 2a, p. 29	Ask and answer the questions in pairs; talk about the audience and the function of writing; explain a choice; fill in the questionnaire	Describe a style of life, preferences, qualities; define priorities	Ex. 6, p. 31	
8	Use your skills: discover yourself	Students will be able: <ul style="list-style-type: none"> to analyse and understand the situations where all the forms of the structure “used to + infinitive” are used; to use adjectives for personal characteristics; to make up a personal profile; to ask and answer questions showing agreement or disagreement in a dialogue; to give reasonable arguments to support their ideas 	To revise previously taught vocabulary	To revise previously taught grammar. <i>Used to + infinitive</i> in positive, negative and interrogative sentences			Correct mistakes; ask and answer the questions in pairs; discuss the questions	Discuss the features of relationships; display tolerance and the rule of “no hate speech”	Ex. 5, p. 34	
9	Check your English: “fathers” and “kids”	Students will be able: <ul style="list-style-type: none"> to analyse and understand the situations of the structure “used to + infinitive”; to use word-combinations to express personal attitude to other people; 	To revise previously taught vocabulary	To revise previously taught grammar. <i>Used to + infinitive</i> in positive, negative and interrogative sentences	Ex. 3a, p. 37. Ex. 3b, p. 37	Ex. 4, p. 37	Express an attitude to people; discuss relationships between peers and middle-aged / old-aged people	Demonstrate understanding of importance of working together	To repeat the material on vocabulary and grammar	

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		<ul style="list-style-type: none"> to write a short characteristic of a person; to read / listen and understand about people relationships; to describe a person 							
UNIT 2. CHOOSE THE CAREER!									
10	Favourite job	<p>Students will be able:</p> <ul style="list-style-type: none"> to use the vocabulary of the topic in oral speech; to express their personal attitudes to different jobs and professions; to discuss the questions showing agreement or disagreement; to read and understand job advertisements finding the most essential information; to give the definitions of the words 	Professions' names; quality; requirement; staff; to earn; to provide; to seek; desirable; essential; valuable; fluent	Ex. 2, p. 40–41	Ex. 3, p. 42	Ask and answer the questions in pairs; discuss job requirements; describe advantages and disadvantages of job. Ex. 4, p. 42	Plan professional activity according to own aptitudes and needs of society	Choose one of the advertisements and write a brief passage about	
11	Develop your vocabulary: Jobs need...	<p>Students will be able:</p> <ul style="list-style-type: none"> to form new words with the help of suffixes; to express their personal attitude to different jobs and professions; to understand the difference between the words connected in meaning with the word "work"; to speak about people's occupations; to give definitions of the words 	Occupation; profession; trade; job	Text "What Is a Blue-Collar Worker and a White-Collar Worker?"	Text "Blue-collar workers". Text "White-collar workers"	Match the jobs and the skills; to define types of jobs; ask and answer the questions in pairs	Plan professional activity according to own aptitudes and needs of society	Write 6 to 8 sentences about people and their occupations. Add information about you	

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12	Build up your grammar: looking for a job	<p>Students will be able:</p> <ul style="list-style-type: none"> to understand the difference between Past Simple, Present Perfect and Present Perfect Continuous; to analyse and understand the situations in which Present Perfect Continuous is used; to use Present Perfect Continuous to speak about actions in the past; to describe events in the past with positive and negative forms 	<p>A career, a job, a profession, an occupation</p>	<p>Revise Past Simple and Present Perfect; write a short story using different tenses; Present Perfect Continuous. Ex. 3, p. 46-47</p>		<p>Explain a choice; ask and answer the questions in groups; role-play the situation</p>	<p>Demonstrate understanding importance of working together; plan professional activity according to own tastes and abilities</p>	Ex. 6, p. 48	
13	Job interview: variety of professions	<p>Students will be able:</p> <ul style="list-style-type: none"> to talk about professions; to compare different points of view; to estimate the necessity of different jobs; to make a choice considering advantages and disadvantages of a job 	<p>Safety; a vacancy; to apply; to graduate (from); to offer; to be responsible (for); to be satisfied (with); to be well-paid. "Useful language" box, p. 51</p>	<p>Ex. 4, p. 49. Ex. 5, p. 50</p>	<p>Ex. 3, p. 49. Ex. 2a, 2b, p. 51</p>	<p>Ask and answer the questions in groups and pairs; talk about parents' / relatives' job; make up questions to the interview</p>	<p>Demonstrate understanding importance of working together; is informed and is able to deal with financial opportunities</p>	Ex. 4, p. 51	
14	Types of writing	<p>Students will be able:</p> <ul style="list-style-type: none"> to identify different types of texts; to understand the differences between different types of writing; to understand the goal of writing; to know the structure of a letter; to write an application letter 		<p>Ex. 2a, p. 52-53. Ex. 3a, p. 54-55</p>	<p>Ex. 1a, 1b, 1c, p. 52. Ex. 3b, p. 54-55</p>	<p>Display tolerance and the rule of "no hate speech"</p>	<p>Write the application letter on your own</p>		

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15	Use your skills: the job of your dream	Students will be able: <ul style="list-style-type: none"> to analyse and understand the situations in which Present Perfect Continuous is used; to use different tenses for expressing the past; to estimate person's qualities and skills; to ask and answer questions in a dialogue proving advantages or disadvantages; to give reasonable arguments on the topic to support their ideas 	To revise previously taught vocabulary. Ex. 2, p. 56. "Words for you" box, p. 58	Revise Past Simple and Present Perfect Continuous	Ex. 3a, p. 57–58	Ex. 1, p. 56. Ex. 4, p. 58	Ask and answer the questions in pairs; discuss and estimate people's qualification for a certain job; role-play the situation; describe occupations which require definite skills and qualities	Demonstrate understanding of importance of working together; plan professional activity according to own aptitudes and needs of society	Ex. 6, p. 59		
16	Check your English: to be a professional	Students will be able: <ul style="list-style-type: none"> to understand situations of using Present Perfect Continuous; to use different tenses for expressing the past; to read and understand job ads; to estimate own skills and qualities; to read / listen and understand job requirements; to write a letter of application 	To revise previously taught vocabulary. Ex. 1, p. 60	Revise Past Simple and Present Perfect; Continuous. Ex. 2, p. 60	Ex. 3a, p. 61	Ex. 4a, p. 61–62	Identify the types of the texts; ask and answer the questions in pairs; ask each other the interview questions; fill in the application form	Demonstrate understanding of importance of working together; display tolerance and the rule of "no hate speech"	Copy the lesson form, think of the job position, company or organisation and fill in the application form		
UNIT 3. WHY GO TO SCHOOL											
17	Ways of Education	Students will be able: <ul style="list-style-type: none"> to use the words of the topic in oral speech; to express their personal attitude to school; 	"Words for you" box, p. 65		Ex. 2, p. 64–65	Ex. 2, p. 64–65. Ex. 3, p. 65–66. Ex. 6, p. 67	Make a dialogue expressing your agreement / disagreement	Demonstrate tolerance to disabled people (students)	Write down a brief essay taking the lesson (ex. 2, p. 64–65) as an example		

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18	Develop Your Vo- cabulary. Build Up Your Grammar	<ul style="list-style-type: none"> to discuss the ques- tions expressing agree- ment or disagreement; to read and understand texts finding the most essential / special in- formation; to give the definitions of the words <p>Students will be able:</p> <ul style="list-style-type: none"> to use the words cor- rectly; to analyse and under- stand the situations in which the 1st Condi- tional is used; to use the 1st Condi- tional in oral speech. to give the definitions of the words 	“Vocabulary links” box, p. 68	Condi- tionals. The 1 st Condi- tional. “Grammar links” box, p. 69		Ask and answer each other about school life	Demonstrate understanding importance of working together	Ex. 5, 6, p. 71	
19	Schools in Britain and Ukraine: Asking for an Opinion	<p>Students will be able:</p> <ul style="list-style-type: none"> to talk about schools and education; to compare different points of view; to estimate the ne- cessity of changes in school considering the changes in the world; to express motivated agreement and disa- greement 	Ex. 2, p. 72. “Useful lan- guage” box, p. 74	Ex. 3, p. 72. Ex. 4, p. 72-73	Ex. 5, p. 73	Game “Solve a problem”; ask and answer each other about schools in Britain; agree or disa- agree with the statements	Compare two school systems; ask about rules of behaviour in British schools	Ex. 2, p. 75	
20	Formal Letter: Letter of Applica- tion	<p>Students will be able:</p> <ul style="list-style-type: none"> to identify different types of writing; to understand the goal of writing; to know the formal let- ter structure; 			Ex. 2, p. 76. Ex. 3, p. 77	Agree or disa- agree with two controversial statements; discuss the situation	Plan professional activity accord- ing to own apti- tudes and needs of society	Find informa- tion about the Ukrainian technical / vocational schools or courses in the Internet	

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21	Use your skills: a variety of educational systems	<p>Students will be able:</p> <ul style="list-style-type: none"> to analyse and understand situations in which the 1st Conditional sentences are used; to read / listen and understand information about education and schools; to ask for opinions in dialogues; to express agreement and disagreement on topic supporting own ideas; to write a letter of application for a course of study 	Revise previously taught vocabulary	Revise Conditionals. The 1 st Conditional		Ex. 2, p. 80	Explain your choice; compare the systems of education in Great Britain and in the USA; describe the educational system in Ukraine; ask and answer the questions in turns; ask for advice / opinion; discuss the questions and present an opinion	Compare two school systems; demonstrate understanding of importance of working together	Choose one of the courses (ex. 7, p. 83) from the ads. Complete and enlarge the sentences in your own way	and write your letter of application for a course you'd like to study	
22	Check your English: diversity of school traditions	<p>Students will be able:</p> <ul style="list-style-type: none"> to analyse and understand the use of the 1st Conditional; to read / listen and understand information about schools in different countries; to talk about school life; to identify true and false information; to express their own opinions about schooling 	To revise previously taught vocabulary. Ex. 1, p. 84	Revise Conditionals. The 1 st Conditional. Ex. 2, p. 84	Ex. 3, p. 84	Ex. 4, p. 85-86. Cards "Interesting facts about schools"	Writing a cinema; ask and answer for opinions expressing an agreement or disagreement	Discuss and compare school rules	Find the most interesting fact(-s) about schools in Ukraine. Write them down to present to classmates		

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UNIT 4. NATIONAL CUISINE									
23	Bri-tish and Ukrainian meals: an favourite dish	Students will be able: <ul style="list-style-type: none"> to use the words of the topic in oral speech; to express their personal attitude to the healthy style of eating; to discuss the questions making decisions; to give definitions of the words 	“Words for you” box, p. 90		Ex. 3, p. 88–90	Ex. 3, p. 88–90 Ex. 4, p. 90	Ask and answer the questions in turns. Ex. 1a, p. 88, Ex. 1b, p. 88, Ex. 2, p. 88–89, Ex. 6, p. 91	Discuss the peculiarities of nutrition; speak about family eating traditions and preferences	Ex. 8, p. 92
24	Develop your vocabulary. Build up your grammar	Students will be able: <ul style="list-style-type: none"> to identify the kinds of food; to give definitions of the words; to describe food and dishes; to analyse and understand the use of the 2nd Conditional; to use the 2nd Conditional in oral speech 	Ex. 3, p. 94	Conditionals. The 2 nd Conditional. “Grammar links” box, p. 94			Ask and answer each other in pairs	Discuss the types of food processing	Ex. 5, 6, p. 96
25	Types of food: lent, diet, or something else?	Students will be able: <ul style="list-style-type: none"> to talk about food and recipes; to discuss eating habits; to understand the reasons of Lents, diets; to share recipes; to give a cooking instruction 	“Useful language” box, p. 99		Ex. 3a, p. 97. Ex. 4, p. 98	Information about the Great Lent. Ex. 5a, p. 98–99	Write down a short story; do the questionnaire; act a dialogue; write and exchange recipes; make up a dialogue about food smb likes and dislikes; ask and answer the questions giving reasons	Discuss healthful products	Ex. 3, p. 100. Make a project

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26	How to write a paragraph	Students will be able: <ul style="list-style-type: none"> to understand the role of paragraph in writing; to understand the goal of writing; to talk about cuisine; to write a paragraph about eating habits or a dish 				Ex. 1, p. 101. Table “Kinds of paragraphs”. Ex. 4, p. 102–103	Ex. 1, p. 104; ask and answer the questions in pairs; make a list of national dishes; agree or disagree with the proverb; discuss a menu; express an opinion	Give examples of buying healthful products	Ex. 5, p. 103. Write a paragraph on the topic you’ve chosen
27	Use your skills	Students will be able: <ul style="list-style-type: none"> to analyse and understand the use of the 2nd Conditional; to read / listen and understand information about eating habits; to ask and answer the questions in a dialogue giving reasonable arguments to support own ideas; to write a letter of application for a course study. to write a paragraph about different eating habits and traditional cuisines 	To revise previously taught vocabulary. “Useful language” box, p. 107	Revise Conditionals. The 2 nd Conditional. Game “Give me the 2 nd Conditional sentence, please!”	Ex. 5a, p. 105	Ex. 1, p. 104; ask and answer the questions in pairs; make a list of national dishes; agree or disagree with the proverb; discuss a menu; express an opinion	Speak about eating traditions in different countries	Ex. 7, p. 106–107. Individually (or in pairs) make a project following the instruction	
28	Check your English	Students will be able: <ul style="list-style-type: none"> to analyse and understand the use of the 2nd Conditional; to read / listen and understand information about eating habits; to express agreement and disagreement on the topic supporting their ideas; 	To revise previously taught vocabulary	Revise Conditionals. The 2 nd Conditional. Ex. 2, p. 108–109	Ex. 4, p. 110	Ask the questions	Speak about eating traditions in different countries	Write a recipe of your favourite dish as an expository paragraph	

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		<ul style="list-style-type: none"> to write a paragraph about different eating habits and traditional cuisines 				Ex. 1, p. 108. Ex. 3, p. 109			
29	Test on Reading								
30	Test on Listening								
31	Test on Speaking								
32	Test on Writing								

II СЕМЕСТР

UNIT 5. COMMUNICATION TECHNOLOGIES

33	Useful in-ventions	<p>Students will be able:</p> <ul style="list-style-type: none"> to show the basic knowledge on the topic in English; to know the vocabulary of the lesson; to ask and answer questions in a dialogue; to show the ability of reading for the main ideas and specific information 	Ex. 1a, p. 112. “Words for you” box, p. 115. Ex. 5, p. 115		Ex. 3, p. 112– 114	Ex. 3, p. 112– 114. Ex. 4a, p. 115	“Warm up activity”, p. 111. Ex. 2, p. 112. Discuss electronic devices; share an expe- rience of the Internet use	Discuss the place of a person in modern techno- logical environ- ment	Ex. 7, p. 116. Ex. 8, p. 117
34	Develop your vocabulary: computers	<p>Students will be able:</p> <ul style="list-style-type: none"> to understand the words referred to computers in English; to read and understand texts about computers; to speak about the World Wide Web; to give definitions of the words 	Ex. 1, p. 117			Text “Com- puter skills”. Letters about computer	Answer the questions. Ex. 2a, p. 118. Role-play the situation	Discuss positive and negative effects of some inventions	Ex. 3, p. 118. Write about the questions; use the vo- cabulary box words

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35	Develop your vocabulary: phrasal verbs	Students will be able: <ul style="list-style-type: none"> to use phrasal verbs in oral speech; to analyse and understand the use of phrasal verbs; to use phrasal verbs to talk about computers and other devices; to give definitions of the words 	Phrasal verbs	“Grammar links” box, p. 119. Ex. 5, p. 119. Ex. 6, p. 120	Ex. 4, p. 118–119. Read the dialogue “Is it broken down?”	Ex. 4, p. 118–119. Write a cinema; ask and answer the question in pairs;	Formulate Internet etiquette: rules of behaviour	Ex. 8, p. 121		
36	Messenger. World Wide Web. Making a choice. Giving opinion	Students will be able: <ul style="list-style-type: none"> to describe favourite websites; to talk about cybercafés; to compare different points of view when making a choice; to evaluate people’s actions and behaviour giving reasons 	“Useful language” box, p. 124	Ex. 3, p. 122. Ex. 4, p. 122	Ex. 1a, p. 123. Texts “Top Internet safety rules”, “Netiquette: Rules of Behaviour”, “Cybercafés”	Ex. 1, p. 121. Ask and answer the questions in turns. Ex. 5, 122. Discuss the statements; exchange information	Formulate Internet safety rules	Ex. 2, p. 124		
37	E-mailing. Writing formal and informal e-mails	Students will be able: <ul style="list-style-type: none"> to understand the role of e-mails in our life; to read and understand information about the Internet; to write an e-mail (formal and informal) 	Phrasal verbs	Do the Internet quiz	Ex. 2, p. 125–126. Ex. 6, p. 128–129	Do the Internet quiz; ask and answer the questions. Ex. 4, p. 127. Write e-mails to friends/relatives	Compare real and virtual communication	Ex. 7, p. 129. Write two e-mails choosing the appropriate styles for each of them		
38	Use your skills: let’s speak about future	Students will be able: <ul style="list-style-type: none"> to use phrasal verbs in appropriate situations; to understand and use computer vocabulary; 	To revise previously taught vocabulary. Ex. 2a, p. 130. Ex. 3, p. 131	Ex. 6, p. 132. Ex. 7a, p. 133. Ex. 8, p. 134–135	Complete mind-map; make up the dialogue about the cybercafé; explain preferences;	Foresee effects of behaviour in the social networks; demonstrate understanding the basics of media literacy	Ex. 9, p.135. Design a website describing what it would be like			

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			<ul style="list-style-type: none"> to make up sentences about work on the Internet; to ask and answer questions in a dialogue making a choice and giving reasons; to find useful websites and information on the Internet 					give reasons; interview a partner; discuss information		
39		Check your English	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to understand and use computer vocabulary; to use Wh-questions; to listen, read and understand information about / from the Internet; to estimate own skills and qualities; to find useful websites and information on the Internet 	To revise previously taught vocabulary. Ex. 1, p. 136. Wh-questions. Ex. 2, p. 136	Revise phrasal verbs	Ex. 3, p. 136–137	Ex. 1, p. 145. “Pros” and “cons” texts about computers. Ex. 4, p. 137–138	Prove the mind; ask and answer the questions in pairs; explain preferences; give reasons	Determine the reliability of information	From the list of safe behaviour and etiquette in the Internet choose 2 or 3 points to explain your choice and give the reasons of using these points
UNIT 6. IS THE EARTH IN DANGER?										
40		What is nature for you? Natural disasters	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to use the words of the topic in oral speech; to express their personal attitude to the environment; to discuss the questions making decision; to give definitions of the words 	Ex. 1, p. 140. “Words for you” box, p. 141. Ex. 5a, p.146		Ex. 2, p. 140–142	Ex. 2, p. 140–142; Ex. 3, p. 142; Ex. 4, p. 143	“Warm up” activity, p. 139. Explain your choice; compare results	Accept nature as an integral system	Ex. 6, p. 146. Think of the problem reflected in the exercise. Make your own decision about the problem and write a brief paragraph
41		Develop your vocabulary. Build up your grammar	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to identify the difference between “a cause” and “a reason”; to give definitions of the words; to describe natural disasters; 	“Vocabulary links” box, p. 146. Ex. 1, p. 146. Ex. 2, p. 147	Verbs Forms. Conditionals. 2 nd Conditional		Ex. 3, p. 147. Ex. 3, p. 148	Make up the sentences; compare results; complete the list	Make reports about dangerous weather conditions	Ex. 3, p. 147. Ex. 4, p. 148 (read the statement and write a brief

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42	Natural disasters what can you do?	<ul style="list-style-type: none"> to analyse and understand the use of the 2nd Conditional; to use the 2nd Conditional in oral speech Students will be able: <ul style="list-style-type: none"> to describe disasters; to listen and understand information about disasters; to know and understand safety rules during disasters; to give advice on how to behave during disasters; to evaluate the degree of a hazard 			Ex. 2, p. 149. Ex. 3, p. 149. Ex. 5a, p. 150	Info-text. Ex. 4, p. 149–150. Ex. 4, p. 151	Make notes about safe behaviour during disasters; give a partner the advice; role-play the situation	Estimate effects of natural disasters on people	paragraph expressing your agreement or disagreement; give your reasons) Write a brief paragraph “Natural disasters in Ukraine”	
43	Stages of writing process: particular features	<ul style="list-style-type: none"> to know the stages of writing; to use some methods of generating ideas for writing; to know the structure of a letter; to write a newspaper note / article about disasters 			Do the quiz	“Writing point” box, p. 152. Ex. 1a, p. 152. Ex. 2, p. 153. Text “Dangerous rains”	Do the quiz; narrow a topic down to a specific aspect; brainstorm a topic. Ex. 5, p. 154. Make a mind-map	Make reports about dangerous weather conditions	Ex. 7, p. 155	
44	Use your skills: let's discuss	<ul style="list-style-type: none"> to analyse and understand the use of the 1st and 2nd Conditionals; to read and understand information about natural and man-made disasters; to fill in and analyse the personal questionnaire; 	To revise previously taught vocabulary	Revise Verbs Forms. Conditionals. 2 nd Conditional. Ex. 2b, p. 157		Ex. 2a, p. 157. Ex. 7, p. 161	Do the questionnaire. Ex. 3, p. 157–158. Ex. 4a, p. 158–159. Discuss the questions. Role-play the situation	Accept nature as an integral system	Ex. 8, p. 161	

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45	Check your English	<ul style="list-style-type: none"> to suggest their own solutions for environmental problems; to give reasonable arguments to support their ideas <p>Students will be able:</p> <ul style="list-style-type: none"> to analyse and understand the use of the 1st and 2nd Conditionals; to use word-combinations to express personal attitude; to read /listen and understand about natural disasters; to express agreement and disagreement on the topic supporting their ideas; to describe a disaster 	To revise previously taught vocabulary	Revise Verbs Forms. Conditionals. 2 nd Conditional. Ex. 1, p. 162	Ex. 3, p. 163. Do the quiz	Ex. 2, p. 162. Ex. 4, p. 163–164	Answer the questions; discuss natural and manmade disasters; do the quiz	Estimate effects of natural disasters on people	Write a brief paragraph about your ideas how to avoid natural disasters in Ukraine
UNIT 7. THE WORLD OF PAINTING									
46	Ukrainian and English artistic traditions	<p>Students will be able:</p> <ul style="list-style-type: none"> to use the words of the topic in oral speech; to read and understand texts about certain genres of paintings; to give definitions of the words; to express their personal attitude to paintings and art; to discuss the questions expressing agreement or disagreement; to retell information about some of the schools of painting in Ukraine and the UK 	“Words for you” box, p. 169; Ex. 5, p. 169		Ex. 4a, p. 166–168	Ex. 4b, p. 168	“Warm-up activity”, p. 165. Ex. 1, p. 166. Say whether you agree / disagree with the statement; prove your point of view	Demonstrate understanding the value of cultural diversity and the need to live together in peace	Ex. 6, p. 169–170

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47	Develop your vocabulary. Build up your grammar	Students will be able: <ul style="list-style-type: none"> to explain the words definitions; to describe art genres and styles; to speak about artists and their works; to identify the difference in the use of Past Perfect Simple and Past Perfect Continuous; to use Past Perfect Simple and Past Perfect Continuous in oral speech 	“Words for you” box, p. 171. Ex. 1, p. 171. Ex. 2, p. 171	“Grammar links” box, p. 173. Past Perfect tense. “Grammar links” box, p. 174. Past Perfect Continuous	Ex. 3, p. 176. Ex. 4, p. 176	Ex. 5, p. 176–177. Ex. 4, p. 180–181	Discuss the quotation; discuss the styles of art	Explain the rules of conduct in cultural institutions	Ex. 3, p. 174. Ex. 5, 175
48	World museums	Students will be able: <ul style="list-style-type: none"> to talk about museums and galleries; to compare different points of view; to distinguish the necessity of objects of art in our life 	“Words for you” box, p. 179		Ex. 3, p. 176. Ex. 4, p. 176	Ex. 5, p. 176–177. Ex. 4, p. 180–181	Ask each other the questions in turns; explain the meanings of the word combinations; act the dialogue	Make reports about the main attractions of history and culture	Use the information from ex. 4, p. 180–181 to write a brief paragraph about one of the museums in Kyiv; describe your imaginary visit to chosen museum
49	Drafting. A paragraph / an essay structure	Students will be able: <ul style="list-style-type: none"> to understand the difference between the essay and the paragraph structure; to read and accept information; to estimate works of writing; to understand how to write a draft / an essay 				“Writing point” box, p. 181. Ex. 2a, p. 183. Ex. 3a, p. 184	Discuss the questions. Ex. 1, p. 182. Role-play an interview; compare a paragraph and an essay structures. Ex. 6a, p. 185–186	Plan a visit to the museum	Ex. 7, p. 187. Write a brief essay about the role of art in our life

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50	Use Your Skills. Around England	Students will be able: <ul style="list-style-type: none"> to identify and understand the use of Past Perfect Simple and Past Perfect Continuous; to describe art genres and styles; to talk about painters, their styles and works; to ask and answer questions in a dialogue expressing agreement or disagreement; to explain their choice 	To revise previously taught vocabulary	Revise Past Perfect. Past Perfect Continuous. Ex. 1, p. 188	Ex. 3, p. 188–189	Describe a painting; give an opinion. Ex. 5, p. 189. Express agree / disagree. Ex. 8, p. 190. Discuss the problem	Compare museums in different countries	Ex. 9, p. 193	
51	Check Your English	Students will be able: <ul style="list-style-type: none"> to use Past Perfect Simple and Past Perfect Continuous in speech; to read and understand texts about museums and art; to estimate own skills and qualities; to listen and identify certain facts about museums / galleries; to give their opinion supported with reasonable facts 	To revise previously taught vocabulary	Revise Past Perfect. Past Perfect Continuous. Ex. 1, p. 194	Ex. 3, p. 195. Do the quiz	Tell about painter and their works; do the quiz; fill in the chart	Express opinion about painters	Make up a quiz with questions about Ukrainian art or / and painters	
UNIT 8. DO YOU LIKE SPORTS?									
52	Pupils About Sports. Develop Your Vocabulary	Students will be able: <ul style="list-style-type: none"> to use the words of the topic in oral speech; to express their personal attitude to sport activities; to discuss questions showing agreement or disagreement; 	“Words for you” box, p. 198		Ex. 3, p. 198–200	“Warm-up activity” box, p. 197. Ask and answer the questions in turns	Determine own sports preferences and needs	Ex. 5, p. 200 (write a “for” and “against” essay using ex. 3, p. 198–200). Ex. 5, p. 203	

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53	Build up Your Grammar	<ul style="list-style-type: none"> to read and understand other people's opinions defining the most essential and detailed information; to give definitions of the words <p>Students will be able:</p> <ul style="list-style-type: none"> to understand the difference between grammar tenses which express actions in future; to analyse and understand different ways to express future actions; to use Future Simple, Future Continuous, Present Continuous, "to be going to" to speak about actions in the future; to describe events in the future using positive and negative verb forms 	<p>Future tenses: Simple, Continuous, <i>to be going to</i>. Ex. 4, p. 205. Game "Plans and spontaneous decisions"</p>			<p>Explain a choice; game "Plans and spontaneous decisions"</p>	<p>Express respect for athletes</p>	<p>Ex. 6, p. 206</p>	
54	Sports Leagues and As- sociations In the World	<p>Students will be able:</p> <ul style="list-style-type: none"> to know certain characteristics of sports; to listen and understand information about sports around the world; to know and understand the difference between professional and amateur sports; to explain the meanings of phrases 		<p>Ex. 4, p. 207. Ex. 5, p. 207–208</p>	<p>Ex. 3, p. 207. Ex. 7, p. 208–209</p>	<p>Write down a list of sports; define the sports as:</p> <ul style="list-style-type: none"> competitive; spectator; popular in Ukraine / the UK / the USA; <p>do the Sports Quiz</p>	<p>Provide examples of the influence of famous athletes on the popularisation of physical culture and sports</p>	<p>Write down your questions (as a journalist) about sports in Britain / any sport team you like; use ex. 8, p. 209</p>	

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55	Sports In Our Life	Students will be able: <ul style="list-style-type: none"> to describe their favourite kinds of sports and games; to read and understand information about sports around the world; give advice and express their opinion about sports; to explain the meanings of the phrases 	“Words for you”, p. 210. “Useful language” box, p. 212		Ex. 2, p. 210– 211	Ask and answer a partner the questions in turns; act the dialogue; make up own dialogue; role-play the situations	Express opinion about sportsmen and sports teams	Ex. 5b, p. 212. Make a presentation using the plan from ex. 5a, p. 212	
56	A Paragraph / An Essay Structure. “For” and “Against” Essay	Students will be able: <ul style="list-style-type: none"> to talk about sport events; to express their attitude to sport activities; to describe their favourite kind of sport; to write an essay on their personal sport experience 		Game “Plans and spontaneous decisions”	“Writing point” box, p. 212. “Writing point” box, p. 213. Ex. 7a, p. 214– 215	Game “Plans and spontaneous decisions”; compare ideas; write down the thesis statements; express your agreement / disagreement; discuss the information	Express opinion about sportsmen and sports teams	Ex. 8, p. 215	
57	Use Your Skills	Students will be able: <ul style="list-style-type: none"> to use Future Simple, Future Continuous, Present Continuous, “to be going to” to speak about actions in the future; to read and understand information about sports; to ask for and express opinions in oral speech; to talk about sport events; to describe kinds of sports and games 	To revise previously taught vocabulary. Ex. 2, p. 216	Future tenses: Simple, Continuous, to be going to	Ex. 5, p. 217– 218. Sport events radio reports	Ex. 1, p. 216. Do the “Sport Quiz”. Role-play the situation. Make a radio report	Express opinion about sportsmen and sports teams	Ex. 8b, p. 219	

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58	Check Your English	Students will be able: <ul style="list-style-type: none"> to use different tenses for expressing future actions; to listen and understand information about sports; to talk about sport events; to describe kinds of sports and games 	To revise previously taught vocabulary. Ex. 1, p. 220	Future tenses: Simple, Continuous, <i>to be going to</i> . Game “Predictions”	Ex. 3, p. 221	Ex. 4, p. 221–222	Game “Predictions”. Compare your results; answer the questions on the text	Give advice on safety during sports lessons and competitions	Produce a mind-map to help remember the important information; write down a brief paragraph	
UNIT 9. ACROSS STATE SYSTEMS										
59	Politics and Society: Ukraine	Students will be able: <ul style="list-style-type: none"> to use the vocabulary of the topic in oral speech; to express their opinion about personal qualities of politicians; to discuss the questions making decisions; to give definitions of the words 	“Words for you” box, p. 226		Ex. 2, p. 224–226	Ex. 2, p. 224–226. Ex. 3, p. 227. The Declaration on Sovereignty	“Warm-up activity” box, p. 223. Brainstorm thoughts and opinions of a society; do the quiz; make up a questionnaire	Demonstrate understanding the value of cultural diversity and the need to live together in peace	Use your made questionnaire (ex. 9, p. 231) as the plan to write a brief paragraph about Ukraine	
60	Politics and Society: the UK and the USA. Develop Your Vocabulary	Students will be able: <ul style="list-style-type: none"> to understand the words concerning politics and society; to use the words of the topic in oral speech; to compare different state systems; to discuss the questions making decisions 	“Vocabulary links” box, p. 231. Ex. 2, p. 232–233. Ex. 3, p. 233–234		Ex. 6, p. 228. Essential information about British, American and Ukrainian state systems	Ex. 2, p. 224–226	Speak in turns about the issue; answer the questions about Ukraine; discuss the questions; say the phrases in Ukrainian; complete the sentences	Compare different political systems	Ex. 7b, p. 229. Make up the lists of the similar and different features in three countries	

№ Дата	Тема уроку	Очікуваний результат	Мовний інвентар		Комунікативна компетентність			Інтегровані змістові лінії	Домашнє завдання
			Лексика	Граматика	Аудію- вання	Читання	Усна / писемна взаємодія		
61	Build up Your Grammar. Politics and Society: Canada	Students will be able: <ul style="list-style-type: none"> to understand the difference between past tense structures; to analyse and understand the use of different ways to express past actions; to use Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous or mixed tenses to speak about actions in the past; to describe events in the past with positive and negative forms 		Past Tenses: Simple, Continuous, Perfect, Perfect Continuous. Mixed Tenses. Ex. 3, p. 235–236		Discuss the questions; compare results; explain a choice	Compare different political systems	Think about the information and write a brief essay	
62	Politics and society: Canada. Come back to Ukraine: independence and sovereignty	Students will be able: <ul style="list-style-type: none"> to listen and understand information on the topic; to talk about independence and human rights; to compare different countries; to evaluate the political situation in the country 	“Words for you” box, p. 243		Ex. 2, p. 239. Ex. 3, p. 240	Ask and answer each other in turns; complete the scheme; discuss the questions; compare two countries	Identify own rights and responsibilities	Ex. 6, p. 242. Use your notes to ex. 3, p. 244–245 to write a paragraph	
63	Writing an article	Students will be able: <ul style="list-style-type: none"> to know the features of an article; to use some methods of generating ideas for writing; to estimate and express their attitude to the political situation; to write a summary of a newspaper article 			Ex. 1, p. 245. Advice card. Ex. 4, p. 247. Text “Summary”	“Warm up activity”; discuss the questions	Discuss active citizenship and own views on various social problems	Ex. 5, p. 247. Write a summary of a magazine or newspaper article	

I SEMESTER

Дата _____

UNIT STARTER

Клас _____

Lesson 1. INTERNATIONAL LANGUAGE

Objectives:

- to engage students in the learning process; to revise previously taught vocabulary; to improve students' reading, listening and speaking skills;
- to develop students' linguistic and communicative competence; to promote thinking and creative imagination; to encourage cultural understanding, tolerance and enjoyment of diversity;
- to interest students in learning English; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to show basic knowledge in English;
- to express their personal opinion on the topic;
- to ask and answer the questions in a dialogue showing agreement or disagreement;
- to show the ability of reading /listening text for the main ideas and specific information;
- to tell the meaning of words.

Procedure

1. Warm-up

Do "Warm Up", p. 7.

In pairs, answer the four questions and retell information about your partner.

Students read the questions and ask them to the partner; then, listen to the answers (or write down if necessary) and retell them to the class.

For example:

1. Max (Julia) would say that he (she) is... He (she) thinks he (she) is... He (she) likes to have...
2. He (she) is good at... He (she) also has a talent for...
3. His (her) hobby is (hobbies are)... He (she) is also interested in...
4. He (she) hopes to become... His (her) dream is to...

2. Reading and Speaking

Do ex. 1, p. 8.

Read the questions; then, in four groups (a, b, c, d) discuss one of them and exchange your decisions with the other groups. Make notes if you need.

Do ex. 2, p. 8.

Agree or disagree with the statement. Express and prove your mind.

If you agree, say:	If you disagree, say:
I agree that... because...	I don't agree that... because...
I fully agree that... because...	I fully disagree that... because...
I partly agree that... because...	I don't think that... because...
That's right, because...	I wouldn't say that... because...
Certainly, because...	Absolutely not that... because...

3. Reading

Do ex. 3a, p. 8.

Individually, skim the text and find the job names of the people who work in the fields of computers, science, industry, business, education, medicine, music, film, sport, travel, tourism.

Do ex. 3b, p. 9.

Scan the text one more time and complete the statements. Read your results to the class. Compare your answers.

4. Listening

Do ex. 4a, p. 9.

Listen to the speaker and answer the question.

Do ex. 4b, p. 9.

Listen to the text one more time and find out specific information to fill in the gaps in the text.

Key: 600,000; a million; 25, 000; one third.

5. Reading

Do ex. 7a, p. 10.

Read the text to find out the methods of learning a foreign language. Say which of them you believe useful for you and why.

Start like this:

- I think... is (are) useful for me because...
- To my mind, ... is (are) useless for me because...
- In my opinion, ... is (are) difficult for me because...
- It seems to me, ... is (are) too primitive for me because...

6. Vocabulary work

Do ex. 7b, p. 12.

Read the text again; write down the words in bold, match the pairs of the words to find out their definitions.

1) means (of communication)	a) stretch, spread
2) immense	b) looking through quickly, lightly
3) broaden	c) description, meaning of a word
4) extend	d) smb who continues doing something despite difficulties
5) comprehension	e) a foreign person, who lives with a family in order to learn the language and takes care of the children or cleans the house
6) skimming	f) widen, enlarge
7) scanning	g) words of a song
8) fluency	h) way of doing
9) definition	i) understanding, engagement
10) lyrics	j) ease of expression
11) au-pair	k) reading for detailed information
12) patient	l) huge, great

Key: 1 h, 2 l, 3 f, 4 a, 5 i, 6 b, 7 k, 8 j, 9 c, 10 g, 11e, 12 d.

Do ex. 7c, p. 12.

In pairs, exchange your answers and check up your partner's work.

7. Summary

Do ex. 5, p. 10.

In groups, answer the questions and exchange your answers.

Complete the sentences:

1. English is considered as
2. Studying foreign languages is very ... because... .
3. English is very popular among
4. A lot of people all over the world study English because... .
5. They use some methods of
6. As for me ... is (are) the most useful.

8. Homework

Write a brief paragraph about the importance of learning English. Use the statements as a plan.

Lesson 2. LEARNING ENGLISH

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to enlarge student's vocabulary; to improve students' reading and speaking skills;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage cultural understanding, tolerance and the enjoyment of diversity;
- to promote positive attitude to studying a language; to develop self-esteem and mutual esteem, and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to express their personal opinion on the topic;
- to skim and scan the text while reading;
- to ask and answer the questions in a dialogue showing agreement or disagreement;
- to compare their results with other students' answers;
- to tell the meaning of words.

Procedure

1. Warm-up

Do ex. 6, p. 10.

Individually, match the words with their definitions. Then, in pairs, compare your answers. Explain your mistakes if there were any.

Key: 1 the language that is spoken in another country, 2 one's native language, 3 the way you pronounce the words of a language, 4 all the words someone knows or all the words in a language, 5 the rules of a language, 6 the way of writing a word.

2. Speaking

Students in groups get the cards with the questions.

1. Do you know anything about International language camps / schools? Have you ever been there?
2. Why do you think they are necessary?
3. Who can go to such camps / schools?
3. If yes, describe such a camp / school activities briefly.
4. If no, make your guess about such a camp / school activities.

Students brainstorm the questions and share their ideas with other groups.

3. Vocabulary

Do Vocabulary box, p. 13.

Read the words and word-combinations; find out their definitions using the dictionary. Then try to explain their meaning in English.

- a reason — explanation for event or action, argumentation
- a responsibility — something that it is your job or duty to deal with, liability
- complicated — difficult to understand, complex, intricate
- perfect — accomplished, ideal
- responsible — conscious, liable
- to get stuck — to be unable to move
- to keep doing smth — to continue doing smth
- to feel like doing smth — to have a wish to do smth
- to look up smth in the dictionary — to search a word definition
- to do smb's best — to try very hard to do smth

Make up the sentences with the words and word-combinations.

4. Reading

Do ex. 8a, p. 12–13.

Read the teenagers' opinion about the language school.

Answer the questions:

- What difficulties do the teenagers have in learning English? Do you have the same difficulties?

5. Speaking

Do ex. 8b, p. 13.

Make as many correct sentences as you can, using the table. Estimate the results of your classmates and express your agreement or disagreement.

Use the phrases:

- Absolutely correct! I agree with... • That's right. I fully agree...
or
- It's a pity! You are wrong... • I feel sorry, but you are mistaken...

6. Speaking

Do ex. 9, p. 13.

In small groups, discuss the English learning activities you like and dislike (or can't stand) doing. Explain your choice.

Use the words and expressions: interesting, boring, it takes up too much of my time, easy, difficult, too complicated, difficult to understand, accomplished, get stuck (be unable to move), keep doing smth, feel like doing smth (have a wish to do smth).

7. Reading

Do ex. 10a, p. 14.

Read the statements and choose those you agree with.

8. Summary

Do ex. 10b, p. 14.

Compare your answers with your classmates' results. Explain your choice.

Start like this:

- I've chosen variant "a" ("b") because...
or
- I (fully) agree with variant "a" ("b") because...

Use the expressions:

- This suits me best because... / It suits my character best because... / This fits my level of language because... / This fits my abilities because...
or
- This doesn't suit me because... / It doesn't suit my character because... / This doesn't fit my level of language ... / This doesn't fit my abilities because...

9. Homework

Do ex. 11 a, p. 15–16.

Read the text. Make a list of comments useful for you. Explain your choice using the lesson words and expressions (8 to 10 sentences).

UNIT 1. PEOPLE AND RELATIONSHIPS

Дата _____

Клас _____

Lesson 3. YOUR FAMILY: PEOPLE AROUND YOU

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary; to focus students on using antonyms; to improve students' reading, and speaking skills;
- to develop students' communicative competence; to activate thinking imagination; to encourage understanding and tolerance to others;
- to broaden student's outlook; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use adjectives to describe a person's character;
- to express their personal opinion on the topic;
- to discuss the questions showing agreement or disagreement;
- to define the text main ideas and specific information.

Procedure

1. Warm-up

Do "Warm Up", p. 17.

In pairs, ask and answer the four questions; then retell the information about your partner.

Students read the questions and ask them to their partner; then, listen to the answers (or write down if necessary) and retell them to the class.

For example:

1. Max (Julia) has known his (her) best friend... They first met and became acquainted at / in... They have the same...
2. He (she) connected with his (her) friend through... He (she) was able to meet his (her) friend... / He (she) has never met his (her) online friend, although...
3. Max (Julia) would feel... without friends. He (she) continues his (her) friendships by... / He (she) doesn't really have any friends in the past because...
4. He (she) most admires... because... He (she) really objects to...

2. Reading & Speaking

Do ex. 1, p. 18.

In small groups, discuss the questions. Make a mutual decision for each group; share your ideas with other groups.

Don't forget to *use the expressions:*

- From our point of view...
- We would say that...
- We have the feeling that...
- We have no doubt that
- We consider / suppose that

3. Reading

Do ex. 2, p. 18–19.

In pairs, students read the passage quickly and find information about:

- a) the youngest children;
- b) the children who have to look after their younger sister or brothers;
- c) Tom Hughes;
- d) the only kids;
- e) the most competitive kids.

After discussing in pairs, students check their answers.

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

Do ex. 3, p. 18.

Students scan the passage one more time to find the information about the kids. After scanning, students check their answers.

Key: 1 — the middle children, 2 — the youngest children, 3 — the oldest kids, 4 — the only kids.

4. Vocabulary practice

Do ex. 4, p. 19.

Individually, students read the words and find the opposites in the text.

Key: 1 manipulative, 2 selfish, 3 imaginative, 4 lazy, 5 affectionate, 6 aggressive.

Do ex. 5a, p. 20.

Students look through the box and complete the sentences with the words. Consult the dictionary if necessary.

Key: 1 competitive, 2 ambitious, 3 spoilt, 4 selfish / spoilt, 5 envious, 6 sociable, 7 aggressive, 8 charming, 9 responsible, 10 affectionate, 11 bossy, 12 manipulative, 13 moody, 14 energetic.

5. Writing & Speaking

Do ex. 5b, p. 20.

In pairs, group up adjectives from the box into positive, negative and neutral ones.

Positive	Negative	Neutral
affectionate	aggressive	competitive
ambitious	envious	energetic
charming	jealous	imaginative
responsible	manipulative	sensitive
sociable	moody	
	selfish	
	spoilt	
	bossy	

Read your answers to the class and explain your choice. Why are some neutral characteristics may be considered both positive and negative?

6. Vocabulary practice

Do ex. 6a, p. 20.

Complete the chart with five personality adjectives for each column):

Oldest children	Middle children	Youngest children	Only children

Do ex. 6b, p. 21.

Scan the text (ex. 2, p. 18–19) and check your chart. Share your variant with the others.

7. Summary

Do ex. 6c, p. 21.

In pairs, discuss the questions:

- Do you think the statements in the article are true for you? If not, why?
- Do you think they are true for your brothers and sisters or your friends?

8. Homework

Teacher gives the list of questions to each student.

Write a brief paragraph about yourself. Use the questions as the plan. Use the adjectives from the lesson.

1. What kind of person are you?
2. Have you got many friends?
3. Are you a good friend?
4. What can you say about your strong and weak points?

Lesson 4. DEVELOP YOUR VOCABULARY: YOUR FRIEND'S CHARACTER

Дата _____

Клас _____

Objectives:

- to introduce and practise the topic; to revise previously taught vocabulary; to focus students on using opposites; to improve students' vocabulary skills;
- to develop students' communicative competence; to activate thinking and imagination; to broaden students' vocabulary;
- to encourage understanding and tolerance to others; to develop self-esteem and mutual esteem.

Outcomes: by the end of the lesson students will be able:

- to use adjectives to describe a person's character;
- to express their personal opinion about other people;
- to discuss the questions showing agreement or disagreement;
- to explain the words definitions.

Procedure

1. Warm-up

Game "One truth and a lie"

Write two sentences about yourself: the statements should be true and false.

For example:

- Sometimes I may be very unreasonable.
- My friends say I'm a generous person.

In pairs, students discuss which statement is the lie and why they think so. Then students make up two sentences about themselves and read them; the other students have to guess which statement is untrue.

2. Vocabulary work

Do ex. 1, p. 21.

In pairs, students have to match the words and their definitions. Use a dictionary if necessary.

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

3. Vocabulary work & Grammar

Do ex. 2, p. 21.

Individually, change the words' meaning into the opposite one with the prefixes from the table.

Fill in the table putting the adjectives in the correct column.

un-	dis-	in- / im / ir-

Key:

un-	dis-	in- / im / ir-
ambitious	honest	impatient
friendly	organised	irresponsible
imaginative		insensitive
kind		
reliable		
tidy		
selfish		
sociable		

4. Vocabulary work & Grammar

Do ex. 3, p. 22.

Read the “Vocabulary links” and arrange the adjectives in pairs with opposite meanings; then, put them in the table.

Positive	Negative

Key:

Positive	Negative
clever, generous, hard-working, organised, relaxed, cheerful, honest, reliable	stupid, mean, lazy, untidy, moody, unpleasant, spoilt, envious

Self-confident, ambitious, imaginative, energetic, bossy — have no opposites in the list.

5. Reading & Vocabulary

In three groups, students read the part of the text common for all groups and the part of the text for each separate group; then, discuss the definitions of the words (word-combinations) in bold and share information with the other groups explaining the word meanings on their own.

Part for all groups: Some people can establish friendships more easily than others; and some of us need a long time for close friendships. We may jump first to judge a friend’s behavior, rather than our own. Perhaps we forget that relationships rely on mutual interactions. It depends on us to build lasting friendships.

There are 13 essential friendship traits. They fall into three general categories representing an essential aspect of relational behaviour. Read the description of how each trait influences relationships:

Part for group 1: Traits of *Integrity* (the quality of being honest and having strong moral principles):

- These qualities are related to common human values in a lot of cultures — trustworthiness, honesty, dependability, loyalty, and the ability to trust others.

Part for group 2: Traits of *Caring* (the quality of kindness and emotional support to others):

- These qualities include empathy, the ability to keep silent if necessary, effective listening skills, and the ability to offer support in good and bad times. These traits need personal understanding, intuition, self-discipline, and unconditional positive regard for our friends.

Part for group 3: Traits of *Congeniality* (the quality of being friendly and pleasant):

- This group includes self-confidence, the ability to see the humour in life, and being fun to be around. This trio of traits has also been associated with overall well-being and happiness in life.

6. Vocabulary practice

Do ex. 4, p. 22.

Students choose 5 to 6 adjectives or word-combinations which describe them or their friends best. Explain your choice.

Example: Sociable — I’m sociable because I love being with other people.

7. Summary

Do ex. 5, p. 22.

8. Homework

Teacher gives the list of questions to each student.

Think of the questions and write down a brief passage about your close friend:

1. What things / traits of character are important for you in your friends?
2. What things / traits of character are unimportant for you in your friends?
3. What similar interests do you and your friends have?
4. What different interests do you have?
5. Do you know your close friend well? What makes you think so?

Lesson 5. **BUILD UP YOUR GRAMMAR:** **WE USED TO BE CREATIVE**

Дата _____

Клас _____

Objectives:

- to introduce and practise the new grammar point; to focus students on using the structure “used to”; to improve students’ grammar skills;
- to interest students in learning grammar; to develop students’ grammar competence; to activate linguistic guess; to motivate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in groups and pairs.

Outcomes: by the end of the lesson students will be able:

- to use the structure “used to + infinitive” to speak about actions in the past;
- to describe events in the past with positive and negative forms of “used to + infinitive”;
- to analyse and understand situations of use the structure.

Procedure

1. Warm-up

In pairs with your partner, fill in the chart with as many positive and negative traits of character as you can for 1 minute. Compare your results with other pairs.

Positive	Negative

2. Grammar

In three groups, read and study the Grammar box, p. 22–23 (one position for each group). Share your information with the others.

3. Grammar practice

Do ex. 1, p. 23.

Complete the sentences with the verbs in brackets using affirmative or negative forms of “used to”-structure. Compare your results with other students.

Key:

1. Mary used to go to my school, but now she doesn’t.
2. Andrew didn’t use to be very tall, but now he is.
3. Chris didn’t use to drink coffee, but now he does.
4. We used to play football at the weekends, but now we don’t.
5. There used to be a market every Friday, but now there isn’t.
6. They didn’t use to wear a uniform to school, but now they do.

4. Grammar practice & Writing

Do ex. 2, p. 23.

In pairs, students analyse and decide what sentences have mistakes; then correct the sentences and read them to the class.

Key: ; 2 correct; 3 correct; 5 correct; 8 correct.

1. We used to *have* a dog when I was a child
4. Wales used to be an independent country before it *became* a part of Britain.
6. Jane *used* to be a singer.
7. We used to *live* in Russia but now we live in Ukraine.

Do ex. 3, p. 24.

Students complete the sentences using the correct form of “used to” structure. Then, they check their results.

Key:

1. Did you *use to go* to the same school as I?

2. I didn't *use to* have so many things when I was a student.
3. What did you *use to* study?
4. Didn't you *use to* have long hair?
5. What did you *use to* do when you were a child?
6. He never used to be like that.

5. Reading & Grammar practice

Do ex. 4, p. 24.

Students look through the word-box, read the text and fill in the gaps. Then, they compare the answers with the others.

Key:

Women's skirts *used to be* long and formal.

All men *used to have* long hair.

Children *used to dress* like adults.

Men and women *used to dance* at formal balls.

Women *used to wear* many petticoats under their skirts.

Men *used to carry* walking sticks.

6. Speaking & Grammar practice

Do ex. 6, p. 25.

In pairs, students ask and answer the questions.

7. Summary

In small groups, students read the sentences from the cards and fill in the gaps with the appropriate word-combinations.

Didn't... use to be, didn't use to, used to be quite a spoilt kid, Didn't... use to have, used to support, used to care for horses.

1. She ... when she lived on a farm.
2. In his childhood he
3. My uncle ... our family and now he doesn't.
4. My cousin ... keep secrets.
5. ... he ... an honest person?
6. ... your brother ... a sense of humour?

Key:

1. She used to care for horses, when she lived on a farm.
2. In his childhood he used to be quite a spoilt kid.
3. My uncle used to support our family and now he doesn't.
4. My cousin didn't use to keep secrets.
5. Didn't he use to be an honest person?
6. Didn't your brother use to have a sense of humour?

8. Homework

Ex. 5, p. 24.

Lesson 6. YOUR CLOSE FRIEND

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about people;
- to motivate students for becoming independent listeners; to develop students' personal and social skills; to broaden students' vocabulary; to activate linguistic guess;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form reliable attitude to friends and family.

Outcomes: by the end of the lesson students will be able:

- to talk about people;
- to compare different points of view;
- to evaluate people's actions and behaviour;
- to give a balanced view on different actions and events.

Procedure

1. Warm-up

Give the students question cards. In pairs, they discuss the questions and then express their opinion to the rest of the class.

- What kind of people are your friends?
- What kind of people were your playmates?
- Have you ever tried to get in touch with an old friend of your childhood? Why? Did you succeed?
- Is there a difference between friends and playmates? What exactly is it?

2. Reading & Vocabulary

Do ex. 2, p. 25.

Read the interview and try to guess the meaning of the words in bold. Explain them in English or give the Ukrainian equivalents. Use a dictionary if necessary.

Expected answers:

- Get on — if people like each other and are friendly to each other — ладити одне з одним
- have in common — smth belonging to or shared by two or more people — мати спільне
- argue — speak angrily to someone — сваритися
- keep in touch — be in contact — підтримувати відносини
- stay friends — keep friendship — залишатися друзями

3. Listening

Do ex. 3, p. 26.

Listen to the text and tick the topics which are mentioned in it. Compare your results with the others.

Do ex. 4, p. 26.

Listen to the text one more time and answer the questions. Check your answers.

4. Vocabulary practice & Speaking

Do ex. 5, p. 26.

In pairs, find out the definitions of the words from Vocabulary box. Then, ask and answer the questions. Make notes if necessary.

- A goal — an aim or purpose / мета
- to succeed — to be successful / досягати успіху
- to lose touch — not to be in contact / втратити відносини

5. Speaking

Do ex. 6, p. 26.

In groups, share your ideas on the statements:

1. What qualities do you appreciate in your friends?
2. What makes someone a special or best friend?

Use the appropriate expressions from the box.

6. Reading

Do ex. 1a, p. 27.

In four groups, read the opinions about Peter (one opinion to each group). Exchange information with other groups and compare it.

7. Speaking

Do ex. 1b, p. 28.

Study the Useful language box. In groups, think and make a conclusion why Peter makes such different impressions on people and where his own opinion coincides with / differs from the others. Use the expressions from the box to talk about people's point of view and to give a balanced judgment.

To talk about people:

- He / She seems to be...
- He / She looks like...
- He / She looks...
- He / She acts as if...

To give a balanced view:

- You could say... but also...
- At the same time...
- It's true that... but...

8. Summary

Do ex. 2, p. 28.

In pairs, students discuss the questions.

1. Do you speak differently when you are with different people? Whom with? When?
2. Do you argue with some people but not others? Whom do you argue with? When?
3. Do you feel that you are more talkative with peers than with adults? Why?

9. Homework

Do ex. 3, p. 28.

Teacher gives the instruction to each student.

Choose one of the proverbs and write a passage about it.

Use the words and expressions from the "Words for you" box (p. 26) and "Useful language" box (p. 28); also use the following linking words and phrases: *for example, such as, in other words, in particular, because, it seems to me.*

To structure your passage use the first phrases for paragraphs:

- As for me, ...
- In addition, ...
- To begin with, ...
- In conclusion, in my opinion, ...

Lesson 7. WHY LEARN TO WRITE

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on the difference in the types of writing; to practise writing of an application form;
- to develop students' transferable skills; personal and social skills; to increase students' knowledge about the types of writing; to engage students in discussion;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to other people.

Outcomes: by the end of the lesson students will be able:

- to understand the difference between different types of writing;
- to understand the goal of writing;
- to fill in the application form;
- to write an informal description of their friends.

Procedure

1. Warm-up

Do ex. 1, p. 28.

In pairs, students ask and answer the questions. They may make brief notes if they need.

2. Reading

Do ex. 2a, p. 29.

Read the article and talk about the audience and the function of writing.

3. Speaking

Do ex. 2b, p. 29.

Answer the questions (ex. 1, p. 28) one more time and explain why you were/weren't right.

Compare, what has changed in your answers. In pairs, discuss it with your partner.

4. Reading

Do ex. 3a, p. 29–30.

Study the table and say what three types of writing you use most. Write them down.

5. Speaking

Do ex. 3b, p. 30.

In groups of five, compare your answers with your groupmates' ones. Try to explain your choice to them. Then, choose the three answers that occurred most often and share them with the other groups.

6. Reading & Writing

Do ex. 4a, p. 30.

Find the description of a writing level in the Self-Assessment Grid (p.262–266). Choose the level that fits you best. Explain your reasons and identify your goals.

- Level... fits me best because...
- My objective is to achieve level... because...

7. Speaking

Do ex 4b, p. 30.

In groups of four, compare and discuss your results. Report them to the rest of the class.

8. Reading

Do ex. 5, p. 30–31.

Read the introduction and study the application form. Make sure you don't have any problems with understanding.

Fill in the form.

9. Writing & Speaking

In pairs, remember how to write one of the writings from the table (p. 30). Write your note / letter / recipe / e-mail / phone message or something else (on your choice) and exchange your writings with the partner. Then, read and express your opinions.

10. Summary

Fill in the questionnaire. You may answer "no", "not sure" or "yes". Read the questions attentively and put "0", "1" or "2" scores for each answer. Then, sum up your scores and read the result.

- No — 0
- Not sure — 1
- Yes — 2

Are You A Good Friend?

1. Do you remember your friends' birthdays?
2. Are you the first to apologize if you are wrong?
3. Can you keep your friends' secrets?
4. Do you sometimes laugh at your friends?
5. Do you often criticize your friends?
6. Do you give all the pocket money you have to your friends if they ask you?
7. Do you think your friend should follow you everywhere?
8. Is it important for a good friend to be good at school?

Results

- 0–8 points: Many people think you are unfriendly. Sometimes you can be not very helpful and confident. You are a little bossy too.
- 9–16 points: You are a good friend. You are patient and confident. You can give a helping hand and you do not demand much.

11. Homework

Do ex. 6, p. 31.

Design your work on a separate sheet of paper (format A4) and try to retell your writing. Prepare to discuss it in the class.

Lesson 8. USE YOUR SKILLS: DISCOVER YOURSELF

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding, tolerance and the enjoyment of diversity;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; to develop a sense of respect for others.

Outcomes:

 by the end of the lesson students will be able:

- to analyse and understand the situations where all the forms of the structure "used to + infinitive" are used;
- to use adjectives for personal characteristics;
- to fill in a personality questionnaire;
- to make up a personal profile;
- to ask and answer questions showing agreement or disagreement in a dialogue;
- to give reasonable arguments to support their ideas.

Procedure

1. Warm-up

Game "What does your name mean?"

Students find and write down an appropriate adjective that begins with each letter of their first name. You may use the short form of your name.

For example:

Lazy Imaginative Sociable Affectionate — Lisa

Manipulative Ambitious Trusty Tidy — Matt

Organised Loyal Empathic Self-confident Imaginative Affectionate — Olesia

Reliable Organised Moody Ambitious — Roma

Do you agree with these characteristics?

2. Grammar practice

Do ex. 1a, p. 32.

Read the sentences and correct the mistakes. Then check your results.

Key:

1. I *used to* get up at 6:30, but I don't any more.
2. Did she always *use to* have long hair?
3. *Did you use to* have breakfast before you went to work?
4. They didn't *use to* have a car, they used to cycle everywhere.
5. He doesn't like coffee, so he *used to* drink tea in the morning.
6. He used *to be* a teacher, but now he works for Greenpeace.

Do ex. 1b, p. 32.

Look at the sentences and complete them using the verbs from the box with the "used to" structure in appropriate forms (affirmative, negative or interrogative) according to the sign.

Key:

1. I *used to argue* with my boss but now we get on quite well.
2. Lilly *used to live* in Kyiv but she moved to Donetsk last year.
3. *Did you use to wear* long hair? You look different.
4. *We used to be* really close but now we hardly ever meet.
5. *Did you use to play* with your parents when you were a child?

3. Vocabulary practice

Do ex. 2, p. 32.

Look through the adjectives from the box and read their descriptions. Match each characteristic with its description.

Key: a) energetic ; b) creative ; c) strong ; d) patient ; e) caring ; f) brave ; g) sociable ; h) fair ; i) organised ; j) fit ; k) enthusiastic; l) hard-working ; m) cheerful.

4. Vocabulary practice & Speaking

Do ex. 3, p. 32.

First, match the adjectives with their definitions; then, in turns describe one of your classmates to the rest of the class (as in the example) but don't say his / her name. Other students have to guess who it is about.

Key:

- honest — never tells lies
- jealous — feels angry about not having what others have
- talkative — never stops talking
- shy — does not say a lot
- mean — hates spending money
- loyal — never betrays friends
- imaginative — is able to think of new ideas
- sociable — talks to everybody

5. Reading & Speaking

Do ex. 4a, 4b, p. 33–34.

In pairs, do the personality questionnaire; ask your partner to do the same about you, and vice versa.

Compare your results.

6. Vocabulary practice.

Do ex. 4c, p. 34.

Key: a 9, b 7, c 2, d 15, e 13, f 3, g 10, h 4, i 11, j 14, k 5, l 12, m 16, n 8, o 1, p 6.

7. Speaking

Do ex. 6a, 6b, p. 35.

In groups, discuss the questions and make a list of the most interesting ideas (for each group). Be ready to protect your point of view with arguments and examples.

8. Summary

Do ex. 7, p. 35.

In a circle, ask your classmates and answer their questions in turns.

9. Homework

Do ex. 5, p. 34.

Lesson 9. CHECK YOUR ENGLISH: "FATHERS" AND "KIDS"

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise the vocabulary; to improve students' listening and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding, tolerance and the enjoyment of diversity;
- to develop self-esteem and mutual esteem, a sense of respect to peers and adults; to bring up students' responsibility.

Outcomes:

 by the end of the lesson students will be able:

- to analyse and understand the situations of using all the forms of the structure "used to + infinitive";
- to use word-combinations to express personal attitude to other people;
- to write a short characteristic of a person;
- to read /listen and understand about people relationships;
- to describe a person.

Procedure

1. Warm-up

Game "Love it or hate it"

In pairs, students get the cards with two traits of character; they have to decide whether they love or hate the traits from the list. Students have to choose either "love" or "hate" and can't be undecided or in the middle. Students then explain their position and support their mind.

Example cards (for each pair):

loyal aggressive	honest selfish
affectionate envious	imaginative manipulative
charming competitive	sociable talkative
ambitious sensitive	shy moody
responsible bossy	energetic jealous

Start like this:

- I love loyal people because...
- I hate an aggressive person because...

2. Vocabulary practice

Do ex. 1, p. 36.

Look through the text and complete it with the word-combinations from the box. Check your answers.

Key: 1 close friend, 2 known, 3 met, 4 colleague, 5 got on well, 6 have a lot in common, 7 lost touch, 8 keep in touch, 9 argue.

3. Grammar practice

Do ex. 2, p. 36.

Complete the sentences with the correct forms of the "used to" structure.

Key: 1 used to go; 2 used to eat out; 3 Did you use to wear / Didn't you use to wear; 4 used to go; 5 did not use to like; 6 used to be; 7 Did they use to go / Didn't they use to go; 8 didn't use to have.

4. Listening

Do ex. 3a, p. 37.

Listen to the text and find out which of the positions are mentioned in it.

Do ex. 3b, p. 37.

Listen to the speaker again and write down the adjectives he uses for description:

- Himself — ...
- His wife — ...
- His father — ...

5. Reading

Do ex. 4, p. 37.

Read the article about two sisters. Think and write a brief characteristic of both of them.

Find information about Cathy and the author of the text according to the plan:

1. Name, age.
2. Family.
3. Hobbies, interests, likes and dislikes.
4. Appearance.
5. Character (give examples to prove it).
6. Friends.
7. Attitude to each other.
8. Attitude to other people.
9. Girl's motto.
10. Something else that you think is important to know.

6. Speaking

In small groups, discuss relationships between your peers and middle-aged / old-aged people.

Why is the problem of "fathers" and "children" one of the main problems in relationships between generations? What problems can arise among your peers? Will they be the same or not? In your group, make your common decision and try to support it. Explain your choice.

Use the linking words and phrases: for example, such as, in other words, in particular, it seems to me, etc.

- To begin with, ...
- Our view / opinion / belief / impression is that...
- We would say that...
- In addition,...
- In conclusion / In our opinion, ... / To sum up,...

7. Summary

Answer the question in turns:

- Who do the family relations depend on?

8. Homework

To repeat the material on vocabulary and grammar.

UNIT 2. CHOOSE THE CAREER!

Дата _____

Клас _____

Lesson 10. FAVOURITE JOB

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to improve students' reading and speaking skills;
- to develop students' communicative competence; to activate thinking imagination; to encourage understanding and tolerance to others;
- to broaden student's outlook; to encourage students' understanding of importance of different professions; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use the vocabulary of the topic in oral speech;
- to express their personal attitudes to different jobs and professions;
- to discuss the questions showing agreement or disagreement;
- to read and understand job advertisements finding the most essential information;
- to give the definitions of the words.

Procedure

1. Warm-up

Do "Warm Up", p. 39.

In pairs, ask and answer the four questions; then retell information about your partner.

Students read the questions and ask them to the partner; then, listen to the answers (or write them down if necessary) and retell to the class.

For example:

1. Over the summer Dan (Tina) worked as a ... / He (She) hasn't had any summer jobs because
2. As for Dan (Tina), a good job should be He (She) would like to have Ideally, he (she) would like his (her) job to include possibilities for
3. Dan (Tina) thinks that the salary is ... in accepting of job offer. He (She) wouldn't mind a lower-paying job if it was
4. Dan (Tina) thinks a boss always likes The traits that a boss wouldn't like to see are

2. Vocabulary work

Do the "Words for you" box, p. 40.

In pairs, look through the words and find out which of the words you already know. Help each other; then find the definitions of unknown words in a dictionary.

- IT — information technology — інформаційні технології
- an experience — досвід
- a qualification — кваліфікація
- a quality — якість, властивість
- a requirement — вимога, потреба
- staff — персонал, штат установи, фірми тощо
- to earn — заробляти
- to provide — забезпечувати
- to require — вимагати
- to seek — шукати, намагатися
- desirable — бажаний
- essential — життєво необхідний, суттєвий
- valuable — цінний, корисний
- fluent — вільний, біглий

3. Speaking

Do ex. 1, p. 40.

In pairs, students make a top five list of their favourite professions. Then, they compare their lists and explain the differences or the matches.

4. Listening & Reading

Do ex. 2, p. 40–41.

Listen to the job advertisements and skim them at the same time. Say, which of the advertisements mention the words from the “Words for you” box. Which jobs are mentioned in the advertisements?

5. Reading & Speaking

Do ex. 3, p. 42.

Read the advertisements one more time to match them with the statements from the exercise. Check your answers.

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

6. Writing

Do ex. 4, p. 42.

Use the previous texts and match the words with their definitions. Say your results to the class and try to add your own definitions to those ones.

Key: 1 c, 2 b, 3 d, 4 f, 5 e, 6 a, 7 d.

7. Speaking

Do ex. 5, p. 43.

In small groups, choose one of the ads (p. 40–41); discuss all the requirements which are stated in it.

Think of advantages and disadvantages of “your” job and the traits of a person’s character it needs. Make notes if necessary. Share your ideas with the rest of the class.

In the same groups, choose the “speaker”. Use your notes from the previous exercise to argue with the other groups’ “speakers”. The other members of groups can add their ideas or ask questions.

8. Summary

Do ex. 6, p. 43.

Game “Guess the Profession”

Students have to write the name of profession on a sheet of paper. The other students try to guess this profession asking questions in turns. Use the words from the box for your questions.

9. Homework

Teacher gives the instruction to each student.

Choose one of the advertisements and write a brief passage about. Organize your work in some paragraphs:

1. Introduction (what the ad is about).
2. Your arguments for the advertisement (requirements, essential qualities, salary, others).
3. Your arguments against the advertisement (requirements, your abilities and wants don’t fit this job, salary, others).
4. Conclusion (if it is worth responding to this ad).

Lesson 11. DEVELOP YOUR VOCABULARY: JOBS NEED...

Дата _____

Клас _____

Objectives:

- to introduce and practise the topic; to revise previously taught vocabulary on the topic; to improve students' vocabulary skills;
- to develop students' communicative competence; to activate thinking imagination; to broaden students' vocabulary;
- to encourage students' understanding of the importance of different professions; to encourage tolerance to others; to develop self-esteem and a sense of respect for others.

Outcomes:

 by the end of the lesson students will be able:

- to form new words with the help of suffixes;
- to express their personal attitude to different jobs and professions;
- to understand the difference between the words connected in meaning with the word "work";
- to speak about people's occupations;
- to give definitions of the words.

Procedure

1. Warm-up

Teacher has to cut the cards and give them to the students. Individually, students think of the traits of character the definite profession needs (not more than 15 seconds). Then, the students share their answers and compare them.

kids' nurse	teacher	businessman	builder
carpenter	designer	safeguard	musician
secretary	plumber	goldsmith	writer
sport coach	engineer	sailor	bricklayer
mechanic	watchmaker	doctor	waiter

2. Speaking

Do ex. 1, p. 43.

In pairs, students match the jobs and the skills they need for doing them.

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

3. Speaking & Reading

Answer the questions.

1. What do the jobs from the previous exercise have in common?
2. What common do the professions of doctor, architect and banker have?
3. What do you think is the main difference between these two groups?

Now, listen to the short introduction. Then, in two groups, read the text and check how right you were.

Text for Listening

WHAT IS A BLUE-COLLAR WORKER AND A WHITE-COLLAR WORKER?

The terms "blue collar" and "white collar" are occupational classifications that distinguish workers who perform manual labour from workers who perform professional jobs. Historically, blue-collar workers wore uniforms, usually blue, and worked in trade occupations. White-collar workers typically wore white shirts with suits and worked in office settings.

Group 1 (text for reading)

Blue-collar workers typically work with their hands. The skills necessary for blue-collar work vary by occupation. Some blue-collar occupations require highly

skilled personnel who are trained and certified. These workers include aircraft mechanics, plumbers, and electricians. A lot of blue-collar employees perform simple tasks such as cleaning, service or other unskilled work. Blue-collar workers usually get vocational education, though some blue-collar occupations do not require formal education. Blue collar jobs are usually paid by the hour.

Group II (text for reading)

White-collar workers usually perform job duties in an office setting. They are highly skilled and trained professionals. Many white-collar workers, such as accountants, bankers, lawyers and real estate agents, provide professional services to clients. Other white-collar workers, such as engineers and architects, provide services to businesses, corporations and government agencies. White-collar workers typically have at least a high school diploma, a bachelor's or a master's degree.

The level of education is the major difference between blue-collar and white-collar jobs. White-collar jobs generally pay well because of the education level. White-collar workers usually earn a salary.

4. Writing

Do ex. 2, p. 44.

Complete the table with your own variants. Then, take the cards and make the word formation work changing the verbs into the nouns — the names of professions with the suffixes *-or* / *-er*; and put them into the appropriate columns, too.

To invest, to teach, to direct, to decorate, to edit, to treasure, to investigate.

-or	-er	-ist	-ian	Others
plumber lawyer	actor conductor	scientist psychologist	librarian electrician	pilot accountant

5. Vocabulary work

Do the "Vocabulary links" box, p. 44.

In three groups, read the box information (each part for each group). Then, two students of each group move to the other groups to explain their information in turns.

6. Vocabulary practice

Do ex. 3, p. 44.

In the same groups, students fill in the table putting the words in the appropriate columns.

Why did you put some words in more than one column?

Key:

Business	Trade	Profession	Industry
advertising building fashion music shipping tourism	building	building legal medical teaching	advertising building music medical manufacturing

7. Summary

Do ex. 4, p. 44.

8. Homework

Write 6 to 8 sentences about people and their occupations. Add information about you. What profession / trade would you like to choose? Why?

Lesson 12. BUILD UP YOUR GRAMMAR: LOOKING FOR A JOB

Дата _____

Клас _____

Objectives:

- to introduce and practise the new grammar point; to focus students on using the Present Perfect Continuous Tense; to improve students' vocabulary skills;
- to interest students in learning grammar; to develop students' grammar competence; to motivate linguistic guess; to activate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in groups and pairs.

Outcomes: by the end of the lesson students will be able:

- to understand the difference between Past Simple, Present Perfect and Present Perfect Continuous;
- to analyse and understand the situations in which Present Perfect Continuous is used;
- to use Present Perfect Continuous to speak about actions in the past;
- to describe events in the past with positive and negative forms.

Procedure

1. Warm-up

Do ex. 1, p. 45.

Skim the profile and fill in the gaps with the verbs in Past Simple or Present Perfect. Remember about the difference between these tenses. Check your answers.

Key: 1 was, 2 decided, 3 finished, 4 began, 5 met, 6 offered, 7 were, 8 enjoyed, 9 found, 10 was, 11 has specialised, 12 has found, 13 went, 14 spent, 15 went, 16 has worked, 17 has not been, 18 he has taught, 19 has learnt, 20 hasn't regretted.

2. Writing & Speaking

Game "A short story"

In pairs, students have to write a short story. Get the students to read the following questions attentively but not answer the questions at once. Students think of the time of the questions and try to describe the actions in the questions but don't name them. Then, they answer the questions paying attention to the verb forms. There are no "correct" answers, use your imagination. Read your stories to the others.

Last, answer the question: "What is the difference between three pairs of questions?"

Expected answer: The first two — Past Simple — shows the *fully finished* action in the past. The second two — Present Perfect — suggests *completion* while the third two — Present Perfect Continuous — suggests something is *unfinished*.

- What was her / his name?
- What was unusual about her / him?
- What has happened?
- Why has she / he become ... / ...?
- Whom has she / he been meeting recently?
- What has she / he been doing since that?

3. Grammar

Do ex. 2, p. 46.

1. Read the sentences and complete the rules.

Key: A — Past Simple, B — Present Perfect, C — Present Perfect Continuous.

2. Read the "Grammar links" box and the "Note" box to understand the grammar structure and the signal words of the tense.

Past Simple vs. Present Perfect vs. Present Perfect Continuous

Compare the following and explain the difference:

1. Dick Francis *was* a famous jockey and *finished* his career in 1955.
Dick Francis *has been writing* novels since 1957.
In forty odd years, he *has written* over 30 bestsellers.
2. I *read* this book last month. It was quite interesting.
I *ve read* five chapters of this book this afternoon, and I think that's quite an achievement.
I *ve been reading* this book all afternoon, and I still haven't finished it yet.
3. Someone *ate* my chocolate yesterday.
Who *has eaten* my chocolates? There are none left.
Who *has been eating* my chocolates? There are only a few left.

4. Writing & Grammar practice

Do ex. 3, p. 46–47.

Check your answers.

Key:

1. They have been driving their car for two years.
2. He has been swimming since 12.
3. She has been working all day long.
4. We have been using our mixer since 2001.
5. He has been telling jokes for two hours.
6. They have been playing a computer game for two hours. / They have been playing a computer game since 4 p.m.
7. I have been drawing a picture all day long. / I have been drawing a picture since morning.

5. Grammar

Read the “Grammar links” box to find out the difference between Present Perfect and Present Perfect Continuous.

6. Writing & Grammar practice

Do ex. 4, p. 47.

Check your answers and explain your choice.

Key: 1 have you had, 2 has been working, 3 has found, 4 have been writing, 5 have you been living.

7. Grammar practice

Do ex. 5, p. 48.

In pairs, think and choose the correct tense; read the short dialogues to the class and explain your choice; compare your results.

Key:

- A. How long have you been trying to find a job?
B. For three years. It has been really difficult.
- A. How many jobs have you had?
B. About thirty, maybe more I have done everything.
- A. How long have you been standing here today?
B. I have been waiting since 8:00 this morning, and I'm freezing.

8. Summary

Do ex. 7, p. 48.

In pairs, role-play the situation. Phone your friend; ask and answer the questions about what you've been doing this week.

9. Homework

Do ex. 6, p. 48.

Lesson 13. JOB INTERVIEW: VARIETY OF PROFESSIONS

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about people's occupations and the qualities necessary for those;
- to motivate students for becoming independent listeners; to develop students' personal and social skills; to activate linguistic guess; to broaden students' vocabulary;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form a reliable attitude to their choice.

Outcomes: by the end of the lesson students will be able:

- to talk about professions;
- to compare different points of view;
- to estimate the necessity of different jobs;
- to make a choice considering advantages and disadvantages of a job.

Procedure

1. Warm-up

Do ex. 1, p. 49.

In pairs, think of a job. Asking and answering the questions students try to guess the job of the partner.

Example:

- Are you a white-collar or blue-collar worker?
- Do you work in an office? / in industry? / In business?
- Do you wear a uniform? Etc.

2. Vocabulary

Do the "Words for you" box, p. 49.

In pairs, look through the box and give English definitions or Ukrainian equivalents to the words. Compare your results with the other pairs.

Key:

- Safety — a state or a place where you are not in danger — безпека
- A vacancy — a job that no one is doing and is available for someone new to do — вакансія
- To apply — to request doing something, usually officially in writing — подавати заяву
- To graduate (from) — to complete a vocational school, college or university successfully — закінчити навчальний заклад із отриманням диплому
- To offer — to ask smb if they would like to have smth / to do smth — пропонувати
- To be responsible (for) — to have an authority over smth / smb and the duty of taking care of it / them — бути відповідальним
- To be satisfied (with) — be pleased because of smth — бути задоволеним
- To be well-paid — a person or a job with a good salary — бути добре оплачуваним

3. Vocabulary practice

Do ex. 2, p. 49.

Unscramble the words from the text you are going to listen.

Key:

- Stemsy ministradator — system administrator
- Naljourist — journalist
- Countacant — accountant

4. Reading & Vocabulary practice

Do ex. 3, p. 49.

In pairs, look through the sentences from ex. 4 and try to identify the missing words before listening.

Key: 1 position / vacancy, 2 responsibilities, 3 job / occupation, 4 name of any profession, 5 responsible, 6 colleagues.

5. Listening

Do ex. 4, p. 49.

Listen to the three people and complete the sentences. Compare your answers from ex. 3 with the correct answers. How right were you?

Do ex. 5, p. 50.

Listen to the text again and answer the questions. Check and compare your answers with the other students' answers.

6. Speaking

Do ex. 6, p. 50.

In pairs, talk to your partner about your parents' / relatives' job. Make notes if necessary.

Do ex. 1, p. 50.

Match the questions and the answers. Check your results. Then, in pairs, act out the interview dialogue.

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

7. Vocabulary

Do the "Useful language" box, p. 51.

8. Reading & Speaking

Do ex. 2a, 2b, p. 51.

In pairs, read the dialogue, make a similar one; present your work to the class.

Do ex. 3, p. 51.

In pairs, make up questions to the interview (see ex. 1, p. 45). Get ready to act your role-play in the class.

9. Homework

Do ex. 4, p. 51.

Read the questions and write a brief passage about jobs in Ukraine. Organise your work in some paragraphs (teacher gives the instruction to each student):

1. Introduction (To begin with... I would say that...)
2. Main part: prestigious jobs; not prestigious jobs; well-paid jobs; jobs that require a lot of training; stressful / dangerous jobs; jobs that have long holidays (I am sure... I am certain that... In my opinion... In addition...)
3. Conclusion (In conclusion... To sum up... It is / isn't worth working as... My view / opinion / belief / impression is that... As for me...).

Use the following linking words and phrases: *for example, such as, in other words, in particular, because, it seems to me, also* etc.

Lesson 14. TYPES OF WRITING: LETTER OF APPLICATION FOR A JOB

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on the differences of the types of writing; to practise writing of an application letter;
- to develop students' transferable skills; personal and social skills; to broaden students' knowledge about the types of writing; to engage students in discussion;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to other people.

Outcomes: by the end of the lesson students will be able:

- to identify different types of texts;
- to understand the differences between different types of writing;
- to understand the goal of writing;
- to know the structure of a letter;
- to write an application letter.

Procedure

1. Warm-up

Do ex. 1a, 1b, c, p. 52.

What are the three most important elements of writing? (Audience, purpose and form)

Look through the table and try to fill in it with appropriate content. Discuss your results with the other students.

Expected answer:

Type of the text	Audience	Purpose	Form
novel	book readers	to entertain, to describe, to show smth	fairy tales, science fiction, adventure stories, fables, myths, legends, etc.
hotel reservation	hotel administration	to inform administration	letter, e-mail
staff meeting minute	staff	to inform about subject, time and place	announcement, notice, letter
study trip report	teacher	to show knowledge and results	composition, essay, report
mobile phone instruction	users	to give information on how to use	instruction
play review	theatre audience	to inform the audience	essay, review, press-release

2. Reading

Do ex. 2a, p. 52–53.

Read the text to find the names of the type and the style of a letter.

Expected answer:

- Letter types: the most common reasons are requesting or giving information; giving or asking for an opinion; applying for a position, etc.
- Letter styles: informal, semi-formal, formal letters.

3. Writing

Do ex. 2b, p. 53.

Look through the text again and put the parts of the letter in the correct order.

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

4. Reading

Do ex. 3a, p. 54–55.

Read the advertisement and the letter to answer the questions. Compare your answers with the rest of the class.

Expected answer:

- The letter is formal
- The purpose of it is to get the job indicated in the announcement
- It is a professional letter
- It is the letter of application

5. Writing & Speaking

Do ex. 3b, p. 54–55.

In pairs, match the headings to the appropriate parts of the letter.

Key:

- | | |
|-------------------------------|-------------------------------|
| 1) sender's address | 7) the places she has visited |
| 2) date | 8) the things she is good at |
| 3) address she is writing to | 9) her personal qualities |
| 4) greeting | 10) signing off |
| 5) reason for writing | 11) sender's signature |
| 6) her knowledge of languages | 12) sender's name |

6. Writing

Do ex. 3 b, p. 54–55.

Write your own letter of application for a job (briefly) as a Janet Smith Happy Holidays host or hostess.

7. Summary

In pairs, think of: places where you can work / would like to work in summer; your possible position; the qualities you need to have; the requirements to you.

Make your notes.

8. Homework

Using your lesson notes write the application letter on your own.

1. Before writing think of the imaginary address of your receiver, the company or organisation name, the place where you'd like to work, your future position.
2. Then, write your address, date.
3. Imaginary address of a company; greeting.
4. Say about the reason of your writing.
5. Persuade your receiver you are the best candidate for this job; describe your qualities and skills.
6. Express your hope for a positive answer.
7. Sign off / Say goodbye.
8. Put your signature and name.

Lesson 15. USE YOUR SKILLS: THE JOB OF YOUR DREAM

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking and listening competence;
- to develop students' individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage tolerance and enjoyment of diversity;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; a sense of respect for others.

Outcomes:

 by the end of the lesson students will be able:

- to analyse and understand the situations in which Present Perfect Continuous is used;
- to use different tenses for expressing the past;
- to estimate person's qualities and skills;
- to ask and answer questions in a dialogue proving advantages or disadvantages;
- to give reasonable arguments on the topic to support their ideas.

Procedure

1. Warm-up

Do ex. 1, p. 56.

In pairs, read the interview and fill in the gaps with the appropriate form of the verb in brackets. Compare your results with the other pairs.

Key:

- | | |
|---------------------------|------------------------|
| 1) have you been living | 8) seemed |
| 2) have always loved | 9) have you been doing |
| 3) has got | 10) have found |
| 4) wanted | 11) have been having |
| 5) needed | 12) speaks |
| 6) have drawn and painted | 13) am learning |
| 7) have never really had | |

2. Vocabulary

Do ex. 2, p. 56.

In pairs, play the vocabulary game writing the list of jobs you know in five minutes. Sum your results up and find out whose list is longer. Then, the pair with the longest list starts reading it aloud. The other pairs follow their lists and cross out the jobs mentioned by the first pair.

The winner is the pair which has the biggest number of the words left.

3. Reading & Listening

Do ex. 3a, p. 57–58.

In four groups, read the advertisements about vacancies (one ad for each group).

Then, listen to how different people estimate their chances to get a job. Follow the text while listening.

Do ex. 3b, p. 58.

In the same groups, discuss and decide if the qualification of each applicant is enough and whether the people's self-esteem is objective; and who will be a better candidate for a job. Explain your choice to the other groups.

4. Vocabulary

Do the "Words for you" box, p. 58.

Look through the box and translate the words into Ukrainian or give their meanings in English.

Expected answers:

- An applicant — a person who requests a job — претендент на робоче місце, подавець заяви
- Bachelor's degree — the first degree at college or university — диплом бакалавра
- Master's degree — an advanced college or university degree — ступінь магістра
- A salary — a fixed amount of money agreed on every year as a pay for an employee — зарплатня
- To apply for a job — to request a job by writing or sending in a form — подавати заявку на роботу
- In pairs, make up short dialogues with the words and expressions from the box. Write them down if necessary and tell them to the class

Example:

A. How long have you been applying for a job?

B. Oh, a very long time, since last spring.

5. Reading & Vocabulary practice

Do ex. 4, p. 58.

In pairs, role-play the situation from the exercise.

Imagine, one of your pair (**Speaker B**) hasn't worked yet in the field that another student (**Speaker A**) has chosen as his/her future profession. Each pair can choose any occupation it would like to. Speaker A wants to know some information about Speaker B's job.

So, he/she can ask the partner:

- whether he/she works where he/she wants?
- if the job requires a lot of skills (knowledge, education, practice, experience);
- where he/she got the necessary (desirable/essential) skills (knowledge, education, practice, experience);
- what he/she advises to do to become better acquainted with this occupation (trade, profession);
- what are the official duties and responsibilities of Speaker B;
- if the job is prestigious (dangerous, risky, stressful, responsible);
- whether the job is well-paid (low-paid);
- if he/she is satisfied with the salary, working conditions
- what attracts him/her in such an occupation.

Speaker B has to answer Speaker A's questions and mention advantages and disadvantages of his/her job.

6. Summary

Do ex. 5, p. 59.

In groups, make up a list of occupations which require definite skills and qualities. You may discuss and group the qualities as you need: different jobs may require similar sets of qualities. The picture may help you in your work. Then, present your results to the other groups.

7. Homework

Do ex. 6, p. 59.

Lesson 16. CHECK YOUR ENGLISH: TO BE A PROFESSIONAL

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding of human diversity;
- to develop self-esteem and mutual esteem; a sense of respect to peers and adults; to bring up students' responsibility.

Outcomes: by the end of the lesson students will be able:

- to understand situations of using Present Perfect Continuous;
- to use different tenses for expressing the past;
- to read and understand job ads;
- to estimate own skills and qualities;
- to read /listen and understand job requirements;
- to write a letter of application.

Procedure

1. Warm-up

In pairs, students get the cards with the texts.

Look through the parts of the texts and identify their types:

1. A parrot was flying about the room. A man came into the room and saw the parrot. "What are you doing?" he said.
2. The majority of our students had a great opportunity to practise their French. To sum up, I'd like to say it was a positive experience for each of us.
3. Create a contact list by gathering up phone numbers of the people you want to talk to. Lock your Smartphone to secure it from pocket dials or thefts.
4. With a BSc degree in Computer Programming, I have a full understanding of the full lifecycle of a software development project. I also have experience in learning and excelling at new technologies as needed.
5. Our next staff meeting will take place on Friday from 3 p.m. until 4 p.m. Staff meetings are an important part of our team-building process. Please plan to attend.

Key: 1 novel, 2 study report, 3 instruction, 4 letter of application, 5 announcement.

2. Vocabulary practice

Do ex. 1, p. 60.

In small groups, students read the text and complete it with the words from the box.

Key: 1 salary, 2 fluently, 3 experience, 4 well-paid, 5 profession, 6 graduated, 7 Master's degree, 8 requires, 9 application, 10 offers, 11 Bachelor's degree, 12 apply, 13 staff.

3. Grammar

Do ex. 2, p. 60.

In pairs, complete the dialogues using Past Simple or Present Perfect. Present your variant (on your choice) to the class.

Key:

1. **A.** How long have you been at university?
B. I started two years ago. I'm in my third year now.
A. Do you live with your parents?
B. I lived with them for the first two years but I moved into a student hostel last September and I have lived there since then.

2. **A.** Has your brother found a job yet?
B. Yes, he has just started work in a hotel.

4. Listening

Do ex. 3a, p. 61.

Listen to the text and say what kind of information it is.

Do ex. 3b, p. 61.

Teacher has to print the form to give it out to the students.

Listen to the information one more time and complete the form with the concrete information about the applicant:

Name	
Age	
Sex	
Knowledge of English	
Experience	
Lack of experience	
Likes	
Dislikes	
The reason of applying	

5. Reading

Do ex. 4a, p. 61–62.

In pairs, read the results of the interview with Kelly Barrow. Pay attention to the verb tenses.

Do ex. 4b, p. 62.

Look through the interview attentively and complete the sentences with the numbers from it to make them true.

Key:

- a) earns about 16 thousand pounds a year
- b) trains for 3 years
- c) works about 9 hours a day
- d) starts work at about 8 o'clock a.m.
- e) finishes work at about 5 o'clock

6. Writing

Do ex. 4c, p. 62.

Write the questions to part 4b as in the example.

7. Summary

In pairs, ask each other the interview questions (ex. 4a, p. 61). Make notes if necessary. Present your results to the class.

8. Homework

Imagine, you are an applicant and you have to fill in the form of application. Copy the lesson form, think of the job position, company or organisation and fill in the form.

UNIT 3. WHY GO TO SCHOOL

Дата _____

Клас _____

Lesson 17. WAYS OF EDUCATION

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to improve students' reading and speaking skills;
- to develop students' communicative competence; to activate thinking imagination; to encourage understanding and tolerance to others;
- to broaden students' outlook; to encourage students' understanding of importance of studying; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use the words of the topic in oral speech;
- to express their personal attitude to school;
- to discuss the questions expressing agreement or disagreement;
- to read and understand texts finding the most essential/special information;
- to give the definitions of the words.

Procedure

1. Warm-up

Do the "Warm up" activity, p. 63.

Tell briefly about your school life: your preferences/likes/dislikes. Use the questions and the beginnings of the answers:

1. The most important subject for me is ... because
2. I spent the most time on ... because. The easiest subject for me is ... since I
3. During breaks I enjoy Sometimes I like to
4. At our school, students can Once or twice a year we have a / an

2. Speaking

Do ex. 1, p. 64.

In pairs, discuss the exercise. Make a short dialogue expressing your agreement/disagreement and act it to the class.

3. Vocabulary

Do "Words for you" box, p. 65.

In pairs, read the words, explain their meanings to your partner if you know them; if you don't know, find their definitions or translations in a dictionary. Check you work results.

Expected answers:

- A curriculum — the number of lessons a year and the subjects studied in a school — навчальний план
- An opportunity — the possibility of doing smth — можливість, нагода
- Particular — special — особливий, винятковий
- Mutual — doing the same in exchange — взаємний
- To acquire — to get smth — набувати щось, оволодівати
- To provide — to give smth that someone need — забезпечувати
- To realize — to understand a situation, sometimes suddenly — усвідомити, раптом з'ясувати
- It is obvious — it's easy to understand or see — це очевидно

4. Reading & Listening

Do ex. 2, p. 64–65.

Listen to the student's essay and follow it while listening. Match the questions with the paragraphs of the text.

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

5. Reading

Do ex. 3, p. 65–66.

Read the essay again and decide if the statements are true (T) or false (F). Mark them with the appropriate letters. Remember, you have to pay attention to the mentioned information only.

Key: 1 F, 2 T, 3 F / not mentioned, 4 F, 5 T, 6 F, 7 T.

6. Vocabulary practice

Do ex. 4, p. 66.

In pairs, match the words with their meanings and then, make up a short dialogue using the matched words.

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

7. Speaking

Do ex. 5, p. 66–67.

In pairs, in turns ask and answer each other about school life, the attitude to the school at all, the relations between classmates and other students, understanding between students, teachers and parents, the use of the Internet. Make notes if necessary. Be ready to compare your answers with the opinions of other students.

8. Summary

Do ex. 6, p. 67.

Read the British students' opinions about school. Compare them with your answers from the previous exercise.

9. Homework

Teacher gives students the instruction cards:

Write down a brief essay taking the lesson essay (ex. 2, p.64–65) as an example. Don't forget about the structure of an essay. Use your answers to ex. 6, p. 67. Add your own ideas:

It has... / It can make me feel... / It proposes me a lot of... / It always gives me... / It's a possibility of taking part in...

An essay structure

1. Introduction (gives your thesis statement (-s); moves from general idea to the specific one).
2. Body (two or three paragraphs where each of theses is considered and proved with the example or your own experience).
3. Conclusion (gives the final broad statement (-s); moves from specific idea to the general one).

Lesson 18. **DEVELOP YOUR VOCABULARY.**
BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to revise previously taught vocabulary; to improve students' vocabulary skills; to introduce and practise the new grammar point; to focus students on use of the Conditionals;
- to broaden student's vocabulary; to interest students in learning grammar; to develop students' grammar competence; to motivate linguistic guess; to activate thinking and imagination; to activate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in pairs.

Outcomes: by the end of the lesson students will be able:

- to use the words correctly;
- to analyse and understand the situations in which the 1st Conditional is used;
- to use the 1st Conditional in oral speech.
- to give the definitions of the words.

Procedure

1. Warm-up

Answer the question.

- Do you study at school or do you learn at school? Do you learn by heart or do you study by heart?
- Do you study to ride a bike or do you learn to ride a bike? What's the difference?

2. Vocabulary

Do the "Vocabulary links" box, p. 68.

In pairs, read the box attentively (one column for each of the partners). Try to understand and then, explain the information to your partner.

Remember the "Note" box: to go to school, to be at school, to be at university are the same as "to study"; to be a student = to study, too.

Think of your own examples and write them down.

3. Vocabulary practice

Do ex. 1, p. 68–69.

Fill in the gaps with the words from the box.

Key: 1 state school, 2 private school, 3 nursery school, 4 primary school, 5 secondary school, 6 boarding school, 7 head teacher, 8 graduate.

4. Vocabulary practice

Do ex 2, p. 69.

Choose "learn" or "study" to put them in a correct form to complete the sentences.

Key: 1 learn, 2 study, 3 studies, 4 learns, 5 will soon learn, 6 studies, 7 learn, 8 learnt.

5. Grammar

Do "Grammar links" box, p. 69.

Study the box and find out the situations to use the 1st Conditional sentences.

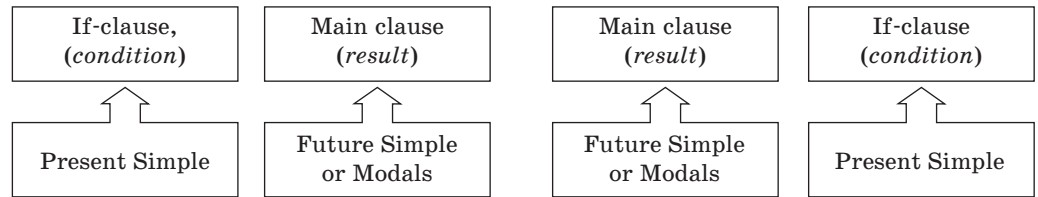
When do we use it?

Expected answer:

- 1) to express the strong probability that smth will happen in the future (*Example:* If you don't hurry, we will miss the train).

2) to make predictions about the things we are sure about (*Example: If she doesn't take the umbrella, she will get wet.*)

Pay attention to the Conditional sentences structure:



6. Grammar practice

Do ex 1, p. 70.

In pairs, match the halves of the sentences to complete the 1st Conditionals.

Key:

If he doesn't know the answer, he can find the answer for you.

If you are hungry, you can get something to eat.

If you call them now, you can tell them you'll be late.

If Carla doesn't study, she will probably fail the exam.

If I give you my number, you can call me tomorrow.

If you don't want to read it, I'll throw the magazine away.

If you hurry, you can still get the early train.

If she arrives late, she will miss the opening ceremony.

7. Grammar practice

Do ex 2, p. 70.

Complete the sentences in your own way. Pay attention to the order of clauses.

Present your result to the class.

Do ex 3, p. 70–71.

Complete the b-sentences to make them similar in meaning to a-sentences.

Key: 1 aren't ... won't know, 2 inhabit ... will be, 3 is ... won't, 4 continues ... will need.

Do ex. 4, p. 71.

Correct the mistakes.

Key: 1 I give, 2 Won't you mind I borrow..., 3 will get... don't eat, 4 will spoil, 5 Will be... take, 6 can leave, 7 will get... can rain / rains.

8. Summary

Fill in the gaps with “learn” or “study” in the right form. Then, complete the sentences to make the 1st Conditionals. Don't forget to change the verb forms if necessary.

- (he ... to drive) (we can go to his parents) — If he learns to drive, we can go to his parents.
- (he ... medicine) (Sam wants to be a doctor) — If Sam wants to be a doctor, he will study medicine.
- (he speaks fluently) (he ... English with native speakers) — If he learns English with native speakers, he will speak fluently.
- (they invite you to work in the Carnegie Hall) (you ... to play the flute perfectly) — They invite you to work in the Carnegie Hall if you study to play the flute perfectly.
- (he ... computers well) (he is a good programmer) — If he studies computers well, he will be a good programmer.

9. Homework

Do ex. 5, 6, p. 71.

Lesson 19. **SCHOOLS IN BRITAIN AND UKRAINE: ASKING FOR AN OPINION**

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about school education in Great Britain and Ukraine, about changes in the educational system of Ukraine;
- to motivate students for becoming independent listeners; to develop students' personal and social transferable skills; to activate linguistic guess; to expand students' vocabulary;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form reliable attitude to studying.

Outcomes: by the end of the lesson students will be able:

- to talk about schools and education;
- to compare different points of view;
- to estimate the necessity of changes in school considering the changes in the world;
- to express motivated agreement and disagreement.

Procedure

1. Warm-up

Game "Solve a problem"

Give the students the list of expected answers. Students have to think and write one sentence like this: "My problem is..." according to the answers. Then, in turns, they ask for advice from the other students.

List of answers:

- Be different / tolerant / reliable / confident, etc.
- Control your temper.
- Respect feelings (opinions / thoughts) of other people.
- Be grateful (satisfied / not satisfied) for (with) what you've got.
- Know who your friends are.
- Let them (him / her) have their (his / her) privacy.
- Don't feel shy and do your best to achieve your goal.

2. Speaking

Do ex. 1, p. 72.

In pairs, brush up your knowledge about schools in Britain. Choose the correct answer and check your results comparing with the other students' answers.

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

3. Vocabulary

Do ex. 2, p. 72.

In the same pairs, look through the words in the box (ex. 4, p. 72). Identify their definitions / translation.

Key:

- courses — a set of classes (a plan of study) leading to an exam (qualification) — курс навчання
- independent — not influenced or controlled — незалежний
- opportunities — possibility to do smth — можливості
- advanced — at a higher level — передовий, високого рівня
- junior — level of school (between primary and high school) — молодший
- available — able to be used — доступний
- public — expensive private (in England); provided by the government (in Scotland, US) — приватний (в Англії); загальнодоступний (у Шотландії, США)

- compulsory — smth you must do because of a law — обов'язковий
- boarding — a school where students live and study — (частіше приватна) школа-інтернат
- comprehensive — completed, including everything that is necessary — загальноосвітній

4. Listening

Do ex. 3, p. 72.

Listen to the text and check your answers.

5. Listening & Vocabulary practice

Do ex. 4, p. 72–73.

Key: 1 junior, 2 compulsory, 3 comprehensive, 4 courses, 5 Advanced, 6 available, 7 independent, 8 public, 9 boarding, 10 opportunities.

6. Reading & Vocabulary practice

Do ex. 5, p. 73.

In pairs, choose the correct item to complete the text. Discuss your choice with your partner. Check your results.

Key: 1 compulsory, 2 provided, 3 junior / primary, 4 grades, 5 basic, 6 senior, 7 schooling, 8 curriculum, 9 private, 10 available, 11 educational.

7. Vocabulary

Do the “Useful language” box, p. 74.

In pairs, read the box and explain each other the expressions’ meanings.

Key:

Agreeing — згода / Disagreeing — незгода

How do you feel about...? — Що ти думаєш щодо...?

I’d go along with that — Я би погодився з цим

You’ve got a point there — Тут ти маєш рацію

I think so, too — Я також так думаю

Great minds think alike — Великі уми мислять однаково

Not sure — не впевнений

Yes, but I don’t agree... — Так, але я не погоджуся...

Maybe,... but... — Можливо й так, але...

I don’t think so — Я так не думаю

The problem’s that... — Питання в тому, що...

8. Speaking

Do ex. 1, p. 7.

In pairs, talk on the following; use the expressions from the “Useful language” box.

Do ex. 3a, 3b, p. 75.

In groups, agree or disagree with the statements. Discuss and write three reasons for each statement.

Then, present your results to the other groups. Each group has to listen to and express its agreement / disagreement.

9. Summary

Do ex. 6, p. 74, ex. 4, p. 75.

10. Homework

Do ex. 2, p. 75.

Use your notes, the “Useful language” box expressions.

Lesson 20. **FORMAL LETTER:**
LETTER OF APPLICATION FOR A COURSE

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on writing an application letter; to practise writing of a letter of application for a course;
- to develop students' personal and social skills; to broaden students' knowledge about the types of letters; to engage students in discussion;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to other people.

Outcomes: by the end of the lesson students will be able:

- to identify different types of writing;
- to understand the goal of writing;
- to know the formal letter structure;
- to write an application letter for the course study.

Procedure

1. Warm-up

The teacher writes two controversial statements on the board. Students work in pairs and agree or disagree with the statements, as well as provide reasons.

For example:

Statement 1: The school education in Ukraine is quite complete.

Statement 2: The school education in Ukraine doesn't give enough knowledge to become an expert in a certain field.

Use the table if necessary:

If you agree, say:	If you disagree, say:
I agree that... because...	I don't agree that... because...
I fully agree that... because...	I fully disagree that... because...
I partly agree that... because...	I don't think that... because...
That's right, because...	I wouldn't say that... because...
Certainly, because...	Absolutely not that... because...

2. Speaking

Do ex. 1, p. 76.

Read the parts of the formal letter structure and the information from the formal letter; put the information clusters in the correct order. Check your results.

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

3. Reading & Speaking

Do ex. 2, p. 76.

In groups, read the situation and discuss it. Then, match each point of information content to the correct paragraph.

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

4. Reading & Speaking

Do ex. 3, p. 77.

In pairs, scan the text and put the paragraphs in the correct order.

Key: 1 E, 2 G, 3 F, 4 A, 5 H, 6 B, 7 C, 8 D.

5. Reading & Speaking

Do ex. 4, p. 78.

In pairs, read the list of useful phrases and explain them to your partner. Read the college advertisements and discuss their offers:

- period of studying;
- the types of courses;
- social programmes;
- accommodation;
- college situation.

6. Writing

Do ex. 4, p. 78.

Individually, choose one of the advertisements; then, use the letter (ex. 3, p. 77) as an example and the phrases from the list to write your own application letter.

- I'm writing to apply for admission to a course in... / I would like to apply for a place on...
- I have taken (passed / completed) the... / I hold a certificate in ...
- I look forward to receiving your response... / I look forward to meeting you (hearing from you)... / I hope you will consider me for ...
- Please, contact me regarding ...
- I enclose further details of my qualifications (a copy of my...) ...

7. Summary

Listen to the definitions and name the words.

- 1) people who have a job
- 2) to offer
- 3) a person's success through their life in a profession
- 4) suitable or ready for use
- 5) to ask for something strongly
- 6) smth you must do because of a law
- 7) a school where students live and study
- 8) possibility to do smth
- 9) completed, including everything that is necessary
- 10) at a higher level

Key: 1 employed, 2 to propose, 3 a career, 4 available, 5 to require, 6 compulsory, 7 boarding school, 8 opportunities, 9 comprehensive, 10 advanced.

8. Homework

Find information about the Ukrainian technical/vocational schools or courses (that are placed in your city, town) in the Internet. Choose one of the sites (schools' pages) and write your letter of application for a course you'd like to study. Use the phrases from the list (ex. 4, p. 78) and the letter (ex. 3, p. 77) as the example.

You may use the following addresses:

- <https://www.education.ua/ua/colleges/1852/>
- osvita.com.ua
- education.ua

Lesson 21. **USE YOUR SKILLS:**
A VARIETY OF EDUCATIONAL SYSTEMS

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking and listening competence;
- to develop students' individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage tolerance and enjoyment of diversity;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to analyse and understand situations in which the 1st Conditional sentences are used;
- to read/listen and understand information about education and schools;
- to ask for opinions in dialogues;
- to express agreement and disagreement on topic supporting own ideas;
- to write a letter of application for a course of study.

Procedure

1. Warm-up

Imagine you are going to choose a course in one of the technical schools or colleges. What can it be? Explain your choice in 2–3 sentences. Use the table:

I'd like to apply...	because	it's quite...
I'd rather choose...		my parents / friends / teachers...
I'm going to write...		my qualifications...

2. Grammar

Do ex. 1, p. 80.

In pairs, match the halves of the sentences. Remember the 1st Conditional sentences structure and use!

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

3. Reading & Vocabulary

Do ex. 2, p. 80.

In pairs, read the information about American schools, discuss and choose one of the answer variants (a, b or c) in the list below; then, complete the text with the correct answers. Compare your results with the other pairs; explain your choice.

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

4. Speaking

Do ex. 3a, p. 81.

In pairs, look through the diagramme and compare the systems of education in Great Britain and in the USA. Pay attention to the level names, age of students, names of class. Use the list of the words if necessary:

- optional — необов'язковий
- reception — вхідний, підготовчий
- fresher (BR) / freshman (AM) — першокурсник
- sophomore — другокурсник

5. Speaking & Writing

Do ex. 3b, p. 81.

In small groups, draw the diagramme to describe the educational system in our country. Use the diagramme from the page as the example. In your diagramme

mention: pre-school education; primary education; secondary education. Mark compulsory education in your work. Also, add information about subjects taught, exams taken; private schools.

6. Speaking

Do ex. 4, p. 82.

Teacher gives the printed form to each of the students.

In pairs (or in groups of 4), read, then make up, ask and answer the questions in turns. Make your notes. Present the result of your survey, retelling the information about your partner(-s).

Survey questions	Students' names			

How long studying English				
Last English course				
Get on with others				
Any other language				
Best teacher / worst teacher				

7. Reading & Writing

Do ex. 5, p. 82.

In pairs, scan the text and find out which sentences best fit each part of the text.

Key: 1 B, 2 D, 3 A, 4 C.

Remember how to ask for advice / opinion and write down not less than 4 questions (a question for each of the paragraphs).

- What do you suggest / recommend...?
- What should I do when...?
- Could you recommend ...?
- Do you know the quickest way to...?
- What would you do if ...?

8. Speaking

Do ex. 6, p. 83.

In groups, discuss the questions and present your opinion to the other groups. Give reasonable arguments to support your ideas.

9. Summary

Do ex. 7, p. 83.

In pairs, choose one of the courses from the ads. Complete the sentences using the 1st Conditional.

10. Homework

Choose one of the courses (ex. 7, p. 83) from the ads. Complete and enlarge the sentences in your own way.

- If they offer ... , I'll attend ... because
- I'll prefer to ... if they organise ... because
- If they provide ..., I'll choose ... because
- I'll apply to ... if they arrange ... because

Lesson 22. CHECK YOUR ENGLISH: DIVERSITY OF SCHOOL TRADITIONS

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and reading competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding of human diversity;
- to develop self-esteem and mutual esteem; a sense of respect to peers and adults; to bring up students' responsibility.

Outcomes: by the end of the lesson students will be able:

- to analyse and understand the use of the 1st Conditional;
- to read/listen and understand information about schools in different countries;
- to talk about school life;
- to identify true and false information;
- to express their own opinions about schooling.

Procedure

1. Warm-up

Do you know what a cinquain is? It is a short five-line poem with no rhyme. Read the example and make up your own one on one of the topics:

Exams, Students, University etc.

School *one* noun as a title

Interesting, boring *two* adjectives describing the title

Teaching, raising, uniting *three* verbs giving more information about the title

I like going there *four-word* sentence describing your emotions about the title

Education. *one* word, mostly the title synonym or a very similar word

2. Vocabulary

Do ex. 1, p. 84.

In pairs, check your partner's knowledge. Match the two parts individually and compare your answers. Explain your choice if your results are different.

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

3. Grammar & Writing

Do ex. 2, p. 84.

Complete the sentences using the verbs in brackets in the correct forms.

Key:

1. I will help tomorrow if you still need help.
2. If my parents don't work on Saturday, we all will go skiing.
3. If the weather is fine next weekend, we'll go to the country.
4. I will always help you this year if you need help.
5. Granny sometimes can't hear if little Eddie calls her.

4. Listening

Do ex. 3, p. 84.

Listen to the conversation and mark the statements as true (T) or false (F).

5. Reading

Do ex. 4, p. 85–86.

In pairs, read the questions (1–6) and answers (A–F) of the Hampton school headmaster’s interview. Match the answers to the questions.

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

Look through the interview one more time and exchange your opinions with your partner about the Hampton school. Ask and answer for opinions expressing your agreement or disagreement.

Student A. Ask about the type of the school (state or private; boarding or day); about the student body (mixed, boys’, girls’); about the educational level, the number of students.

Student B. Turn on your imagination and give the answers.

Use the useful expressions from the table:

Asking For Opinion	Giving For Opinion	Not Having Opinion
If I asked your opinion about ...?	In my opinion...	I’ve never given it much thought
Do you agree with the opinion that ...?	I’d say...	I don’t have strong feelings either way
Do you share the view that ...?	Personally, I think / believe...	I have no opinion on the matter
Can you give me your thoughts on ...?	If you ask me...	It doesn’t make any difference to me
What are your feelings about ...?	The way I see it...	I’m afraid, I have any thoughts on the subject
I’m sure you’d agree that ...	From my point of view...	

Present your dialogue to the class.

6. Summary

Teacher gives the cards with one fact about schools to the students.

In pairs, read the text on your card, discuss with your partner how much interesting it is and share the information with the other pairs.

1. The City Montessori School in Lucknow, India, is the largest school in the world where more than 32,000 students study.
2. Students in China receive the most homework in the world. At an average, teenagers do a whopping 14 hours of homework a week. Consider you are lucky, you didn’t have to!
3. The world’s oldest school is in Canterbury, England. The King’s School, as it is named, was founded in 597 AD. The school is up-to-date with quality equipment and supplies and provides modern education.
4. Kids in Japan are the most independent of the lot. They travel to school alone, clean their own classrooms and carry lunch. There are no janitors or canteens in the schools.
5. Iran is the only country where girls and boys are educated separately till the time they reach college.
In fact, only women teachers take classes of girls and male teachers for boys.
6. The world’s highest school is situated in Phumachangtang, Tibet, at a height of 5,373 metres above the sea level.
7. If you consider to study in the UK, look no further — you’ll have the top 10 reasons to study in London.

7. Homework

Find the most interesting fact(-s) about schools in Ukraine. Write them down to present to your classmates.

UNIT 4. NATIONAL CUISINE

Дата _____

Клас _____

Lesson 23. BRITISH AND UKRAINIAN MEALS: FAVOURITE DISH

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to improve students' reading and speaking skills;
- to develop students' communicative competence; to activate thinking imagination; to encourage understanding and tolerance to others;
- to broaden student's outlook; to encourage students' interest to meal traditions of different countries; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use the words of the topic in oral speech;
- to express their personal attitude to the healthy style of eating;
- to discuss the questions making decisions;
- to give definitions of the words.

Procedure

1. Warm-up

Do "Warm Up" activity, p. 87.

Individually, read the questions and answer them describing your eating habits.

Start like this:

1. In my sandwiches I like to have... / If I have a snack between meals, it's usually...
2. I think that a good diet consists of... / Also a healthy diet can include...
3. I always love eating out because... / To be honest I prefer eating at home because...
4. Our family enjoys... / When friends come over, we... / We have special meals to celebrate...

2. Writing & Speaking

Do ex. 1 a, p. 88.

In pairs, recall, discuss and list as many food items as you can for a minute.

Do ex. 1 b, p. 88.

Compare your list with the other pairs' lists reading them aloud. Find the winner (the one with the longest list) crossing out all the repeated words.

3. Writing

Do ex. 2, p. 88–89.

Look at the pictures and name the dishes. Speak on how often you have them at home. How do you like / dislike them?

Key: a) holubtsi, b) varenyky, c) mlyntsi, d) borsch

4. Reading & Listening

Do ex. 3, p. 88–90.

Listen to the text and follow it while listening. Name all the meal times in Britain. What new did you learn about the tradition of five o'clock tea? Name the ingredients of Christmas Pudding.

5. Vocabulary

Do the "Words for you" box, p. 90.

Translate into Ukrainian or explain the words in English.

Expected answers:

- a cuisine — a style of cooking — кухня як особливі страви й напої певної країни
- a course — a part of a meal that is served separately from the other parts — окрема страва
- an occasion — a special or formal event — особлива чи офіційна подія
- a specialty — a product extremely good in a particular place — страва при-таманна певному місцю
- to consist (of) — be composed or made up of — складатися (з)
- to include — to contain something — містити в собі
- to stew — to cook smth slowly in a little liquid — тушкувати

6. Reading

Do ex. 4, p. 90.

Read the text again and complete the table.

MEALTIME	FOOD THE BRITISH USUALLY EAT
breakfast	
main meal of the day	
afternoon tea	
high tea	

7. Reading & Speaking

Do ex. 5, p. 90.

Read the word definitions. Match the words from the box “Words for you” to them and explain your choice to the other students.

Key: 1 to consist, 2 to stew, 3 a cuisine, 4 a specialty, 5 to include, 6 a course.

8. Speaking

Do ex. 6, p. 91.

In pairs, ask and answer the questions in turns.

9. Summary

Do ex. 8, p. 91–92.

In pairs, look at the pictures and match them to their definitions (paragraphs a–h). Be attentive while reading definitions and prepare to tell about your family eating preferences briefly. Also say if there are the same or similar dishes in Britain.

Key: a) kholodets', b) mlyntsi, c) holubtsi, d) borsch, e) salo, f) varenyky, g) domashnia kovbasa, h) deruny.

10. Homework

Do ex. 8, p. 92; write down your opinion on the questions; prepare to present your work to the class and to discuss it. Use the table (ex. 4, p. 90) you've made at the lesson, enlarge it with the information about Ukrainian meals and meal-times.

Lesson 24. DEVELOP YOUR VOCABULARY. BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to revise previously taught vocabulary; to improve students' vocabulary skills; to introduce and practise the new grammar point; to focus students on use of the Conditionals;
- to broaden student's vocabulary; to interest students in learning grammar; to develop students' grammar competence; to motivate linguistic guess; to activate thinking and imagination; to activate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in pairs.

Outcomes: by the end of the lesson students will be able:

- to identify the kinds of food;
- to give definitions of the words;
- to describe food and dishes;
- to analyse and understand the use of the 2nd Conditional;
- to use the 2nd Conditional in oral speech.

Procedure

1. Warm-up

Answer the questions briefly. Then compare your variants with the other students.

- What is your favourite Ukrainian dish?
- Have you ever tried English dishes? Share your impressions if yes.
- If no, say if you would like to try any English dish. What exactly?

2. Speaking

Do ex. 1, p. 93.

In pairs, remember the types of food processing (to boil, to fry, to roast, to grill, to bake, to steam) and their definitions; then, match the word combinations with the pictures.

Key: a) fried eggs, b) baked potatoes, c) roast chicken, d) boiled rice, e) steamed vegetables, f) grilled sausages.

3. Writing & Speaking

Do ex. 2, p. 93.

Are you an expert in food? Complete the table with the words from the box. Check your result and then add your own variants (no less than three).

Key:

Meat	Fish/seafood	Fruit	Vegetables
Duck Sausage	Prawns Salmon	Peaches Strawberries	Beans lettuce

4. Vocabulary practice

Do ex. 3, p. 94.

Read the sentences and the words in the box. Complete the sentences and compare your results with the other students.

Key: 1 frozen, 2 fresh, 3 home-made, 4 sweet, 5 spicy, 6 takeaway, 7 raw, 8 low-fat.

5. Grammar

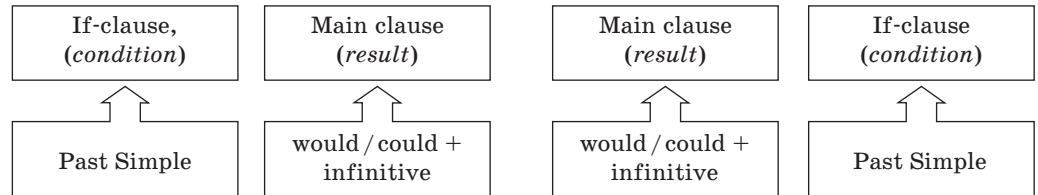
Do the "Grammar links" box, p. 94.

Study the box and find out the situations of using the 2nd Conditional. When do we use it?

Expected answer:

1. It is used to talk about “unreal” or impossible things. (Example: If it snowed in summer, I’d go skiing).
2. It is used to describe imaginary actions. (Example: If you could live anywhere in the world, where would you live?).
3. It is used to give or ask for advice. (Example: If I were him, I would study hard. / What would you do if you were me?)

Pay attention to the Conditional sentences structure:



Also, pay attention to the shortenings of “could / would”.

The verb “to be” is normally used in the form of “were” for both plural and singular.

6. Grammar practice

Do ex. 1, p. 95.

In pairs, look through the sentences and complete them with the verbs in the appropriate forms. Compare your answers with the others.

Key:

1. She would get a better job if she took time to look for one.
2. If we had tickets, we could go to the concert.
3. I would forget about it if I were you.
4. If Dick and Jean were here, they would enjoy the museums.
5. If you were in a hurry, we would get there on time.

Do ex. 2, p. 95.

Complete the sentences with the words in brackets. Check your results.

Key: 1 had, 2 were, 3 had, 4 would make, 5 made

Do ex. 3, p. 95.

Match the halves to complete sentences.

Key:

- | | |
|--|--|
| 1) ...I still had any teeth. | 4) ...she would get better marks. |
| 2) ...buy a helicopter to get to work. | 5) ...we could get there more quickly. |
| 3) ...you could live underwater | |

7. Summary

Do ex. 4, p. 96.

Rewrite the sentences to make them the 2nd Conditional ones.

Key:

1. I would visit her if I had more time.
2. If I were the Emperor of the world, I would ban work.
3. They would try harder if you gave them motivation.
4. We could get there if we had a bicycle.
5. You would be healthier if you stopped smoking.
6. I would visit you if I had the time.

8. Homework

Do ex. 5, 6, p. 96.

Lesson 25. TYPES OF FOOD: LENT, DIET, OR SOMETHING ELSE?

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about food and meals in Great Britain and Ukraine, about kinds of diet;
- to motivate students for becoming independent listeners; to develop students' personal and social transferable skills; to activate linguistic guess; to expand students' vocabulary;
- to broaden students' outlook; to develop self-esteem and a sense of respect for others; to provide a welcoming atmosphere in the class; to encourage understanding and tolerance to others.

Outcomes: by the end of the lesson students will be able:

- to talk about food and recipes;
- to discuss eating habits;
- to understand the reasons of Lents, diets;
- to share recipes;
- to give a cooking instruction.

Procedure

1. Warm-up

Teacher gives the cards with the vocabulary words (four different cards) to the students:

Example:

Group 1	Group 2	Group 3	Group 4
to consist	pork	pancakes	salt
seafood	national cuisine	sour cream	to include
to keep frozen	to include	sugar	boiled eggs
specialty	beetroot	flour	ham
raw fish	sour cream	jam	pie
course	garlic sauce	to consist	breakfast

In 4 groups invent and write down a short story with certain of the vocabulary items. You may add other words if necessary.

Read your stories out and invite the class for comments.

2. Speaking & Writing

Do ex. 1, p. 97.

In pairs, do the questionnaire: answer the questions in writing; then exchange your works and check the results.

3. Speaking

Do ex. 2, p. 97.

In pairs, make up a dialogue asking the questions from the exercise. Act your dialogue to the class.

4. Listening

Do ex. 3a, p. 97.

Before listening, read the information about the Great Lent.

Do ex. 3b, p. 97.

Listen to the fragment of a radio programme and say what ingredients pancakes include.

Do ex. 4, p. 98.

Listen to the fragment again and give your partner an instruction on how to cook pancakes. Do it in turns.

5. Reading & Speaking

Do ex. 5a, p. 98–99.

In three groups, choose and read one of the recipes. Make a list of ingredients you need to cook your dish.

Do ex. 5b, p. 99.

Read your recipe and think of the order of cooking. Then, act out how you'd cook the meal from your recipe and present your work to the class.

Do ex. 5c, p. 99.

Exchange the group bodies in such a way you could have all the recipes in each new group. Tell the recipe from your previous group to the new groupmates. Use the list of ingredients you've made before.

6. Reading

Do the "Useful language" box, p. 99.

In pairs, study the box and give translations to the word combinations. Use the table to help you. Then, check your answers.

• Explain your choice	
1. The reasons I prefer... are...	a) однією із причин, чому я б обрав... є...
2. I'd say... is better because...	b) я гадаю... є цікавим тому що...
3. One of the reasons why I'd choose... is that...	c) причини, чому я віддаю перевагу... це...
4. I think... is interesting because...	d) те, що я маю на увазі, це...
5. What I mean is...	e) я би сказав... є кращим тому що...

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

7. Speaking

Do ex. 1, p. 99.

In pairs, make up a dialogue about the food you like and dislike. Give your reasons using the expressions from the box.

Do ex. 2, p. 100.

In pairs, ask and answer the questions giving your reasons.

8. Summary

Do ex. 5, p. 100.

In groups of three, discuss the questions from the exercise.

9. Homework

Do ex. 3, p. 100.

Make a project.

1. Imagine you are the owner of a very good restaurant (café).
2. Name your restaurant (café).
3. Create a menu including starters, main courses, side dishes, salads and desserts (3 items for each meal).
5. Do ex. 4, p. 100. Think of your own specialty for your restaurant. Write down a brief description of it.
6. Prepare to present your work to the class.

Lesson 26. HOW TO WRITE A PARAGRAPH

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on paragraph as the basic unit of writing; to practise writing a paragraph;
- to develop students' transferable skills; to broaden students' knowledge about writing; to engage students in discussion;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to other people.

Outcomes: by the end of the lesson students will be able:

- to understand the role of paragraph in writing;
- to understand the goal of writing;
- to talk about cuisine;
- to write a paragraph about eating habits or a dish.

Procedure

1. Warm-up

Remember writing a cinquain. Read the instruction and make up your own cinquain.

Example:

one noun as a title	Breakfast
two adjectives describing the title	delicious, aromatic
three verbs giving more information about the title	smells, attracts, waits
a four-word sentence describing your emotions about the title	it's served for me
one word, mostly the title synonym or a very similar word	morning

2. Reading & Speaking

Do ex. 1, p. 101.

In pairs, get some information reading the article. Study the text and learn the next:

- 1) what a paragraph is;
- 2) paragraph structure: topic sentence, body, concluding sentence;
- 3) features of a paragraph;
- 4) types of paragraphs.

Discuss the questions with your partner.

3. Speaking

Do ex. 2, p. 102.

Decide which of the following sentences you would find to be a good / bad topic sentence. What makes you think so?

Expected answer:

Good — 1, 4, 5. These topic sentences contain the writer's attitude, idea or opinion. Besides, they have the author's clear point of view.

Bad — 3. This sentence doesn't contain attitude or opinion. There is no writer's point of view. It's good for a title of an article or a beginning of a topic sentence.

Bad — 2. This sentence contains a problem or information without attitude or opinion. There is no writer's point of view, either.

4. Reading

Teacher gives 3 printed tables with detailed information about the types of paragraph to the students.

Read the tables containing information about the types of writing. Pay attention to the differences.

1. NARRATIVE PARAGRAPH	Topic sentence: introduces the tale you're going to tell
Tells a chronological story either real or fictional. There's a sequence of actions or there's a clear beginning, middle, and end to the paragraph. There is a plot line	Body: provides all the information (complete but brief) the reader needs to understand the central event
	Concluding sentence: reflects on what happened
<i>Useful language:</i> use a lot of descriptive words (adjectives, adverbs, prepositional phrases); use figurative language (metaphors, personifications, similes, epithets)	
2. DESCRIPTIVE PARAGRAPH	Topic sentence: introduces the item to be described
Describes something and shows the reader what a thing or a person is like. It includes specific details of the most important features. The words often appeal to the five senses of touch, smell, sight, sound, and taste	Body: provides specific and detailed information about the item's characteristics
	Concluding sentence: indicates the end of the paragraph; summarises the main points
<i>Useful language:</i> is similar to the narrative's one — use a lot of adjectives, adverbs, prepositional phrases; use figurative language (metaphors, personifications, similes, epithets)	
3. EXPOSITORY PARAGRAPH	Topic sentence: introduces what will be explained
Describes how something works, or how something happens. It could also describe a process and move the reader through step by step	Body: explains each of the steps involved in the process, in the order that the steps are to be performed
	Concluding sentence: indicates the end of the paragraph; provides a brief summary of the process
<i>Useful words:</i> at first, while, at the same time, the next step, after, finally, the last step	

5. Writing

Do ex. 3, p. 102.

In pairs, make the topic sentences completed.

6. Reading

Do ex. 4, p. 102–103.

Read and identify the type of each paragraph using the tables. Explain your choice using the expressions from the previous lessons.

Expected answer: 1 expository, 2 descriptive.

7. Summary

Do ex. 5, p. 103.

Read the list of topic sentences and choose one of them. Choose the type of paragraph and unite in groups with the students who chose the same topic. In groups, discuss writing of the paragraph.

8. Homework

Do ex. 5, p. 103.

Write a paragraph on the topic you've chosen.

Lesson 27. USE YOUR SKILLS: DISCOVER YOURSELF

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding of diversity;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; a sense of respect for others.

Outcomes:

 by the end of the lesson students will be able:

- to analyse and understand the use of the 2nd Conditional;
- to read/listen and understand information about eating habits;
- to ask and answer the questions in a dialogue giving reasonable arguments to support own ideas;
- to write a letter of application for a course study.
- to write a paragraph about different eating habits and traditional cuisines.

Procedure

1. Warm-up

Game "Give me the 2nd Conditional sentence, please!"

In pairs, students have to write 3 words on the topic. Then the students exchange their words and make up a sentence using all the three ones. *For example:*

Student 1. A dessert, to choose, a cake

Student 2. If I had a choice of desserts, I would choose a cheesecake.

Student 2. To cook, a recipe, traditional

Student 1. I could cook any traditional dish if you gave me the recipe.

2. Speaking

Do ex. 1, p. 104.

Complete the sentences with the words in the box.

Key: 1 diet, 2 raw, 3 home-made, 4 steaks, 5 frozen, 6 spicy, 7 takeaway.

3. Grammar practice

Do ex. 2, p. 104.

Remember the 2nd Conditional structure and rewrite the sentences using it. Put commas where necessary. Check your results and explain your choice.

Key:

1. If I had lettuce, celery, cucumbers and parsley, I could make a tasty green salad.
2. We could serve a wonderful cake if he didn't spoil it.
3. She would stay hungry if she were in Mexico because she hates spicy food.
4. If dinner were ready, we would sit around the table at once.
5. If I had an English Cookery Book, I could prepare some delicious specialties of English cuisine.

4. Speaking

Do ex. 3, p. 104.

In pairs, take turns asking and answering the questions. Then, tell briefly about the eating habits of your partner.

5. Writing

Do ex. 4, p. 104.

In small groups, make a list of national dishes (1–2) of the countries in the table. Read your list to the other groups to compare your results. Then, choose the dishes you've not mentioned from the list to complete your table.

USA	China	France	Italy	Japan	Mexico

List of dishes: nanakusa-gayu, sweet pork, taco, miso soup, hot dogs, crème brûlée, Buffalo burger, tiramisu, dragon's beard candy, apple pie, Peking roasted duck, salsa, éclair, onigiri, chocolate mousse, burrito, focaccia bread, risotto.

Key:

USA	China	France	Italy	Japan	Mexico
hot dogs; Buffalo burger; apple pie	sweet pork; Peking roasted duck; dragon's beard candy	crème brûlée; éclair; chocolate mousse	focaccia bread; risotto; tiramisu	miso soup; onigiri; nanakusa- gayu	taco; burrito; salsa

6. Vocabulary

Do the "Useful language" box, p. 107.

Read the box phrases to revise how to express agreement and disagreement; how to give a balanced view. Discuss the reasons for using the phrases.

7. Reading & Speaking

Do ex. 5a, p. 105.

In groups, read the proverb and the information; discuss them. Do you agree or disagree with the proverb? What Ukrainian proverbs about food do you remember? Share your ideas with the other groups.

8. Speaking

Do ex. 5b, p. 105–106.

Look at the menu and answer the questions using the 2nd Conditional where necessary.

9. Summary

Do ex. 6, p. 106.

In groups, read the statements and express your opinion using the phrases of agreeing or disagreeing from the "Useful language" box (p. 107).

10. Homework

Do ex. 7, p. 106–107.

Individually (or in pairs) make a project following the instruction. Prepare to present your work in the class.

Lesson 28. CHECK YOUR ENGLISH: EATING OUT

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding cuisine diversity;
- to develop self-esteem and mutual esteem; to bring up students' responsibility.

Outcomes:

 by the end of the lesson students will be able:

- to analyse and understand the use of the 2nd Conditional;
- to read/listen and understand information about eating habits;
- to express agreement and disagreement on the topic supporting their ideas;
- to write a paragraph about different eating habits and traditional cuisines.

Procedure

1. Warm-up

In three groups, read the text (each one for each group) and decide what the type of paragraph it is. Remember the features of different paragraph types and prove your idea. Identify and name the paragraph parts: the topic sentence, the body, the concluding sentence.

TEXT 1

Eating healthy food is important because it helps us to keep a good body weight and fight diseases. Healthy food includes grains, dairy products, seafood and fish, eggs, vegetables and fruit as well as lean meat. But the choice might not be easy. Most of these products contain a high amount of fats and sugar, that's why first, you need the help of a health expert. Then, you have to stop eating junk food at all because its ingredients increase the risk of heart diseases and skin problems. And finally, healthy products are some more expensive than usual food. But people, who eat unhealthy food, call a doctor and buy medicines more often. So, you save your money when eating healthy. Are you ready to be full of the beauty, health and energy we need?

TEXT 2 (ADAPTED FROM JEROME K. JEROME)

George said that, as we had plenty of time, it would be a splendid opportunity to try a good supper. It seemed a fascinating idea. Harris and I started to peel the potatoes. I had never thought that peeling potatoes was such an affair. The more we peeled the more peel there seemed to be left on, so we washed the rest of potatoes, and put them in without peeling. We also put in a cabbage and peas. We added half a pork pie and some cold bacon left, and a tin of salmon. I forget the other ingredients, but I remember that Montmorency came back with a dead water-rat in his mouth. We had a discussion but George said he had never heard of rats in Irish stew, and we decided not to try experiments. It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh about it: a dish with a new flavour, with a taste like nothing else on earth. It was a poem.

TEXT 3

Fettuccini Alfredo with chicken and peas is a delicious and flavourful meal everyone will absolutely love! The creamy sauce is cheesy, warm, and thick. The tender, juicy chicken pieces are another wonderful part of this tasty dish. The small, green peas add colour and flavour to this delectable entr e. This dish would go great with crunchy Romaine lettuce, black olives, red peppers, and sliced carrots. In addition, some warm Parmesan and garlic Italian breadsticks would hit the spot. While eating this fabulous meal, you might feel like you are in Italy! Bon appetite!

Key: 1 expository, 2 narrative, 3 descriptive.

2. Reading & Vocabulary

Do ex. 1, p. 108.

Scan the text and complete it with the words from the box. Check and compare your results.

Key: a) “good plain food”, b) –, c) beef steak, d) biscuits, e) occasion, f) have a chat, g) substantial, h) soup, i) main course, j) fish and chips, k) fruit pie, l) biscuits, m) tea, n) roast turkey, o) Christmas pudding.

3. Grammar

Do ex. 2, p. 108–109.

Use the 2nd Conditional to complete the sentences. Remember the 2nd Conditionals structure and change the verbs in brackets.

Key:

1. If I were in Bukovina, I could help myself to brynza.
2. If I had some dried fruit, I would make uzvar or kysil.
3. I could make kvas if I had some dried bread.
4. If you asked me what dessert I’d like to have, I would mention an apple pie first.
5. If you were in Poltava, you would be invited to taste Ukrainian borshch with halushky

4. Reading

Do ex. 3, p. 109.

Read the text about Ukrainian borsch and say what type of paragraph it is.

Study the list of products and say what ingredients you could exclude or add in your recipe.

In pairs, read the steps and put them in the correct order.

Key:

- 1) cook the beetroot, carrots and green beans in 2 l of water
- 2) add the rest of cabbage, potatoes, tomatoes, onion and dill and let them cook
- 3) taste, add salt
- 4) prepare the thickener
- 5) add the thickener to borsch
- 6) add cream and garlic, and cook
- 7) serve

5. Listening

Do ex. 4, p. 110.

Listen to the interview. Then read the statements and mark them as true (T) or false (F).

6. Summary

Game “Ask the questions”

Teacher writes a statement on the board. Students think up of as many questions about the statement as they can.

Example: If someone told you the moon was made of green cheese, what would you think of?

Students could then come up with questions like:

- Why is the moon made of green cheese?
- Has the moon always been made of green cheese?
- Is it light or dark green cheese?
- What type of cheese is it?
- How was it made?
- What does the cheese taste like? Etc.

7. Homework

Write a recipe of your favourite dish as an expository paragraph. Don’t forget about the structure and the features of your paragraph.

Objectives: to check the level of students' reading comprehension.

Procedure

1. Test

I. Read the article and do the tasks.

WHY TO IMPROVE YOUR ENGLISH LISTENING SKILLS

In our everyday life, listening is an important skill that allows us to receive and understand information. As human beings, we aspire to interact with each other. We get information, exchange ideas, or express an opinion.

To be a good listener is considered a highly valued skill among employers — they prefer to sign up good listeners because of their ability of understanding what others want to communicate and welcoming the thoughts and feelings of them. Strong listening skills improve your chances of future career.

Listening is very important for students, too. You might think that speaking is more important, but it isn't so. You listen while you're having a conversation; you listen to a teacher at school, listen while you're watching TV, you also listen to music or radio. Listening is the skill you will use most in English, or any other language you learn. If you develop good listening comprehension, the other skills will come. But listening in English is hard! Repeated listening will help you improve your listening skills because it helps you see how the language works. The more English you listen to, the better you will do.

The art of listening leads to the improvement of your ability to communicate fluently in everyday life. We are born with the ability to hear but not to listen. Listening is not a natural gift but we can work towards improving it.

II. Find the sentence that reflects the main idea best.

1. The text tells us about the importance of listening
 - a) as an aspect of language
 - b) for workers and students
 - c) in general and the method of its improving
2. The second paragraph says that
 - a) good listeners like to communicate
 - b) good listeners are normally tolerant and empathic people
 - c) listening skills change your career
3. The third paragraph of the essay mentions
 - a) one of the ways to improve your listening skills
 - b) the sources of improving your listening skills
 - c) the art of listening

Key: 1 c, 2 b, 3 a.

III. Complete the sentences with the correct ending to find out about the details.

1. Listening allows us to
 - a) receive and understand information
 - b) exchange ideas
 - c) communicate
2. Employers prefer to sign up good listeners because of their
 - a) tolerance and ability of understanding of other people
 - b) ability of understanding and welcoming
 - c) clear thoughts and tolerance

3. Good listening skills
 - a) improve your abilities
 - b) raise your chances for success
 - c) spoil your future career
4. You listen while
 - a) you interact with someone or something such as TV, radio or a player
 - b) you listen to a teacher at school and music or radio
 - c) you're watching TV and studying or listening to music
5. You can use listening skills
 - a) in any language you learn including English
 - b) in any other language besides English
 - c) mostly in the English language
6. If you develop strong listening skills,
 - a) the other skills will go
 - b) you will be more fluent in all aspects of the language
 - c) you will lose the other skills
7. Listening a few more times helps you
 - a) weaken your listening skills
 - b) be the best
 - c) catch some special language features
8. Listening is
 - a) a born ability
 - b) understanding spoken language
 - c) the same as hearing

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

2. Homework

To repeat the vocabulary and grammar of the Starter and the Units 1–4. Prepare for the listening test.

Objectives: to check the level of students' listening comprehension.

Procedure

1. Test

I. Listen to the text and do the tasks.

Teacher writes at the blackboard a word the students may not know and the name of the text:

- to be tempted — спокуситися

HOW TO PREPARE FOR THE EXAM

Then, teacher starts reading the text.

I'm going to give you some advice to help you prepare for the exams next week. So make notes as I'm talking. Are you ready?

While you are studying, eat food that gives you energy. Don't be tempted to eat sweets and drink soda or cola. Sugar won't help you study but fruit and cereals will. Apples are especially good.

Find a comfortable place with a lot of light when you study but not too comfortable, otherwise you risk falling asleep!

Try to keep a positive mind. It is easier to study when you are positive and relaxed. If you start feeling anxious, have a break. Go out for a short stroll to the garden, park or just street or balcony; get some fresh air.

Don't try to learn everything. You have a lack of time. Choose the most important things, which will get you the main points in the exam. If you aren't sure about this, I can consult you or you can find information in your text-books.

First learn the main ideas and don't worry too much about the details. If you have time, you can come back later and read the details.

Make notes of these key points and read them, then cover them up and try to remember all the points. It might be boring, but repetition helps you to remember.

Use past exam papers to study. They will help you understand what kind of questions come up. There are plenty of past exam papers in our library. You can photocopy them and take them home.

Take regular breaks while you are studying. A five-minute break every half hour is usually enough. Get some fresh air and stretch your arms and legs. Drink a glass of water, too. It's important to keep hydrated.

And, last but not least, good luck! I'm sure you will all do your best.

II. Choose the correct option to complete the sentences.

- The teacher proposes the students to
 - take notes after she has finished speaking
 - take notes while she is speaking
 - forget about taking notes
- The teacher recommends eating
 - sugary snacks
 - only apples
 - fruit and cereals
- The teacher advises to find a study place with a lot of
 - light
 - space
 - books
- If students feel stressed they should
 - go to bed
 - go out for a walk
 - drink some water

5. Students are advised to
 - a) select the important things to learn
 - b) read through everything once
 - c) make notes about every topic
6. The teacher understands that repeating things can be
 - a) difficult
 - b) uninteresting
 - c) tiring
7. Students can do past exam papers ...
 - a) in the library only
 - b) at home if they take photocopies
 - c) in the after-school study group
8. The teacher recommends a break of five minutes every
 - a) 60 minutes
 - b) 120 minutes
 - c) 30 minutes
9. It's important to
 - a) eat regularly
 - b) sleep when you feel tired
 - c) have enough water in your organism
10. The teacher is sure that the students will
 - a) pass their exams
 - b) fail their exams
 - c) try their hardest

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

III. Listen to the text one more time and fill in the table putting the teacher's advice in the correct column.

1. Take regular breaks.
2. Read the notes more than one time.
3. Try to learn everything.
4. Start by choosing the important things to study.
5. Get very comfortable.
6. Focus on the details.
7. Photocopy past exam papers.
8. Eat sugary food while you are studying.

Do	Don't

Key:

DO: 1, 2, 4, 7.

DON'T: 3, 5, 6, 8.

2. Homework

To repeat the vocabulary and grammar of the Starter and the Units 1–4. Prepare for the speaking test.

Lesson 31. SEMESTER TEST ON SPEAKING

Дата _____

Клас _____

Objectives: to check the level of students' speaking comprehension.

Procedure

1. Test

Task 1. Choose one of the following topics. Speak on it briefly.

I. People and Relationships

1. Why do people need friends? What can happen if a person has no friends? Think about your closest friend. What interests do you share and how are your personalities alike?
2. Do you prefer to have many friends or just a few that you are close to? What kind of qualities do you look for in a friend?
3. Do you like making new friends? What is the best way to make new friends? Do you think the sites like Facebook are good for friendships or they prevent people from becoming close to each other? Why are social networks so popular nowadays? What are the positive / negative effects?
4. How do you think family life is changing in your country? Is this change good or bad? How do you define the word "home"? Is it where you live?
5. What do you think is the most important thing to make a happy family? How do the members of your family support each other?
6. If you ever come up with a problem, whether with school or in life, whom do you turn to for advice? Why do you trust them?

II. Choose the career!

7. What would be the most satisfying job for you? What is one of the most exciting jobs you can think of? How about one of the most boring jobs?
8. What kind of job do you want to get in the future? What kind of tasks will you have to do? Is it better to be a boss or an employee? Why?
9. A good job — what does this mean to you? What is your dream job? How difficult is it to get a job in your country?
10. Are your parents satisfied with their occupation? What are the advantages and disadvantages of your father's / mother's job?
11. Read the advertisement and estimate your chance to get the job.
Wanted: Ukrainian-English secretary for a new office in Kyiv. The applicant must be a native speaker of Ukrainian and be able to speak and write English fluently. Send your resume to... Company, Personnel Department.
12. Think about the career you would like to follow. Say: what you know about it; what qualifications you will need; why it attracts you; why this occupation will suit you.

III. Why go to school?

13. If you could change the system of education in our country, what would you do? Why?
14. What is your biggest achievement at school? What made it so important to you?
15. Why go to school? What can schools provide that the Internet cannot?
16. What would you change at your school to make it more attractive? Express your opinion about schooling.
17. What does your school look like? What extra-class activities do you have at school? Do you participate in them?
18. Why is English so important? How can you use the English language you learn? Do you sometimes communicate with native English speakers in English? In what way?

IV. National cuisine

19. What are some of the advantages of cooking your food at home? How about the disadvantages?
20. What country do you think has the best cuisine? What is your favourite food? Share your recipe.
21. What is your favourite dish from the national cuisine? What are some things about your eating habits you want to change?
22. What can you tell about the traditions of the English cuisine?
23. Do you prefer to eat at your parents' house or a restaurant? What (besides good food) makes a restaurant great?
24. Why is fast food so popular? Does fast food taste good or bad? Why? If you had your own personal chef, what food would you ask for most?

Task 2. Choose one of the situations and role-play it with your partner.

Role-play 1

S1. You'd like to work in the field where your friend works. Ask your partner:

- if the job requires a lot of skills;
- where your friend got the necessary skills, knowledge, education, practice;
- what your friend could advise you to become better acquainted with this occupation.

S2. You are a florist (mechanic, bodyguard, journalist, hairdresser, bricklayer, etc.) and your friend wants to follow in your footsteps; answer the questions of your partner, mention the advantages and disadvantages of the job, salary, conditions etc.

Role-play 2

S1 (British). You are an exchange student and you are going to study in Ukraine and live in a host family; ask your partner about the educational system in Ukraine; compare it with the system of education in the UK. Express your opinion about it.

S2 (Ukrainian). You are an exchange student, too; you are going to study in a British boarding school; answer the questions of your partner; ask specifying questions about British schools. Express your agreement or disagreement with your partner's opinion.

Role-play 3

S1 (British). You are in an International summer language camp; give some information about the International language camp to your partner: why it is necessary, what students do there; speak about the importance of studying English, the camp language courses.

S2 (Ukrainian). You are in an International summer language camp, too, but you are a newcomer; ask your partner about the language used in the camp; about the rules and activities.

2. Homework

To repeat the vocabulary and grammar of the Starter and the Units 1–4. Prepare for the writing test.

Lesson 32. SEMESTER TEST ON WRITING

Дата _____

Клас _____

Objectives: to check the level of students' writing comprehension.

Procedure

Test

Choose one of the following situations and write about it.

1. English is considered an international language. Write a paragraph about it and prove the statement.

Mention:

- why learning English is important now;
 - English-speaking people in the world;
 - the reasons for learning the language.
2. Write a paragraph about the methods of learning a foreign language. Say which of them you believe are useful for you and why. Mention:
 - why people study foreign languages;
 - the main methods of learning languages;
 - the methods which are good for you;
 - why you learn English.
 3. You are eager to study English in the UK. Read the advertisement, and then write an application letter to Mr. Stewart at the EIS Language School mentioning:
 - the reasons for writing;
 - your education / experience;
 - your skills / qualities;
 - the closing remark.

Language courses in Leicester at the English for International Students (EIS) Language School

Well-equipped modern school offers English language courses in East Midlands. Part-time and full-time classes available from August to June at all levels. Friendly atmosphere and full social programme; a wide range of activities and hobby clubs.

Accommodation in campus or with carefully selected local families.

Contact John Stewart for further details:

The University of Leicester

University Road

Leicester

LE1 7RH

United Kingdom

4. Normally families influence our personalities. Describe briefly how it happens and why. Open a new page on family life.
 - are you an only child or do you have brothers and sisters (oldest, youngest, middle)?
 - what are the advantages of being in your place in the family? What are the disadvantages?
5. Write about your best friend. Mention:
 - how long you have known each other;
 - what your friend looks like;
 - his / her character description;
 - why is he / she your best friend (what you like about him / her);
 - what you have in common;
 - what about you? are you a good friend? Prove it.

6. Write a paragraph about what you think of making new friends. Is Facebook (other social networks) good for friendships? Do you think sites making people friends or prevent them from becoming close?

Fill in the application form.

Meet Leeds International Pen Pals At Free Pen Pal Site!	
Free pen pals service for people at Penpals.com.uk. Looking for new friends at Leeds pen pals website is easy. Sign up today and find many local and international pen pals in Leeds. Have fun!	
Full name	
Home address (including country)	
Nationality	
Sex	
Hobbies and interests	
What sort of person would you like to write to?	
Reasons for wanting a pen pal	
How good your English is	
Attach your recent photo	

7. Write a paragraph about your looking for a job. You want to find a job that suits you. What may it be? Think about the position, and the required qualifications. What do you think is the most important factor when applying for a job?
8. Which do you think is more important: earning a lot of money or enjoying what you do? Why? What do you think are your strong / weak points when applying for a job? Is it difficult to find a job in your country? Write a paragraph about it.
9. You've found a job ad in the newspaper. Read it and write the application letter for the job.

Kid's tutor Required for Ukrainian family with three children (ages 8 and 6; not consider the youngest) living in Lodz, Poland.	
Essential requirements: • excellent Ukrainian and German • experience in teaching • driving license • full-time	Our offers: • separate room • four days off per month • free meals with family • decent payment
Mrs. Torrens, International Employment Agency 17, Piotrkowska street, Lodz, Lodz province, Poland	

10. Do you like cooking? Why? Why not? Can you cook well? Which do you prefer, home cooking or eating out? Why? Do you think cooking your own food helps you save money? Why? Why not? Write a paragraph about your / your family eating habits.
11. Write a paragraph about your favourite dish. How is it made? Where do you usually look for new recipes? Share the recipe of your favourite dish.
12. What country do you think has the best cuisine of all? What is your favourite dish from the national cuisine? What can you tell about the traditions of the English cuisine? Compare English and Ukrainian cuisines. Write a paragraph.
13. Why is fast food so popular? Does fast food taste good or bad? Why? Write about healthy and unhealthy eating habits. Why is it so important to eat healthy food? Write a paragraph about it.

II SEMESTER

Дата _____

Клас _____

UNIT 5. COMMUNICATION TECHNOLOGIES

Lesson 33. USEFUL INVENTIONS

Objectives:

- to engage students in the learning process; to introduce and practise the new topic; to revise previously taught vocabulary; to improve students' reading, and speaking skills;
- to develop students' communicative and linguistic competence; to activate thinking and creative imagination; to encourage understanding and tolerance to others;
- to interest students in learning English; to broaden student's outlook; to develop skills of working with the computer.

Outcomes: by the end of the lesson students will be able:

- to show the basic knowledge on the topic in English;
- to know the vocabulary of the lesson;
- to ask and answer questions in a dialogue;
- to show the ability of reading for the main ideas and specific information.

Procedure

1. Warm-up

Do the "Warm up activity", p. 111.

In pairs, choose one of the questions and exchange information. Then, in turns, tell this information to the class.

2. Vocabulary

Do ex. 1a, p. 112.

Individually, make a list of any ten inventions and mark three (or more) of them as the best ones, the worth one, and the most important invention for you personally.

Do ex. 1b, p. 112.

In pairs, compare your lists and discuss your decisions.

3. Speaking

Do ex. 2, p. 112.

Read about different ways of using computers. Choose the most favourable ways for you. Add your own ideas.

- | | |
|------------------|-----------------|
| 1) send emails | 4) surf the Web |
| 2) write letters | 5) do shopping |
| 3) do schoolwork | 6) play games |

4. Reading & Listening

Do ex. 3, p. 112–114.

Listen to the article and follow the text while reading. Match the paragraphs with the appropriate headings (p. 113).

Key: 1 D, 2 C, 3 F, 4 B, 5 G, 6 H, 7 E, 8 A.

5. Reading & Vocabulary

Do ex. 4a, p. 115; the "Words for you" box, p. 115.

Read the text one more time paying attention to the words in bold. Find out the definitions of these words. Consult a dictionary if you need.

Key:

- Data — інформація, дані, відомості

- Personal computer (PC) — персональний комп'ютер
- Desktop — стаціонарний комп'ютер
- Tower case — системний блок
- Laptop / notebook — переносний комп'ютер (ноутбук)
- Subnotebook / netbook — маленький ноутбук, здебільшого для роботи в Інтернеті
- Palmtop — дуже маленький комп'ютер, що вміщується на долоні
- Embedded computers — вмонтовані комп'ютери
- Hardware — технічне забезпечення («комп'ютерне залізо»)
- Software — програмне забезпечення
- Input — вхідні дані, введення
- Output — вихідна інформація
- Screen — екран
- Access — доступ
- Online — з'єднання через Інтернет у режимі реального часу
- Attachment — доданий файл
- Website — сайт / сторінка в Інтернеті
- Updates — оновлення
- Podcasts — записи в Інтернеті, призначені для завантаження на MP3 плеєри
- Download — завантаження
- Word-processing — обробка тексту на комп'ютері
- Database — база даних
- Device — пристрій, прилад
- To surf — шукати в Інтернеті

Do ex. 4b, p. 115.

Scan the article and complete the sentences.

Expected answers: 1 which can be used to store, process and display data; 2 notebook, subnotebook / netbook, palmtop, embedded computers; 3 two main elements: the hardware and software; 4 that input is processed into output; 5 personal, educational and commercial; 6 goods and services; 7 keep in touch with people all over the world; 8 the language which allows to create web pages; 9 a website where a user creates and regularly updates a journal; 10 write essays and projects, presentations and databases; 11 (Virtual Learning Environment) is a software system designed to help teachers; 12 can offer computer users the opportunity to order pay for goods and services; 13 to make notes, arrange appointments, index details of business contacts; 14 cannot be available without computer skills.

6. Vocabulary

Do ex. 5, p. 115.

Match the basic parts of computers to the words.

Key: 1 USB flash drive, 2 DVD drive, 3 screen / monitor, 4 tower case, 5 keyboard, 6 USB ports, 7 CD / DVD, 8 mouse, 9 modem, 10 flash memory cards, 11 USB flash memory stick.

Do ex. 6, p. 116.

In pairs, discuss and group the devices into two columns. Explain your choice to the class.

7. Summary

Do ex. 9, p. 117.

8. Homework

Do ex. 7, p. 116; ex. 8, p. 117.

Lesson 34. DEVELOP YOUR VOCABULARY: COMPUTERS AND THEIR CAPABILITIES

Дата _____

Клас _____

Objectives:

- to introduce and practise the topic; to revise previously taught vocabulary on the topic; to improve students' vocabulary skills;
- to develop students' communicative competence; to broaden students' vocabulary; to activate thinking imagination;
- to encourage students' understanding the role of the use of computers in everyday life; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to understand the words referred to computers in English;
- to read and understand texts about computers;
- to speak about the World Wide Web;
- to give definitions of the words.

Procedure

1. Warm-up

Answer the questions and discuss the answers:

- What do you know about the first computer? (it was proposed by Alan Turing; was created in 1936, and occupied a room)
- Why do you think computers are important in our life?

2. Vocabulary & Speaking

Do ex. 1, p. 117.

Match the pictures with the words.

Key: 1 an icon, 2 a menu bar, 3 a cursor, 4 a menu, 5 a programme, 6 a window, 7 a desktop, 8 a folder, 9 an attachment, 10 a file.

3. Speaking & Reading

Do ex. 2a, p. 118.

In pairs, study the Mind-map with the verbs which are used with the word "a file". Explain the meaning of them.

Expected answers:

- to create a file — to make an electronic document
- to save a file — to store information on a computer
- to rename a file — to give the new name to an existing file
- to move a file — to relocate the file to some other place of the hard drive
- to delete a file — to remove smth from the computer memory
- to copy a file — to make the same file again
- to close a file — to end your work with a file
- to open a file — to make a file available to work

Do ex. 2b, p. 118.

Look through the paragraph and complete it with the words from the box and using the Mind-map verbs.

Expected answers: 1 directories, 2 subdirectories, 3 folders, 4 subfolders, 5 open, 6 close, 7 rename, 8 copy, 9 delete, 10 move, 11 save, 12 compress.

4. Reading & Speaking

In groups, read the text, discuss it and say why we need to know how to work on a computer. What fields can this skill help you? Compare your results.

"Computer skills are a must-have for anyone who wants to find a job these days, no matter what industry you're in. Employers today want workers who can

use the latest technology. So, create a section of your skills that is reserved for tech-specific programmes on your resume”. says Scott Vedder, the author of *Signs of a Great Resume*.

“Here are some computer skills that are prized by employers in a wide variety of sectors:

Microsoft Office (Excel, PowerPoint, Access, Publisher)
Spreadsheets
QuickBooks
Email
Web and Social Skills
Graphic and Writing Skills”.

5. Reading & Speaking

In two groups, read the pieces of the letters. Think and add two more ways to make your work on a computer easier. Share your results with the other groups.

1. I haven't put away my clothes, as well as I haven't cleaned my computer's desktop. You know what I'm talking about — all those forgotten documents and mixed screenshots or advertising files not only makes it challenging to find what you need, but also reduces the speed of your computer. To help you keep your desktop tidy, I've come up with a few helpful tips. How many files do you have on your desktop right now? 10? 100? If your desktop is full, you may start by moving everything into one folder to clean. To create new folders in Windows, right-click on your desktop and select “New Folder” from the menu. The folder will appear on your desktop. To change the folder's name, double-click on “untitled folder”, and you'll be able to edit a text box with a new name. Now I could quickly search files, topics, projects, or any other stuff once they were organised into folders.
2. Everyone loves clean environment, but not everyone loves cleaning. But sometimes, your desktop just overwhelms you when you try to search files. Practical desktop tools help to organise your Windows desktop with two aims: to make your desktop cleaner, and to help your file search much easier. The software will automatically help you organize icons into transparent tabs, but you can organise them manually. Be creative. Eventually you're just too tired of moving the files and folders here and there in order to keep the desktop organised. What if you can organise your file into folder directory with just 2 clicks away? MyFolders is the software to do it! This could save a lot of desktop space since you could just place the folders you want to access into the menu.

6. Summary

In pairs, choose one of the variants and role-play the situations using the words from the lesson.

1. Two students talk about the new laptop of one of them and discuss its advantages and disadvantages.
2. Imagine one of the students can't work on a computer. His/her friend explains how to navigate in the computer.
3. Ask and answer how one of you can download the music.

7. Homework

Do ex. 3, p. 118. Write about the questions; use the vocabulary box words.

Lesson 35. DEVELOP YOUR VOCABULARY: PHRASAL VERBS

Дата _____

Клас _____

Objectives:

- to revise previously taught vocabulary; to improve students' vocabulary and cognitive skills; to introduce and practise phrasal verbs; to focus students on the use and role of phrasal verbs;
- to broaden students' vocabulary; to develop students' grammar competence; to motivate linguistic guess; to activate thinking and imagination; to activate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in pairs.

Outcomes: by the end of the lesson students will be able:

- to use phrasal verbs in oral speech;
- to analyse and understand the use of phrasal verbs;
- to use phrasal verbs to talk about computers and other devices;
- to give definitions of the words.

Procedure

1. Warm-up

Remember writing of a cinquain. Read the instruction and make up your own cinquain about a computer or any other electronic device.

Example:

	1 variant	2 variant
one noun as a title	Internet	Screen
two adjectives describing the title	Informative exciting	Dark-blue
three verbs giving information about the title	Provides develops communicates	Keeps silent, doesn't show and work
a four-word sentence describing your emotions about the title	Resource for smart brains	Thousand-dollar monitor froze
one word, mostly the title synonym or a very similar word	Web	Died

2. Reading

Do ex. 4, p. 118–119.

In pairs, read the sentences paying attention to the words in bold. Try to guess their meanings from the context.

Key: 1 got through the computer protection; 2 enter the user's name and password to start work with a computer; 3 to move a cursor up the page; 4 to exit the user's account after finishing work with a computer; 5 to receive; 6 to make a copy; 7 to make smth much closer and larger (on a screen).

3. Speaking

Do the "Grammar links" box, p. 119.

In pairs, study the box with the information about phrasal verbs. Try to explain this information to each other.

Remember:

A phrasal verb is a verb that is made up of a *main verb* together with a *preposition* or an *adverb*, or *both*

Typically, its meaning is not obvious from the meanings of the individual words themselves

The object may come after the following phrasal verbs or it may separate the two parts

4. Grammar practice

Do ex. 5, p. 119.

Key:

Click on the icon:

- 1) to zoom in
- 2) to zoom out
- 3) to scroll up / down
- 4) print out
- 5) pick up (e-mails)

5. Vocabulary & Grammar practice

Do ex. 6, p. 120.

Match the phrasal verbs with their definitions.

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

6. Summary

In pairs, read the dialogue and fill in the gaps with the words from the box 1. Then change the word combinations in italics with the phrasal verbs in the box 2. Present the dialogue to the class.

Box 1
copy, file, search, click, documents, open, icon, wizard, folder
Box 2
scroll down, log off, backed it up, log in, to print out

- A. John, I have a problem with my computer.
- B. You should call the computer
- A. He can come in the evening. That’s too late. I need *the printed copy of the ...* “Mine!” from the “Tuesday report” ... now.
- B. Oh, I have a copy of *that* on my laptop.
- A. Really? Can I get a ...?
- B. Sure. You can enter *the password into* my laptop.
- A. Where is it?
- B. Find the “Kelly” folder.
- A. Oh, yes. But I can’t see my
- B. *Move down* the folder. Did you ...?
- A. Here it is! I’m so glad you have a copy of this.
- B. ... the file and check it. And now click on the “print”... . Well, ... “OK”. Keep your printouts.
- A. Thanks. You saved me!
- B. No problem. I’m glad I could help. Don’t forget to *exit the system*.

7. Homework

Do ex. 8, p. 121.

Lesson 36. WORLD WIDE WEB IN THE FOCUS

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about the Internet;
- to motivate students for becoming good listeners; to develop students' personal and social skills; to broaden students' vocabulary; to activate linguistic guess;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form safe behaviour skills and the culture of behaviour on the Internet.

Outcomes: by the end of the lesson students will be able:

- to describe favourite websites;
- to talk about cyber cafes;
- to compare different points of view when making a choice;
- to evaluate people's actions and behaviour giving reasons.

Procedure

1. Warm-up

Do ex. 1, p. 121.

Read and say what can be provided with these possibilities.

Expected answer: instant communication.

2. Speaking

Do ex. 2, p. 121.

In pairs, ask each other in turns and answer about the things you can do with the Internet.

Expected answers: — What can you do with the World Wide Web? — I can communicate with my friends (relatives) via Skype / WhatsApp / ICQ / Viber, etc.

3. Listening

Do ex. 3, p. 122.

Listen to the conversation and name the things you need to get connected to the Web.

Expected answers: internet provider, computer with modem / smartphone, web browser, Wi-Fi.

4. Listening & Writing

Do ex. 4, p. 122.

Listen to the conversation one more time to complete the sentences.

Expected answers:

1. Internet is a network of computers and devices connected together.
2. It operates via all the world's computers linked-up.
3. You can find information easily and quickly on different systems. You can send a message or email.
4. You can send and read messages with it.
5. You can access other computers.
6. The basic Internet connection kit should consist of a dialler.
7. A dialler is a programme to get you connected to the Internet or connected with your provider.
8. For email you need a programme which creates, sends, receives and organises information on the net.

5. Speaking

Do ex. 5, 122.

In pairs, ask and answer the questions in turns.

Useful information:

1. Dell, Apple, Hewlett-Packard (HP), Asus, Acer, Lenovo, Alienware, Sony, Toshiba, Samsung.

2. Mac OS, Unix, Ubuntu, BeOS, NeXTSTEP, MS-DOS, Windows, IOS, ISIS, Linux.
3. Mozilla Firefox, Google Chrome, Safari, Opera, Internet Explorer, Maxthon, SeaMonkey.
4. The three-button scroll-mouse is the most commonly available design.
5. To communicate with and meet other people; to conduct research and access a wealth of information; to shop for goods and services; to bank and invest; to participate in online training; to engage in entertaining activities, such as planning vacations, playing online games, listening to music, watching or editing videos, books and magazines; to share information, photos, and videos; to download music and videos; and to access and interact with Web applications.

6. Reading & Speaking

Do ex. 1a, p. 123.

Read the article to get some information and answer the question if the World Wide Web is another name for the Internet.

Expected answer: The Internet and the World Wide Web aren't the same thing. The Internet is a global network of computers. The World Wide Web (www) is a collection of web pages found on this network of computers.

7. Speaking

Do ex. 1b, p. 123.

In groups, read and discuss the statements. Then, try to prove them using the words in the box.

8. Reading

In three groups, read the information; then exchange it explaining the rules and giving the brief information about cybercafés.

<i>Group 1: Top Internet safety rules</i>	<i>Group 2: Netiquette: Rules of Behaviour</i>
<ol style="list-style-type: none"> 1. Keep personal information professional and limited. 2. Keep your privacy settings on. 3. Practise safe browsing. 4. Make sure your Internet connection is secure. 5. Be careful what you download. 6. Choose strong passwords 	<ol style="list-style-type: none"> 1. Identify yourself: Begin messages with a salutation and end them with your name. 2. Include a subject line. 3. Respect others' privacy. 4. Acknowledge and return messages promptly. 5. Copy with caution. 6. No spam

Group 3: CYBERCAFÉS

A cybercafé is a place which provides Internet access to the public, and besides they usually provide snacks and drinks. The first online caf was started in 1991 by Wayne Gregori in San Francisco. The Cybercafé with full Internet access was invented in early 1994 by Ivan Pope. In June 1994, the Binary Caf was opened in Toronto, Canada. In August 1994, The High Tech Café appeared in Dallas, Texas (US). Almost at the same time the café Cyberia was opened in London, England. Then they practically began to grow on trees: Internet cafés have been opened all over the world. Although the Internet and free Wi-Fi covers the whole world now, young people went to cybercafés because they want to feel part of a community, and surf and chat in a familiar atmosphere and to play multiplayer games.

9. Vocabulary

Do the "Useful language" box, p. 124.

In pairs, study the box content and ask each other to make a choice and give reasons mentioning computer brands, operation systems, cybercafés, and rules on the Internet.

10. Summary

Do ex. 3, p. 124.

11. Homework

Do ex. 2, p. 124.

Lesson 37. E-MAILING: FORMAL AND INFORMAL E-MAILS

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention to writing e-mails; to practise writing formal and informal e-mails;
- to develop students' transferable skills; to enlarge students' knowledge about writing; to engage students in discussion;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to other people.

Outcomes:

 by the end of the lesson students will be able:

- to understand the role of e-mails in our life;
- to read and understand information about the Internet;
- to write an e-mail (formal and informal).

Procedure

1. Warm-up

Do the Internet quiz.

Listen to the questions and mark the correct answers.

1. HTML is used to
 - a) draw graphs
 - b) translate one language into another
 - c) create web pages
2. The "http" at the beginning of any site's address stands for
 - a) Hyper Text Transfer Protocol
 - b) High Transfer Technology Process
 - c) Hyperspace Terms and Technology Protocol
3. Google is a
 - a) search engine
 - b) number in maths
 - c) chat service on the web
4. Internet Explorer is a
 - a) news reader
 - b) web browser
 - c) graphing package
5. Windows is a
 - a) super computer
 - b) website
 - c) operating system
6. What is the name of the café where Internet fans go to?
 - a) Cyberia
 - b) cybercafé
 - c) Internet cafe
7. WhatsApp is
 - a) a messenger
 - b) a web server
 - c) an operating system
8. Website is a
 - a) domain name
 - b) local area network
 - c) collection of web pages

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

2. Speaking

Do ex 1, p. 125.

In pairs, take turns asking and answering the questions.

3. Reading & Speaking

Do ex. 2, p. 125–126.

Read the paragraphs (1–3). Then, in groups, match the paragraphs to the e-mails. Prove your choice.

Key: 1 c, 2 b, 3 a.

4. Speaking

Do ex. 3a, p. 126.

Individually, write your e-mail address and the password.

Do ex. 3b, p. 126.

In pairs, share the websites that offer free email account with your partner.

5. Speaking & Reading

Do ex. 4a, p. 127.

Look at the picture and get to know what's in an e-mail address.

Do ex. 4b, p. 127.

Go around the class and ask 5 your classmates about their email addresses. Put them in the e-mail list and read them aloud.

6. Reading

Do ex. 5a, p. 127.

Look at the picture and study the parts of an e-mail. Have you ever written e-mails to your friends / relatives?

Do ex. 5b, p. 127–128.

Read the info about e-mail terms and match each part to its name.

Key: 1 g (message), 2 b (send), 3 c (subject), 4 e (cc), 5 j (bcc), 6 f (attachments), 7 a (to), 8 h (save draft), 9 d (cancel), 10 I (spell check).

7. Summary

Do ex. 6, p. 128–129.

Teacher divides the text into 3 parts. Then, in three groups, read the information and exchange your info with the other groups. Ask and answer the questions.

8. Homework

Do ex. 7, p. 129.

Write two e-mails choosing the appropriate styles for each of them.

Lesson 38. USE YOUR SKILLS: LET'S SPEAK ABOUT FUTURE

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage tolerance and enjoyment of the world diversity;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use phrasal verbs in appropriate situations;
- to understand and use computer vocabulary;
- to make up sentences about work on the Internet;
- to ask and answer questions in a dialogue making a choice and giving reasons;
- to find useful websites and information on the Internet.

Procedure

1. Warm-up

Do ex. 1, p. 130.

In pairs, read the definitions of the words in bold and complete the sentences with them changing the verbs' tenses.

Key: 1 uploading, 2 post a message, 3 download.

2. Vocabulary

Do ex. 2a, p. 130.

Match the phrasal verbs to their meanings.

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

Do ex. 2b, p. 130.

Complete the sentences with the phrasal verbs changing the verbs' tenses.

Key: 1 charge ... up; 2 switch / turn off; 3 switch / turn on; 4 turn up; 5 switched / turned ... on, plug ... in.

3. Vocabulary practice

Do ex. 3, p. 131.

In pairs, make up the word combinations and use them in your brief dialogue. Present it to the class.

Key: current events; World Wide Web; email message; surfing the net; download information; web sites; computer screen.

4. Speaking

Do ex. 4, p. 131.

In groups, study the Mind-map and complete it with your own ideas. Compare them with the other groups.

5. Speaking

Do ex. 5, p. 132.

In pairs, look through the questions and the answers to make up the dialogue about the cybercafé. Present your dialogue to the class. Use the words from the previous lessons.

Do ex. 6, p. 132.

In pairs or in small groups, read the cybercafé's advertisement. Discuss it and decide whether you'd like to go there. Make your choice and give the reasons to visit / not to visit it. Explain your preferences. Present your results to the others.

6. Reading & Writing

Do ex. 7a, p. 133.

Choose one of the websites of cybercafés and study it. Then, fill in the fact file (if you have no access to the Internet at the lesson, you may turn on your imagination and do the task). Think and write of:

- address
- time of work
- price per hour
- cuisine
- hardware (the brand of the central processing unit, monitor, keyboard, graphic card, sound card, speakers, motherboard)
- software (computer programmes, libraries and data, device drivers, operating system, and a graphical user interface)
- the most popular computer games
- training (Computer Clinic, Roaming Trainers, Computer Software, Computer Programming, Distance Learning Programmes, How to Have Online Classes).

7. Speaking

Do ex. 7b, p. 133.

In pairs, interview your partner about the cybercafé he/she has chosen.

Ask about:

- the cyber café's name and location;
- business hours;
- the Internet connection cost;
- food and drinks;
- hardware;
- software;
- computer games;
- training;
- other.

8. Summary

Do ex. 8, p. 134–135.

In groups, choose and read one of the ads about sites for the young. Decide what services they offer and which of them are about:

- entertainment
- education
- service
- psychological assistance

Discuss the information and explain which of these ads can be useful for you.

In what way?

9. Homework

Do ex. 9, p.135.

Design a website describing what it would be like. Use the materials from the lesson.

Lesson 39. CHECK YOUR ENGLISH

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding of human diversity;
- to develop self-esteem and mutual esteem; a sense of respect to peers and adults; to bring up students' responsibility.

Outcomes: by the end of the lesson students will be able:

- to understand and use computer vocabulary;
- to use Wh-questions;
- to listen, read and understand information about / from the Internet;
- to estimate own skills and qualities;
- to find useful websites and information on the Internet.

Procedure

1. Warm-up

In two groups, look through the text and find the most important “pros” (for the 1st group) and “contras” (for the 2nd one) about the use of computers. Discuss and add your own reasons for “pros” / “cons”. Prove your group opinion.

Group 1 (text)

Some people say that computers have made life easier and more comfortable. At present computer is one of the essential parts of our daily life. Many people of today's society are of the opinion that computer is the blessing of modern science. With the advent of technology and computers, our lives have totally changed. Today, we see computers being used in every sphere; be it at offices to store massive data; be it at colleges to help research works or by housewives to learn new recipes. But the most significant use of computers has been applied in the field of scientific research like building satellites, thermal power plants and in defense operation.

Group 2 (text)

Some people say that computers have made life more complex and stressful. It is argued that due to the greater dependency on the computer, life is more complicated now. Modern school education systems are mainly computer based, so students cannot count even small subtraction and addition without a computer. Besides, children are too much addicted to computer games rather than other outdoor activities and finally our future generation are becoming more machine dependent and physically disable, and it seems like in near future horror science fiction will be true. A further point is that computer hard disk crash and viruses are like natural disasters that make our life literally impossible.

2. Vocabulary

Do ex. 1, p. 136.

Match the words to their definitions. Then compare your results with the others.

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

3. Grammar

Do ex. 2, p. 136.

Remember how to make up Wh-questions and the word order in them. Write down as many questions to the statements as you can. Then check and compare you results.

Expected answers:

1) Whom was the Internet mainly used by at first?
What was mainly used by scientists at first?
When was the Internet mainly used by scientists?

5) Who likes sending e-mails to his friends?
What does Bob like sending to his friends?
What does Bob like doing?
Whom does Bob like sending e-mails to?

2) What don't you need to send an e-mail? When don't you need a CD?	6) Who can pay for the ticket through the net? What can I do through the net? What can I pay for through the net? In what way can I pay for my ticket?
3) Who has already got a website? What have they already got?	7) What is so exciting? What is surfing the net for information (for me) like?
4) What is that?	8) Who won't download all those documents? What won't she do with all those documents? What won't she download?

4. Listening

Do ex. 3, p. 136–137.

Listen to the information and answer the questions.

Expected answers:

1. It's more important than before and gets plenty of hype, but let's not forget the importance of teaching and learning.
2. The term "weblog" was invented by John Barger in 1997. The short form, "blog", was coined by Peter Merholz, who broke the word into the phrase we blog in 1999.
3. It is a discussion or informational diary-style website published on the World Wide Web.
4. They are used for teaching and learning: to make comments, to exchange ideas and opinions; teachers can observe and monitor students' progress, and get feedback.
5. First, WikiWikiWeb, as "the simplest online database that could possibly work". Wiki is a Hawaiian word "quick". Now it is a website.
6. It allows anyone to add, delete or revise content by using a web browser.
7. Because there may be mistakes or incorrect information.

5. Summary

Do ex. 4, p. 137–138.

Read the article and complete it with the words from the box.

Key: 1 world news, 2 download, 3 online, 4 links, 5 website, 6 resources.

6. Homework

Teacher has to print and give the "Rules List" to each of the students.

From the list of safe behaviour and etiquette in the Internet choose 2 or 3 points to explain your choice and give the reasons of using these points (p. 124).

Top Internet safety rules	Netiquette: Rules of Behaviour
<ol style="list-style-type: none"> 1. Keep personal information professional and limited. 2. Keep your privacy settings on. 3. Practise safe browsing. 4. Make sure your Internet connection is secure. 5. Be careful what you download. 6. Choose strong passwords 	<ol style="list-style-type: none"> 1. Identify yourself: Begin messages with a salutation and end them with your name. 2. Include a subject line. 3. Respect others' privacy. ... 4. Acknowledge and return messages promptly. 5. Copy with caution. 6. No spam

UNIT 6. IS THE EARTH IN DANGER?

Дата _____

Клас _____

Lesson 40. WHAT IS NATURE FOR YOU? NATURAL DISASTERS

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to engage the whole class in a warm-up activity; to improve students' reading and speaking skills;
- to develop students' communicative competence; to activate thinking imagination; develop students' cognitive skills and memory;
- to broaden student's outlook; to encourage students' interest in learning information about natural disasters; to develop self-esteem and a sense of respect for others; to bring up students' responsibility for our environment.

Outcomes: by the end of the lesson students will be able:

- to use the words of the topic in oral speech;
- to express their personal attitude to the environment;
- to discuss the questions making decision;
- to give definitions of the words.

Procedure

1. Warm-up

Do the "Warm up" activity, p. 139.

In four groups discuss the questions (one question to each group) and answer them presenting the opinions of the majority. Exchange your thoughts.

Answer the questions.

1. What do you know about nature and its problems nowadays?
2. What do you know about changes of climate under people's influence?
3. What's your attitude to the man-made climate change?
4. How may people improve the ecological situation?

2. Vocabulary practice

Do ex. 1, p. 140.

In pairs, view the pictures and match them to the words; say what is happening to the class and explain your choice.

Key: 1 tsunami, 2 flood, 3 drought, 4 famine, 5 earthquake, 6 forest fire, 7 tornado, 8 volcano eruption, 9 typhoon.

3. Vocabulary

Do the "Words for you" box, p. 141.

Study the words in the box and give their definitions in Ukrainian or explain them in English. Use a dictionary if necessary.

Expected answers:

- a disaster — something that causes a lot of harm or damage, catastrophe — лихо
- a frequency — the number of times something happens in a particular period — повторюваність
- a hazard — something that is dangerous — ризик, джерело небезпеки
- a threat — the possibility that something bad will happen — загроза, небезпека
- to damage — to harm or break something — пошкоджувати, завдавати збитків
- to occur — to happen, often without being planned — траплятися, відбуватися
- to respond — to answer, to react — відповідати, реагувати
- to underflood — to cover with water — підтопляти

- frequent — happening often — частий, звичайний
- resistant — not harmed or affected by something — стійкий, вичерпливий

4. Listening & Reading

Do ex. 2, p. 140–142.

Listen to the text and follow it while listening. Say what natural disasters from the photos (ex. 1, p.140) were mentioned in the article.

Expected answers: Flood, tornado; earthquake, tsunami, drought, famine.

5. Reading & Speaking

Do ex. 3, p. 142.

Scan the article to make the correct choice. Check your results and compare them with the others.

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

6. Reading & Speaking

Do ex. 4, p. 143.

In pairs, look at the pictures to the exercise; read the paragraphs quickly and match them to the questions above. Then, prepare the interview and act it out to the class.

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

7. Vocabulary practice

Do ex. 5a, p.146.

Match natural hazards from the box with their definitions to complete their descriptions. Pay attention to the stress and pronunciation.

Key: 1 a tornado, 2 hailstorms, 3 floods, 4 an earthquake, 5 an avalanche, 6 a tsunami, 7 a heat wave, 8 a landslide, 9 a blizzard, 10 a hurricane, 11 a volcanic eruption, 12 a drought, 13 wildfire.

8. Summary

Do ex. 5b, p. 146.

In pairs, check and compare your results. Give your own examples with the words and their descriptions.

Example:

An avalanche is a slide of a large snow mass down a mountainside. It is one of the major dangers to face in the mountains in winter. — The group of skiers was buried under an avalanche during the blizzard. According to rescue workers, it will take several hours to dig people out of the avalanche of snow.

9. Homework

Do ex. 6, p. 146.

Think of the problem reflected in the exercise. Make your own decision about the problem and write a brief paragraph. Don't forget to use the following linking words and phrases to complete your work: *to begin with, for example, such as, in other words, in particular, in addition, because, it seems to me, in conclusion, to sum up*. Prepare for the class discussion.

Lesson 41. DEVELOP YOUR VOCABULARY.

BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to revise previously taught vocabulary; to improve students' vocabulary skills; to introduce and practise the new grammar point; to focus students on the use of the Conditionals;
- to broaden students' vocabulary; to interest students in learning grammar; to develop students' grammar competence; to motivate linguistic guess; to activate thinking and imagination; to activate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in pairs.

Outcomes: by the end of the lesson students will be able:

- to identify the difference between "a cause" and "a reason";
- to give definitions of the words;
- to describe natural disasters;
- to analyse and understand the use of the 2nd Conditional;
- to use the 2nd Conditional in oral speech.

Procedure

1. Warm-up

In pairs, look at the words and remember their definitions. Imagine your partner doesn't know these words. Try to explain them to each other in turns in your own words:

- hailstorms
- floods
- an earthquake
- an avalanche
- a landslide
- a blizzard
- a drought
- a tsunami

2. Vocabulary

Do the "Vocabulary links" box, p. 146.

In pairs, study the box carefully. Explain the word meanings and the cases of their use to each other.

Remember:

Cause is simply what created the situation. The cause of something is what makes something happen

Reason for something has a wider use. Reason is the logical explanation of how the situation happened. It can be the explanation that people give for why something is done

1. Nowadays scientists know the *cause* of volcano eruptions and can predict them.
2. A strong thunderstorm became the *cause* of the wildfire.

1. The *reason* for his being late is that he got into a traffic jam.
2. You were well prepared for the exam, so there was *no reason* to be afraid of.

3. Vocabulary practice

Do ex. 1, p. 146.

Complete the sentences with "cause" or "reason". Check your answers and compare with the other students. Explain your choice.

Key: 1 cause, 2 reason, 3 reason, 4 causes, 5 reason, 6 cause, 7 cause, 8 cause.

4. Writing & Speaking

Do ex. 2, p. 147.

Group the words in the box into three columns.

Key:

Land movement disasters	Water disasters	Weather disasters
avalanches earthquakes landslides volcanic eruptions	tsunami floods whirlpools	droughts blizzards tornadoes hurricanes hailstorms heat waves fires ice storms

5. Vocabulary & Grammar practice

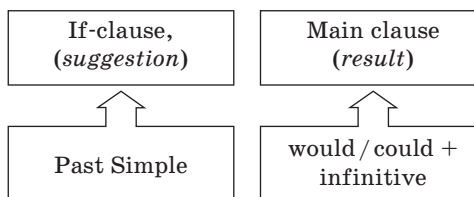
Do ex. 1, p. 147.

Read and complete the list with your own ideas. Use the phrases in the box.

6. Grammar practice

Do ex. 2, p. 148.

Remember the situations when you have to use the 2nd Conditional. Look through the scheme to revise the structure of the sentences. Then, make up the sentences. Check and compare your results.



7. Summary

Do ex. 3a, p. 148.

Write the questions (in the box) down changing the verbs in brackets.

Do ex. 3b, p. 148.

In pairs, read the questions and try to answer them as in the example.

8. Homework

Do ex. 3, p. 147; ex. 4, p. 148 (read the statement and write a brief paragraph expressing your agreement or disagreement. Give your reasons). Don't forget to use the linking words and phrases: *to begin with, for example, such as, in other words, in particular, in addition, because, it seems to me, in conclusion, to sum up*. Prepare for the class discussion.

Lesson 42. NATURAL DISASTERS: WHAT CAN YOU DO?

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about natural disasters;
- to motivate students for becoming good listeners; to develop students' personal and social skills; to broaden students' vocabulary and knowledge about nature; to activate linguistic guess;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form skills of safe behaviour during disasters and responsibility for the environment.

Outcomes: by the end of the lesson students will be able:

- to describe disasters;
- to listen and understand information about disasters;
- to know and understand safety rules during disasters;
- to give advice on how to behave during disasters;
- to evaluate the degree of a hazard.

Procedure

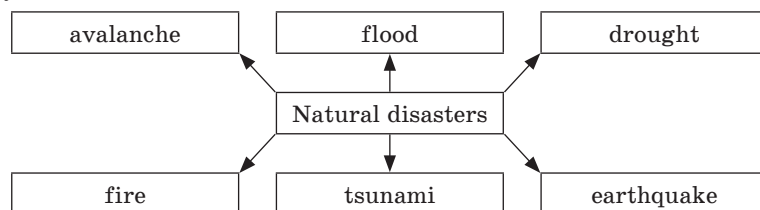
1. Warm-up

Do the "Warm-up" activity (ex. 1, p. 149).

In pairs, look through the terms in the diagramme. Then read the brief reference and estimate the degrees of danger for different disasters. Discuss the problem using the info and the words: *disaster risk, loss of life, injury, destruction, damage, low-probability, extensive risk, high-probability, to resist, to recover from disasters.*

Info-text. Since 2000, there have been a number of satellites that have changed the way we predict natural hazards. These satellites are able to define physical geographic phenomena such as movements of the earth's surface (earthquakes, landslides, volcano eruptions), water (floods, tsunamis, storms), and fire (wildfires).

Share your results with the others.



2. Listening

Do ex. 2, p. 149.

Listen to the speaker and name three natural disasters in the order they are mentioned.

3. Listening

Do ex. 3, p. 149.

Listen to the text again and complete the sentences.

Expected answers: 1 flood / underflood; 2 the sea; 3 the Bahamas; 4 level changed; 5 of famine.

4. Vocabulary practice

Do ex. 4, p. 149–150.

Read the statements and decide if they are true (T) or false (F).

Key: 1 T, 2 F, 3 F, 4 T.

5. Listening

Do ex. 5a, p. 150.

Listen to the instruction and check your answers.

6. Listening & Writing

Do ex. 5b, p. 150.

In pairs, listen to the instruction again and make notes about what you should / shouldn't do during an earthquake in school / at home / in the street. Give advice to your partner (in turns).

7. Speaking

Do ex. 1, p. 150.

In pairs, talk to your partner on the statements from the exercise. Discuss the statements and compare your results with the other pairs.

Do ex. 2, p. 150–151.

In pairs, use the instruction advice and the ideas of the exercise to give your partner the advice.

8. Reading

Do ex. 4, p. 151.

Read the texts about the TV show guests' experiences about disasters and act the roles out in pairs. Present your work to the class.

9. Summary

Do ex. 5, p. 151.

In groups of four, role-play the situation using the questions.

1. Were you prepared for the disaster?
2. What could you do to prepare for a disaster?
3. Do you know who else has survived in the disaster?
4. How did you react to the disaster?
5. How can we help people who are victims of disasters?

10. Homework

Write a brief paragraph "Natural disasters in Ukraine". Think what natural disasters occur in our country. Choose one of them and tell about it.

Mention:

- what happened;
- when and where it was;
- what was the cause of the disaster;
- what were the effects (destructions, victims etc.);
- the ways of recovery;
- your conclusions.

5. Reading

Do ex. 2, p. 153.

In four groups, read the texts and exchange your information. What are the texts about? Is it writing or pre-writing work? Which of the methods do you generally use while you are going to write a paragraph / an essay / a letter etc.?

6. Speaking & Writing

Do ex. 3a, p. 154.

Choose one of the topics and brainstorm on it. Make the notes:

- how to narrow the topic;
- ideas you'd like to present;
- how to present (formulate) your ideas.

Do ex. 3b, p. 154.

In pairs, find the classmate who has chosen the same topic. Exchange your ideas and compare your notes. Then, form the common basis for an essay / paragraph.

Do ex. 4a, 4b, p. 154.

Choose one of the topics for all the class. In groups, brainstorm on it and arrange your ideas. Compare your results with the other groups.

7. Writing

Do ex. 5, p. 154.

Individually, choose another topic from the exercise. Freewrite for 5 minutes: it may be sentences, word combinations, separate words. Don't stop while writing!

Team up with your mates who have chosen the same subject as you. Compare your ideas and exchange them.

8. Speaking & Writing

Do ex. 6, p. 155.

In groups, choose one of the topics; discuss it and put your ideas to a mind-map using clustering.

9. Summary

In pairs, scan the report and ask the questions if you were the reporter, in turns.

General information: During the first week of July 2018 (WHEN..?), heavy rains (WHAT WAS THE CAUSE..?) in southwestern Japan (WHERE..?) led to devastating floods and mudslides (WHAT IS THE EFFECT..?). In the region, as an experienced news writer reports (WHO..?), there was three times the amount of normal rain for all of July in 6 days (WHAT EXACTLY..?).

Details: The torrential downpours caused flooding and mudslides (WHAT..?), which destroyed buildings, caked the land with mud, and left thousands stranded and displaced (WHAT IS THE EFFECT..?). Some residents remained trapped (WHO..?) in their cars (WHERE..?), caught off-guard by the fast pace of the mudslides (WHY..?). Roughly two million people (HOW MANY..?) had to abandon their homes and retreat to safety (WHAT HAD TO DO..?). Over 70,000 emergency response workers (WHO..?) are out helping people trapped (WHAT DO..?). There are more than 100 deaths (HOW MANY..?) officially recorded.

10. Homework

Do ex. 7, p. 155.

Use your notes from the lesson and the text with the questions.

Lesson 44. USE YOUR SKILLS: LET'S DISCUSS

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage students to solve environmental problems;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; responsibility for the environment.

Outcomes:

 by the end of the lesson students will be able:

- to analyse and understand the use of the 1st and 2nd Conditionals;
- to read and understand information about natural and man-made disasters;
- to fill in and analyse the personal questionnaire;
- to suggest their own solutions for environmental problems;
- to give reasonable arguments to support their ideas.

Procedure

1. Warm-up

Do ex. 1, p. 156.

Do the questionnaire and decide how green you are.

2. Reading & Speaking

Do ex. 2a, p. 157.

Read about the ecological problems and fill in the table matching them to their solutions.

Problems	Solutions
Water pollution	Plants shouldn't dump chemical wastes into rivers
Air pollution	Concentration of smoke in the air should be controlled The number of cars should be reduced
Land pollution	Plants shouldn't dump chemical wastes on land People shouldn't leave litter in the streets
Disruption	We should stop killing animals
Global warming	Plants shouldn't dump chemical wastes into atmosphere The number of cars should be reduced Concentration of smoke in the air should be controlled.

3. Speaking & Writing

Do ex. 2 b, p. 157.

Speak on your suggestions of the ways of using the 2nd Conditional. Write your sentences down and then check the results.

4. Reading

Do ex. 3, p. 157–158.

Read the sentences and the names of disasters from the box. Then, match them. Exchange your results with the others.

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

5. Reading

Do ex. 4a, p. 158–159.

In groups, read the information about the disasters. Refer the parts of the articles to the disasters. Exchange your results and give your explanation.

Key: A tropical storms, B eruptions, C floods, D typhoon.

6. Speaking

Do ex. 4b, p. 159.

In groups, discuss the questions (one question for each group). Then, present an oral report completing your information from all the groups.

Do ex. 5a, 5b, p. 160.

In pairs, role-play the situation.

Student A. First, choose the disaster which you have suffered from.

Student B. Ask your partner about:

- date;
- place;
- duration;
- destructions and damages
- victims
- your friend's feelings.

Student A. Answer the questions of your partner.

Then change the roles.

Do ex. 6, p. 160–161.

In groups, read the list of disasters and the questions. Discuss them and exchange your minds.

7. Summary

Do ex. 7, p. 161.

In small groups, read what some scientists say about disasters; explain how you understand these words to each other; discuss your opinions and formulate a common opinion of your group. Present it to the other groups. Be ready to express your agreement or disagreement.

Use the table if necessary:

If you agree, say:	If you disagree, say:
I agree that... because...	I don't agree that... because...
I fully agree that... because...	I fully disagree that... because...
I partly agree that... because...	I don't think that... because...
That's right, because...	I wouldn't say that... because...
Certainly, because...	Absolutely not that... because...

8. Homework

Do ex. 8, p. 161.

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding the importance of knowledge about nature; the importance of diversity;
- to develop self-esteem and mutual esteem; a sense of respect to peers and adults; to bring up students' responsibility.

Outcomes: by the end of the lesson students will be able:

- to analyse and understand the use of the 1st and 2nd Conditionals;
- to use word-combinations to express personal attitude;
- to read /listen and understand about natural disasters;
- to express agreement and disagreement on the topic supporting their ideas;
- to describe a disaster.

Procedure

1. Warm-up

Think and answer the questions:

1. Look at the map of Ukraine and name the most endangered regions in Ukraine.
2. Why do you think they are in danger? Prove your mind.
3. Name and identify natural and manmade catastrophes.

2. Grammar practice

Do ex. 1, p. 162.

Complete the sentences using the verbs in brackets (change their forms). Check your results.

Key:

1. If I *were* taller, I would play in a basketball team.
2. If they were more careful, that Monday accident *wouldn't have happened* (mixed Conditional).
3. If I were you, I *would have done* this work yesterday (mixed Conditional).
4. If I *see* him, you will be the first to know.
5. If our guests *stay* a bit longer, they will be able to meet our parents.
6. If you were not in a hurry, they *would explain* everything to you.
7. They *wouldn't have invited* you to join the English club if they had known you do not speak English (3rd Conditional).
8. If you *see* them tomorrow, please, let them know I am coming this weekend.

3. Vocabulary practice

Do ex. 2, p. 162.

Scan the text and fill in the gaps with the words in box (change their forms where necessary). Compare and check your results with the others.

Key: 1 fires, 2 destroy, 3 causes, 4 natural, 5 occur, 6 accident, 7 reduce, 8 guard.

4. Listening

Do ex. 3, p. 163.

Listen to the information and complete the sentences.

5. Speaking & Writing

In groups, find out which disasters are natural and which are manmade. Then, put your ideas into the table. Read the list of some effects and features; define them as effects and features. Fill in the table and add your own ones.

- People can't stop them
- Break and destroy houses
- Harmful for people, flora and fauna
- Can be unpredictable

Some events happen to the Earth and people	
Natural disasters	Manmade disasters
Effects	Features

Compare your results with the other groups.

6. Listening

Do the quiz.

1. Zakarpattya usually suffers from
 - a) earthquakes;
 - b) floods;
 - c) typhoons
 2. The storm ... hundreds of houses.
 - a) destroyed;
 - b) saved;
 - c) occurred
 3. After the floods, the polluted water was a serious ... to public health.
 - a) hazard;
 - b) chance;
 - c) disease
 4. The drought could affect
 - a) the disaster and environment;
 - b) the crisis and population decrease;
 - c) the crop and wildlife
 5. Another word for a natural disaster is a natural
 - a) catastrophe;
 - b) accident;
 - c) misfortune
 6. Many ... are trained beforehand in order to save people in the time of natural or manmade disasters.
 - a) washers;
 - b) rescuers;
 - c) firefighters
- Key: 1 b, 2 a, 3 a, 4 c, 5 a, 6 b.

7. Summary

Do ex. 4, p. 163–164.

In groups, read the paragraphs and refer them to the questions. Compare your results and prove your opinion.

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

8. Homework

Write a brief paragraph about your ideas how to avoid natural disasters in Ukraine. Use the questions as the plan.

1. Can we predict disasters?
 2. What happens to people during and after one of the disasters?
 3. What can you do to prepare for a disaster in advance?
- Use the words and word combinations from the unit.

UNIT 7. THE WORLD OF PAINTING

Дата _____

Клас _____

Lesson 46. UKRAINIAN AND ENGLISH ARTISTIC TRADITIONS

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to improve students' reading and speaking skills;
- to develop students' communicative competence; to activate thinking and creative imagination; to encourage understanding of human diversity;
- to broaden students' outlook; to develop students' cognitive skills; to encourage students' interest in artistic traditions of different countries; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use the words of the topic in oral speech;
- to read and understand texts about certain genres of painting;
- to give definitions of the words;
- to express their personal attitude to paintings and art;
- to discuss the questions expressing agreement or disagreement;
- to retell information about some of the schools of painting in Ukraine and the UK.

Procedure

1. Warm-up

Do the "Warm-up activity", p. 165.

In two groups, discuss the questions on p. 165. One of the groups is "lovers" and the other one is "opponents". Find the reasonable "pro"/"contra" arguments to prove your ("lovers" or "opponents") opinion. Use the beginnings of the sentences and linking words.

2. Speaking

Do ex. 1, p. 166.

In pairs, talk to your partner about the questions from the exercise and exchange your results with the other pairs.

Do ex. 2, p. 166.

Read the quotation from Horace. Think and say whether you agree/disagree with the statement. Explain why/why not. Compare your results.

Use the table if necessary:

If you agree, say:	If you disagree, say:
I agree that... because...	I don't agree / think that... because...
I fully / partly agree that... because...	I fully disagree that... because...
That's right, because...	I wouldn't say that... because...
Certainly, because...	Absolutely not that... because...

Do ex. 3, p. 166.

Recall and name some of Ukrainian painters.

3. Reading & Vocabulary

Do ex. 4a, p. 166–168.

Listen to the text and follow it while listening. Pay attention to the words in bold and find out their definitions. Take the art trends mentioned in the text separately. Use a dictionary if necessary.

Key 1:

- icon-painting — іконопис
- mosaic and frescos — мозаїка та фрески
- portrait painting — портретний живопис
- landscape(-s) — краєвид, пейзаж
- depicting rural scenery — зображення сільських пейзажів
- prominent representatives — видатні представники
- notable — помітний, гідний уваги
- original phenomenon — оригінальне / надзвичайне явище
- combine(-d) traditions of folk picture, local primitive painting — поєднувати традиції народної картинки, місцевого первісного живопису
- national theme remains topical — національна тематика залишається актуальною

Key 2 (*art trends*): classicism, impressionism, avant-guard, constructivism, cubi-form futurism, abstraction.

Do the “Words for you” box, p. 169.

Key:

- an artist — художник, митець
- an image — зображення
- fame — слава, популярність
- a genre — жанр
- a masterpiece — шедевр
- a scene — картина
- a scenery — пейзаж
- a tendency — напрям, тренд
- a theme — тематика
- to depict — зображувати
- to devote — присвячувати
- to propagate — поширювати, розповсюджувати
- to represent — представляти, відображати
- to be inspired (by) — натхненний
- to be influenced (by) — бути під впливом

4. Reading

Do ex. 4b, p. 168.

Scan the text and match the paragraphs to the questions. Then, answer the questions finding information in the appropriate paragraphs.

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

5. Vocabulary

Do ex. 5, p. 169.

Study the the descriptions. Compare you results with the others.

Key: 1 an artist; 2 to depict; 3 to devote /to dedicate; 4 a genre; 5 an image; 6 a masterpiece; 7 prominent; 8 to represent; 9 representative; 10 theme; 11 topical.

6. Summary

Do ex. 7, p. 170.

In groups, speak and discuss the items from the exercise. Prove your points with the information from ex. 4a, p. 166–168.

7. Homework

Do ex. 6, p. 169–170.

Lesson 47. **DEVELOP YOUR VOCABULARY.**
BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to revise previously taught vocabulary; to improve students' vocabulary skills; to introduce and practise the new grammar point; to focus students on use of Past Perfect and Past Perfect Continuous;
- to expand students' vocabulary; to interest students in learning grammar; to develop students' grammar competence; to motivate linguistic guess; to activate thinking and imagination; to activate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in pairs.

Outcomes: by the end of the lesson students will be able:

- to explain the words definitions;
- to describe art genres and styles;
- to speak about artists and their works;
- to identify the difference in the use of Past Perfect Simple and Past Perfect Continuous;
- to use Past Perfect Simple and Past Perfect Continuous in oral speech.

Procedure

1. Warm-up

Read the quotation from Oscar Wilde, a prominent English poet, writer and dramatist: "Art ... is a veil rather than a mirror".

- veil — завеса, вуаль, серпанок

How do you understand the quotation? Do you agree or disagree with it? Express your opinion.

2. Vocabulary

Look through the "Words for you" box, p. 171.

Read and translate the words; use a dictionary if necessary.

Key:

- baroque — бароко, у стилі бароко
- a trend — напрям, стиль, тренд
- to capture — захопити, привабити, повернути
- to portray — зображати людину, малювати портрет

3. Vocabulary practice

Do ex. 1, p. 171.

Look at the exercise patterns and make up as many true sentences as you can; compare them with the others' results.

Do ex. 2, p. 171.

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

4. Vocabulary practice & Speaking

Do ex. 3, p. 172.

In groups, look at the pictures of world-famous artists and try to match their works to the appropriate styles (trends). Compare your results with the other groups' answers.

Key: a) classicism (rococo); b) primitivism; c) Russian avant-garde, futurism, cubism; d) realism; e) impressionism; f) icon-painting; g) abstractionism, cubism; h) abstractionism, expressionism; i) folk picture.

5. Grammar

Study the "Grammar links" box, p. 173.

Remember!

The Past Perfect tense talks about the “PAST IN THE PAST”. To define the tense you should understand what action took place earlier (Past Perfect) and what — later (Past Simple).

had + V3

Look at the examples in the table and compare the places of the verbs in the Past Perfect.

Event A	Event B
John <i>had gone</i> out	<i>by the time</i> I arrived to the museum
I <i>had seen</i> the copy of this picture	<i>before</i> I visited the gallery
Event B	Event A
Ukrainian art of the 19 th century was closely connected with the name of Taras Shevchenko <i>because</i>	he <i>had dedicated</i> most of his painting to Ukraine
<i>Before</i> the English king invited Van Dyck to London	the Flemish painter <i>had been</i> a really famous artist

6. Grammar practice

Do ex. 1, p. 173.

Complete the sentences using the words in the box. Check and compare your results with the others’.

Key: 1 before, 2 when, 3 by, 4 after, 5 for

Do ex. 2, p. 173.

Choose the sentence with the same meaning.

Key: 1 A, 2 B, 3 B, 4 B, 5 A.

7. Grammar

Study the “Grammar links” box, p. 174.

8. Grammar practice

Do ex. 4, p. 174.

In pairs, match the results from the left part to the causes from the right part of the exercise. Say what word connects the left and the right parts (because).

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

9. Summary

Do ex. 6, p. 175.

Check your answers.

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

10. Homework

Do ex. 3, p. 174; ex. 5, 175.

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about museums and galleries;
- to motivate students for becoming independent listeners; to develop students' personal and social skills; to activate linguistic guess; to expand students' vocabulary;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage students' interest in art; to form students' artistic tastes.

Outcomes: by the end of the lesson students will be able:

- to talk about museums and galleries;
- to compare different points of view;
- to distinguish the necessity of objects of art in our life.

Procedure**1. Warm-up**

Do ex. 1, p. 175.

In pairs, ask each other the questions in turns. Express your point of view and explain the reasons.

2. Reading & Speaking

Do ex. 2, p. 176.

In small groups, explain the meanings of the word combinations and make up sentences with them. Share your information with the other groups.

Key:

- a handy map — a specially designed (printed) guide that allows to get information about a certain place
- an entrance ticket — a ticket allowing a person to get into a place, such as a museum
- to avoid the crowds — to get away of masses of tourists
- reasonably priced cafés — low priced / cheap / not expensive cafés
- to borrow audio guide for fee — to take up an audio guide paying some money
- photography is permitted — it is allowed to take photos
- be organised into "wings" — be organised into outbuilding parts.
- a personal discovery — an individual finding

3. Listening

Do ex. 3, p. 176.

Listen to the advice and explain what you should do to get an audio guide.

4. Listening & Speaking

Do ex. 4, p. 176.

In pairs, listen to the advice again and answer the questions in turns.

5. Reading & Speaking

Do ex. 5, p. 176–177.

Read the information about the National Gallery of London and describe your imaginary visit there. Choose your variant of guiding and exploring the gallery. Don't forget to use some of the linking words:

- First, second, next, further, last, finally, in addition, moreover, also;
- So, as a result, therefore, thus, due to;
- In fact, obviously, especially;
- For example, such as;
- Because, as, that is why, while, not only ... but also.

6. Speaking

Do ex. 1, p. 178.

In pairs, ask each other the questions in turns.

7. Reading

Do ex. 2, p. 178.

In pairs, read the dialogue and identify its participants. Act the dialogue out and present it to the class.

8. Vocabulary

Do the “Words for you” box, p. 179.

Read the words and find out their meanings.

Key:

- an exhibit — експонат
- an exponent — зразок, показчик
- an exposition — експозиція, показ
- an item — предмет, окрема річ
- to contain — містити в собі
- to display — виставляти, показувати
- to hold — зберігати, утримувати
- to offer — пропонувати
- to be on display — бути виставленим
- to be available — бути доступним

9. Speaking

Do ex. 3, p. 179.

In pairs, complete the dialogue with the sentences. Act it out to the class.

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

10. Summary

Do ex. 4, p. 180–181.

In groups, read the information about Kyiv museums. Discuss and choose one of them to visit. Explain your choice to the class. Use the words and phrases from the “Useful language” box, p. 180.

11. Homework

Use the information from ex. 4, p. 180–181 to write a brief paragraph about one of the museums in Kyiv. Describe your imaginary visit to chosen museum.

Mention:

- its name and location;
- days and hours of museum’s work;
- brief information about special features of the collection;
- the most significant items of the collection;
- your own impressions.

Use the words from the “Useful language” box, p. 180 and the linking words of the lesson.

Lesson 49. DRAFTING. A PARAGRAPH / AN ESSAY STRUCTURE

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on the writing points; to practise writing of a draft;
- to develop students' transferable skills; personal and social skills; to develop students' critical thinking; to broaden students' knowledge about essays and paragraphs features; to engage students in discussion; to develop self-esteem and mutual esteem of writing works;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to other people.

Outcomes: by the end of the lesson students will be able:

- to understand the difference between the essay and the paragraph structure;
- to read and accept information;
- to estimate works of writing;
- to understand how to write a draft / an essay.

Procedure

1. Warm-up

In three groups, discuss the questions and answer them. Present your results to the class.

- Can people live without art?
 - How does art help to educate people?
- Agree or disagree with the statement: "A picture is a universal language".

2. Reading

Do the "Writing point" box, p. 181.

Read the information and answer the questions:

1. What is drafting?
2. What should you focus on when you write the first draft?
3. What have you to check first? Then?
4. What is the final stage of drafting?

3. Reading & Speaking

Do ex. 1, p. 182.

In pairs, read the paragraph; answer the questions and do the tasks. Explain your answers.

4. Reading

Do ex. 2a, p. 183.

Scan the information quickly and write down 5–6 questions to highlight the most important points of the article.

5. Speaking

Do ex. 2b, p. 183.

In pairs, imagine one of you is a journalist. Role-play an interview with a professor asking your partner the questions you've written. Present your work to the class.

6. Reading & Speaking

Do ex. 3a, p. 184.

Read the paragraph to identify the basic structural parts of it (the topic sentence, the supporting sentence(-s), and the concluding sentence).

Do ex. 3b, p. 184.

Consult the list of linking words (flyleaf 1) and replace the underlined expressions with suitable ones.

7. Speaking

Do ex. 4, p. 184.

In pairs, compare a paragraph and an essay structures. Answer the questions.

1. What is the main difference?
2. What is an essay?
3. What can the purposes of writing essays be?
4. In your opinion, what should you do to start writing an essay?

8. Reading

Do ex. 5, p. 185.

Get the information about some writing techniques and do the task.

Key: 1 d; 2 a, b; 3 a, b.

9. Reading & Speaking

Do ex. 6a, p. 185–186.

Read the essay and define its type.

Do ex. 6b, 6c, p. 186.

Make your decision about why the essay is bad / good. Use your knowledge about an essay structure, the main principles of writing and the correct use of linking words. The questions in the card can help you. Use the questions from the “c” part to complete the card questions.

Card: Essay Questions

- Does the essay have the introduction, the body and the conclusion?
- Is the information presented in the clear and logical order?
- Are there the general topic, narrowing the focus and the thesis in the introduction?
- Does the introduction give background to the topic?
- Does each paragraph include the topic sentence?
- Is the topic sentence supported by detailed information?
- Does the conclusion contain confirmed / proved ideas?

10. Summary

Do ex. 6d, p. 187.

In pairs, read the essay again and discuss the questions evaluating the work.

11. Homework

Do ex. 7, p. 187.

Write a brief essay about the role of art in our life. Use the check list from the flyleaf 2 and the exercise word list. Don't forget about the essay structure and the principles of essay writing.

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking and listening competence;
- to develop students' individual potential; to develop communicative skills; to promote thinking and creative imagination; to activate error correction work; to encourage tolerance and enjoyment of diversity;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to identify and understand the use of Past Perfect Simple and Past Perfect Continuous;
- to use Past Perfect Simple and Past Perfect Continuous in speech;
- to describe art genres and styles;
- to talk about painters, their styles and works;
- to ask and answer questions in a dialogue expressing agreement or disagreement;
- to explain their choice.

Procedure

1. Warm-up

In two groups, discuss and answer the questions:

Group 1: When you see a picture what do you pay attention to: colour, composition, things, people's faces?

Group 2: True art elevates the mind and soul of people. Can that be said of abstractionism, which is still fashionable?

2. Grammar practice

Do ex. 1, p. 188.

Complete the text using the verbs in brackets. Change their forms into Past Perfect Continuous. Check your answers.

Key: 1 had been watching; 2 had been looking; 3 had been crying; 4 had been sitting; 5 had been raining; 6 had been hiding.

Do ex. 2, p. 188.

Make up sentences using the prompts. Change the form of one of the verbs into Past Perfect Simple.

Key:

1. She was hungry because she had not eaten anything all day.
2. By the time I left school I had decided to become a painter.
3. We had just heard the news when you rang.
4. When I turned on the TV the programme had already started.
5. I had already thought of that before you suggested it.

3. Reading & Vocabulary

Do ex. 3, p. 188–189.

Scan the text and complete it with the appropriate words from the box. Then, exchange your results.

Key: 1 outstanding, 2 created, 3 painted, 4 painting, 5 portraitist, 6 representatives, 7 well-known, 8 sitter, 9 masters, 10 countryside, 11 contain, 12 landscape, 13 impressionists, 14 observation.

4. Writing & Speaking

Do ex. 4, p. 189.

In small groups, choose one of the famous painters. Make cards with the information about the chosen artist and add some facts there. Give your opinion about all the cards after they have been presented.

5. Writing

Do ex. 5, p. 189.

Choose one of the statements and write down a brief paragraph about it. Remember of the paragraph structure:

- the topic sentence;
- the supporting sentence(-s) with the example(-s);
- the concluding sentence.

So, you have to write 3 to 5 sentences.

6. Speaking

Do ex. 6a, p. 189.

In pairs, read the statements and explain their meanings to each other in turns. Do you agree/disagree with them?

Do ex. 6b, p. 189.

Write down your ideas briefly and exchange them with the other pairs.

Do ex. 7, p. 189.

Imagine you are a guide in the exhibition / museum / gallery. Choose one of the painters, mention their works in general, and describe one of their paintings. Present your monologue to the class.

7. Reading

Do ex. 8, p. 190.

In four groups, choose one of the art galleries of London (one gallery for a group) to visit; discuss, make your notes explaining your choice and present your work to the class.

8. Summary

Do ex. 9, p. 193.

Read and discuss the problem; suggest your ideas for solving it. Make your notes.

9. Homework

Do ex. 9, p. 193.

Use your class notes and linking words to express your opinion of the old or modern art (of your choice) and write an essay. Don't forget about the essay structure, the principles of essay writing and the techniques for the introductory part. Consult your textbook for the information from the unit and flyleaf 2.

Lesson 51. CHECK YOUR ENGLISH

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage understanding of art diversity;
- to develop self-esteem and mutual esteem; a sense of respect for other people's opinions; to bring up students' sense of beauty.

Outcomes: by the end of the lesson students will be able:

- to use Past Perfect Simple and Past Perfect Continuous in speech;
- to read and understand texts about museums and art;
- to estimate own skills and qualities;
- to listen and identify certain facts about museums / galleries;
- to give their opinion supported with reasonable facts.

Procedure

1. Warm-up

In three groups, choose three painters you'd like (the same for all groups), look at your substitution table and make up sentences (1 to 3) answering the questions about all of these artists (one question for each group). Then, unite your results and present three brief stories about the painters.

Group 1: Why do we like / admire / value works of art?

Works of art	show	shades and nuances of the time
	reflect	a psychological and social drama of a painter
	help	the multicoloured life of the material world
	enrich	the sensitive perception of reality the hidden world of feelings

Group 2: What do the artists want to reflect by their works?

In his	canvases portraits	he she	showed	the spiritual beauty of a man
			declared	his / her personal observations
			presented	the typical and essential modernity of his / her vision
			expressed	the greatness and joy of earthly life compositions

The painter's goal	is was	to view the life philosophically
		to pay attention to follies and vices of the middle class
		to raise the problems of morals
		to create a gallery of satirical portraits

Group 3: How can we characterise the artist?

The artist	was	a painter of great individuality
		a master of genre and portrait painting
		a philosopher who reflects the poetic individuality of people
		a portraitist and a humanitarian
		a creator of the poetic symbol of his homeland remarkable for lofty feelings of joy and sorrow

2. Grammar practice

Do ex. 1, p. 194.

Read and choose the correct verb forms to complete the letter.

Key: 1 had been expecting; 2 opened; 3 had a chance; 4 had been waiting; 5 had heard; 6 had breakfast.

3. Vocabulary practice

Do ex. 2, p. 194.

Scan the text from the website and complete it with the words in the box.

Key: 1 collection, 2 contains, 3 exhibits, 4 paintings, 5 masterpiece, 6 icons, 7 piece.

4. Listening

Do ex. 3, p. 195.

Listen to the text and do the task.

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

5. Listening & Speaking

Listen to the questions and do the quiz:

- Which of these is paints made from pigments and plastic?
a) Acrylic; b) Oil;
c) Watercolour; d) Gouache
 - Early photographers made their images on which of these materials?
a) Plastic; b) Glass;
c) Stone; d) Paper
 - What did I. M. Pei design outside the Louvre, in Paris?
a) A ziggurat; b) An obelisk;
c) A sarcophagus; d) A pyramid
 - What was the subject of the earliest known paintings?
a) Flowers; b) Landscapes
c) Portraits; d) Animals
 - What does the Venus of Brassempouy represent?
a) An angel; b) An old woman;
c) A woman's head; d) A human figure
 - What animal often symbolises peace in art?
a) A dog; b) A dove;
c) A deer; d) A duck
- Key: 1 a, 2 b, 3 d, 4 d, 5 c, 6 b.

6. Summary

Do ex. 4, p. 195–196.

In pairs, read a piece of information and fill in the chart about William Turner. Complete the chart with the facts about: the birthplace, education, paintings, genre, places where the works are. Compare your results with the other groups.

Expected answers:

Year	Event
1775	was born
1781	went to school
1787	first drawings
1796	began to exhibit
1851	died

7. Homework

Make up a quiz with questions about Ukrainian art or /and painters (not less than 10 questions of your choice). Use *Multiple Choice* or *True-False tasks* or *Questionnaire* (with correct answers) Use the information from the previous lessons.

UNIT 8. DO YOU LIKE SPORTS?

Дата _____

Клас _____

Lesson 52. PUPILS ABOUT SPORTS. DEVELOP YOUR VOCABULARY

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to expand students' vocabulary; to improve students' reading and speaking skills;
- to develop students' communicative competence; to activate thinking imagination; to encourage understanding and tolerance to others;
- to broaden student's outlook; to encourage students' understanding of importance of sports and healthy lifestyle; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use the words of the topic in oral speech;
- to express their personal attitude to sport activities;
- to discuss questions showing agreement or disagreement;
- to read and understand other people's opinions defining the most essential and detailed information;
- to give definitions of the words.

Procedure

1. Warm-up

Do the "Warm-up activity" box, p. 197.

In pairs, ask and answer the four questions; then retell the information about your partner.

Students read the questions and ask them to the partner in turns; then listen to the answers (or write down if necessary) and retell the information to the class.

For example:

Ann/Mike likes to play... . But his/her favourite sports is He/She enjoys ... with ... and also He/She likes/doesn't like ... because ... , but sometimes he/she ... because He/She prefers ... because He/She would like to try ... because it He/She doesn't like ... because Sports give him/her some benefits. It develops ... and helps him/her

2. Writing & Speaking

Do ex. 1, p. 198.

Match the parts to make up sentences. Check your answers.

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

3. Vocabulary

Do the "Words for you" box, p. 198.

Study the box content and find out the meanings / translation of the words.

Expected answers:

- cricket — a sport game where two teams try to score points by hitting a ball with a bat between two sets of wooden posts — крикет
- an injury — physical harm or damage to someone's body — травма, ушкодження
- jogging — running at a slow regular speed — біг підтюпцем
- riding — the sport or activity of riding horses — верхова їзда, катання на конях верхи
- sailing — the sport or activity of using boats with sails — плавання на судні під вітрилами

- a sport event — one of a set of competitions — спортивна подія / етап змагань
- to kick — to hit smth with the foot — вдаряти ногою
- to be in the open — out of doors; no longer secret (an idiom) — не в приміщенні, на відкритому повітрі; вже не секрет (ідіома)
- a load of rubbish — something that is not true; a bunch of nonsense (an idiom) — щось неправдиве; дурниці, купа лайна (ідіома)
- to stay / keep fit — to keep oneself in a good physical shape — підтримувати (себе) у формі

4. Speaking

Do ex. 2, p. 198.

In pairs, read the questions and ask them to each other in turns. Use the words from the “Words for you” box. Make notes.

5. Listening & Reading

Do ex. 3, p. 198–200.

Listen to the people’s opinions and follow them while reading. Then, look at the final sentences (A to D) and finish the opinions with the suitable choices.

Expected answers: 1 B, 2 D, 3 A, 4 C.

6. Reading & Speaking

Do ex. 4, p. 200.

Read the texts from ex. 3 again and define if the statements are true (T) or false (F).

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

7. Reading & Speaking

Do ex. 6, p. 201.

In groups of 5–6, read the interview answers and make the list. Ask your group mates about their attitude to sports and complete your list.

Name	Really likes	Really hates	Does exercises regularly	Good at sports					
Jill									
Simon									

8. Speaking

Do ex. 1, p. 202.

Do ex. 2, p. 202.

Example: He / She who skates / glides across the ice.

Do ex. 4, p. 202.

Key 1: beat–beat–beaten; win–won–won; lose–lost–lost; draw–drew–drawn.

Key 2: 1 beat (the 2nd only); 2 has won / won; 3 has lost / lost; 4 drew / has drawn.

9. Summary

Do ex. 7, p. 201.

Do ex. 3, p. 202.

10. Homework

Do ex. 5, p. 200 (write a “for” and “against” essay using ex. 3, p. 198–200); ex. 5, p. 203.

Lesson 53. BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to introduce and practise the new grammar point; to revise previously taught grammar material; to focus students on expressing future actions; to improve students' vocabulary skills;
- to interest students in learning grammar; to develop students' grammar competence; to motivate linguistic guess; to activate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in groups and pairs.

Outcomes: by the end of the lesson students will be able:

- to understand the difference between grammar tenses which express actions in future;
- to analyse and understand different ways to express future actions;
- to use Future Simple, Future Continuous, Present Continuous, "to be going to" to speak about actions in the future;
- to describe events in the future using positive and negative verb forms.

Procedure

1. Warm-up

Do ex. 1, p. 203.

Read the sentences and refer the words in italics to the certain tense form. Remember about the tense structures.

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

2. Grammar practice

Do ex. 2, p. 204.

In pairs, study the situations (the right column) and match them to the sentences (the left column). Compare your results with your partner's explaining your choice. Check your answers.

Expected answers: 1 c, 2 e, 3 g, 4 b, 5 h, 6 f, 7 a, 8 d.

Do ex. 3, p. 204.

Key: 1 will be remembering; 2 are you going; 3 will pass; 4 will do; 5 are you going to do; 6 will help; 7 are not always going to be; 8 leaves; 9 will be flying; 10 am going to earn.

Do ex. 4, p. 205.

Key: 1 will come; 2 will be doing; 3 am going to paint; 4 will have; 5 are not going to climb; will climb; will try; 6 will take; 7 won't be showing; 8 will be wearing; 9 will change; 10 need.

Do ex. 5, p. 205–206.

Choose the best option to complete the sentences.

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

Grammar Table Use

Future I'm going to	Future I will	Simple Present	Present Progressive
plan	action in the future that cannot be influenced	action set by a timetable or schedule	action already arranged for the near future
intention	prediction		
decision made for the future	quick decision		

Put the verbs into the correct form (Simple Present, Present Continuous).

1. I love London. I (probably / go) there next year.
2. Our train (leave) at 4.47.

3. What (wear / you) at the party tonight?
4. I haven't made up my mind yet. But I think I (find) something nice in my mom's wardrobe.
5. This is my last day here. I (go) back to England tomorrow.
6. Hurry up! The conference (begin) in 20 minutes.
7. My horoscope says that I (meet) an old friend this week.
8. Look at these big black clouds! It (rain).
9. Here is the weather forecast. Tomorrow be (dry) and sunny.

Key:

- | | |
|--------------------------------|--------------------------|
| 1. I will probably go | 6. The conference begins |
| 2. Our train leaves | 7. I'm meeting |
| 3. What are you going to wear? | 8. It's going to rain |
| 4. I'll find | 9. It is going to be |
| 5. I'm going to go | |

3. Reading

In two groups, read the texts and choose the best variant of the tense form. Give the text to another group for checking and explain your choice.

TEXT 1

The next Olympic Games (*will start / start / are going to start*) in June. I think it (*is / will be / is being*) an unforgettable event. I am sure our team (*is showing / shows / will show*) good results. I (*am winning / will win / am going to win*) a gold medal. After the Olympics I (*am flying / will fly / fly*) to Turkey. My wife is already there. We (*are sunbathing and swimming / will sunbathe and swim / sunbathe and swim*) there every day.

TEXT 2

When I arrive at the party, everybody (*will be celebrating / will celebrate / is going to be celebrating*). Some (*will be dancing / will dance / are dancing*). Others (*will talk / are going to be talking / will be talking*). Then they (*will be eating / will eat / are going to eat*) pizza, and several people (*will drink / are going to drink / will be drinking*) beer. They always do the same thing.

4. Summary

Game "Plans and spontaneous decisions helping"

Students think and write down a sentence about their plans for the weekend.

Example: I'm going to have a housewarming / birthday party.

Then, one of the students reads his / her sentence and others start offering their help with sentences like:

- I will bring...
- I will help you tidy up...

The last person to speak when everyone else has run out of ideas is the winner. Then the game is continued.

5. Homework

Do ex. 6, p. 206.

Lesson 54. **SPORTS LEAGUES AND ASSOCIATIONS IN THE WORLD**

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about a variety of sports associations and clubs;
- to motivate students for becoming good listeners; to develop students' personal and social skills; to expand students' vocabulary and knowledge about sports in the world; to activate linguistic guess;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form healthy lifestyle skills.

Outcomes: by the end of the lesson students will be able:

- to know certain characteristics of sports;
- to listen and understand information about sports around the world;
- to know and understand the difference between professional and amateur sports;
- to explain the meanings of phrases.

Procedure

1. Warm-up

Do ex. 1, p. 207.

In groups, write down a list of sports. Put as many games and sports as you can. Then, check your lists reading aloud. Cross out repeated words. The winner is the group that has the longest list.

2. Speaking

Do ex. 2, p. 207.

In pairs, look at your lists from the previous exercise and define the sports as:

- competitive;
- spectator;
- popular in Ukraine / the UK / the USA.

Name them to the class and then, answer questions 4 and 5.

3. Reading & Speaking

Do ex. 3, p. 207.

Read the statements and explain their meanings. Say who generally uses such phrases. Explain your thoughts and give an example.

Expected answers 1:

- Would you mind answering a few questions? — Не могли б ви відповісти на кілька запитань?
- to attract crowds of spectators — залучити натовпи глядачів
- to represent a city — представляти місто
- two leagues of eight teams each — дві ліги, кожна з восьми команд
- to determine the national champion — визначити національного чемпіона
- to attend a game — відвідати гру

Expected answers 2: sports journalist / reporters; they may interview sportsmen or report the sports event or analyse sport game / competition.

4. Listening

Do ex. 4, p. 207.

Listen to the text and say what way the American football differs from the European one.

Expected answer:

European football (soccer)	American football
<ol style="list-style-type: none">1. European football is what most Americans call <i>soccer</i>.2. You kick the ball and are not allowed to use hands at all but you can control the ball by knees, chest, or head.3. A round ball.4. A rectangular field 100 yards long.5. A game lasts for a total of 90 minutes: two times of 45 minutes each.6. Players wear: a shirt (a jersey), shorts, stockings, football boots and shin pads	<ol style="list-style-type: none">1. American football is what most Americans call just <i>football</i>.2. It is played mostly with the hands controlling the ball.3. An oval-shaped (or diamond shaped) ball4. A rectangular field 120 yards long.5. A game lasts for a total of 60 minutes: there are four quarters per game of 15 minute each.6. Players must wear a football helmet and a set of shoulder pads besides their uniform

5. Listening

Do ex. 5, p. 207–208.

Listen to the interview and complete the sentences.

6. Speaking

Do ex. 6, p. 208.

In pairs, read the questions and do the Sports Quiz asking each other in turns.

Compare your answers with the other pairs.

Expected answers: 1 90 minutes; 2 three (crew chief and two referees); 3 six players; 4 every two years; 5 — 42 kilometers and 195 metres; 6 — 18 holes.

6. Reading & Speaking

Do ex. 7, p. 208–209.

Read the text about sports and fill in the gaps in it.

Key: 1 spectator, 2 attend, 3 league, 4 event, 5 ball, 6 courts, 7 numbers, 8 holes, 9 games, 10 Championship.

7. Summary

Do ex. 8, p. 209.

8. Homework

Write down your questions (as a journalist) about sports in Britain / any sport team you like. Use ex. 8, p. 209 and your notes from the lesson. Prepare to ask your questions to your classmates.

Lesson 55. SPORTS IN OUR LIFE

Дата _____

Клас _____

Objectives:

- to improve students' speaking and reading skills; to focus students on talking about a variety of sports;
- to motivate students for becoming advanced readers; to develop students' personal and social skills; to expand students' vocabulary; to activate linguistic guess;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form healthy lifestyle skills.

Outcomes: by the end of the lesson students will be able:

- to describe their favourite kinds of sports and games;
- to read and understand information about sports around the world;
- give advice and express their opinion about sports.
- to explain the meanings of the phrases.

Procedure

1. Warm-up

Do ex. 1, p. 209–210.

In pairs, ask and answer your partner the questions in turns. Try to answer briefly; if you don't know the answer, skip and mark it; get back to the questions skipped after you answer the other ones.

2. Vocabulary

Do the "Words for you", p. 210.

In pairs, study the box and give the words' definitions/translation to each other. Check your results.

Expected answers:

- A disgrace — the loss of other people's respect — ганьба, безчестя
- An opposition — strong disagreement — опір, заперечення
- A pitch — (football) field — поле, кидок, подача
- A promotion — advertisement, ways of encouraging smb to do smth — сприяння, підтримка когось
- Tobogganing — downhill on a special sleigh — тобогганінг, швидкісний спуск на спеціальних санях
- To oppose — to disagree with a plan or activity — чинити опір, заперечувати
- To promote — to advertise smth, to encourage smb — сприяти чомусь, підбадьорювати когось
- To tackle — to try to get the ball from someone in a game — перехопити
- To get injured — to be hurt or damaged — забитися, зазнати пошкодження

3. Speaking

Do ex. 2, p. 210–211.

In pairs, read the dialogue and act it out. Pay attention to the words and phrases:

- dreadful — horrible, awful
- can't help laughing
- old Ford
- is up to (it) — don't like (it).

What style of speech do you think they relate to?

Make up your own dialogue taking this one as an example.

Do ex. 3, p. 211.

In pairs, choose one of the situations and role-play it. Make the notes before role-playing if necessary.

4. Writing & Speaking

Do ex. 4a, p. 211.

Match the columns to make up the suggestions.

Key:

- 1) take up badminton; try some kind of athletics
- 2) playing tennis or golf; watching sumo wrestling
- 3) take up badminton; try some kind of athletics
- 4) take up badminton; try some kind of athletics
- 5) playing tennis or golf; watching sumo wrestling
- 6) playing tennis or golf; watching sumo wrestling

5. Reading

Do the "Useful language" box, p. 212.

Study the box content to use it in your monologue and dialogue. Express your opinion about the sports which suit you / your partner.

6. Speaking

Do ex. 4b, p. 211.

In pairs, read the task and have a talk using the points of instruction from the exercise.

- a) First, ask your partner about his / her preferences: if he / she is interested in watching or playing sports.
- b) Second, find out what sports or games your partner plays or watches.
- c) Then, ask about your partner's spare time.
- d) And last, recommend a sport / game to you partner giving your reasons.
Remember about useful phrases for giving advice:
 - If I were in your place... / If I were you...
 - You'd better...
 - My personal recommendation is / would be...
 - Have you thought about...?
 - Make sure you (don't)...
 - You have no choice but...

7. Summary

Do ex. 5a, p. 212.

8. Homework

Do ex. 5b, p. 212.

Make a presentation using the plan from ex. 5a, p. 212.

Lesson 56. **A PARAGRAPH / AN ESSAY STRUCTURE.**
"FOR" AND "AGAINST" ESSAY

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on introductory and concluding paragraph parts; to practise writing of a paragraph;
- to develop students' transferable skills; to expand students' knowledge about writing; to engage students in a discussion;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to other people.

Outcomes: by the end of the lesson students will be able:

- to talk about sport events;
- to express their attitude to sport activities;
- to describe their favourite kind of sport;
- to write an essay on their personal sport experience.

Procedure

1. Warm-up

Game "Plans and spontaneous decisions"

In small groups, one of the students says about his/her plans. The other students have to think of the reason, why it is impossible and say about it in turns. The first student then has to change his/her plans and answer to each member of his/her group how he/she will do this.

Example:

S1. *I'm going to join a tennis club next week (plans).*

S2. Our local tennis club announces that it will be closed.

S1. Really? *I will go to a gym then (spontaneous decision).*

S3. The tennis club takes only 16-year-old people and you're 15.

S1. Oh, in that case *I will wait two more months until I turn 16 (spontaneous decision).*

2. Reading

Do the "Writing point" box, p. 212.

Study the box and answer the questions:

1. What parts does an introductory paragraph consist of?
2. What are the features of the general statement?
3. What are the main parts of a thesis statement?
4. What are they used for?

3. Reading & Speaking

Do ex. 1a, p. 212.

Read the introduction of the essay and identify the general statement(-s), the thesis statement(-s). Mark the topic and the controlling idea.

Expected answers:

General statement: Do you remember what your family wanted you to be when you grew up?

Thesis statements:

- topic: ...wanted me to become a sportsman.
- controlling idea: Choosing a career should for many reasons be a person's own decision.

Do ex. 1b, p. 212.

Name the techniques used to attract attention.

Expected answers: addressing a reader directly and a rhetorical question.

4. Reading & Writing

Do ex. 2a, 2b, p. 213.

In groups, read the sentences and then decide:

- which of the sentences could be used as an appropriate thesis statement? (The 1st and the 2nd sentences).
- can you improve the rest sentences to make them appropriate thesis statements, too?

Compare your ideas to the other groups.

5. Writing

Do ex. 3, p. 213.

Write down the thesis statements for each of the topics. First, think about a possible general statement, the topic and the controlling idea. Share your ideas with the other students.

6. Reading

Do the “Writing point” box, p. 213.

Study the box and answer the questions:

1. What parts does a concluding paragraph consist of?
2. What does a final comment express?
3. What are the features of a final comment?
4. What linking words (transitions) can we use for a concluding paragraph introduction?

7. Speaking

Do ex. 4, p. 213.

In groups, discuss the statement and express your agreement / disagreement.

8. Writing

Do ex. 5, p. 214.

In pairs, read the thesis statements, choose two of them and write a concluding paragraph using a summary and a restatement. Don't forget to use linking words for conclusion.

9. Speaking

Do ex. 5, p. 214.

In groups, read the piece of information about the main part of an essay — body. Discuss the information answering how you can make your essay successful. Mention the ways of supporting ideas in an essay. Think which of them may be good for you (you may use all of them — one supporting point will be enough to each body paragraph).

10. Summary

Do ex. 7a, p. 214–215.

In groups, read the essay and complete it with some of linking words placed on flyleaf 1.

Do ex. 7b, p. 215.

In groups, reread the completed essay; then, check and evaluate its structure (essay revision checklist on flyleaf 2).

11. Homework

Do ex. 8, p. 215.

Narrow the topic “Sport” and write an essay about your personal experience in this field. Use the materials from the lesson.

Lesson 57. USE YOUR SKILLS

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking and listening competence;
- to develop students' individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage tolerance and enjoyment of diversity;
- to promote positive attitude through studying the language; to develop self-esteem and mutual esteem; a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to use Future Simple, Future Continuous, Present Continuous, "to be going to" to speak about actions in the future;
- to read and understand information about sports;
- to ask for and express opinions in oral speech;
- to talk about sport events;
- to describe kinds of sports and games.

Procedure

1. Warm-up

Do ex. 1, p. 216.

Read the sentences and complete them guessing the missing words by their definitions.

Expected answers: 1 ice, 2 referee, 3 skating-rink, 4 court, 5 figure-skater.

2. Vocabulary practice

Do ex. 2, p. 216.

Choose the correct verbs from the brackets to complete the sentences.

Key: 1 hit, 2 scored, 3 compete, 4 watch, 5 play.

3. Grammar practice

Do ex. 3, p. 216.

Use the verbs in brackets in the form of Present Simple, Present Continuous, Future Simple, Future Continuous, Future Perfect and "to be going to" to complete the sentences.

Key: 1 am not going to do; 2 will have brought; 3 won't come; 4 won't be; will they go; 5 falls; 6 is going to study; will study; studies; 7 will be sleeping; 8 will remember.

4. Vocabulary practice & Speaking

Do ex. 4, p. 216–217.

Do the "Sport Quiz" answering the questions and mark them as true or false.

Key: 1 T, 2 F, 3 T, 4 F, 5 T, 6 F, 7 F, 8 F, 9 T, 10 F, 11 F, 12 F, 13 F, 14 F, 15 F, 16 F, 17 T, 18 F, 19 F, 20 F, 21 F, 22 F, 23 F, 24 F, 25 F, 26 F.

5. Reading & Speaking

Do ex. 5, p. 217–218.

In pairs, read the dialogue and answer the questions.

1. How do you understand the title of the dialogue?
2. Can you explain its meaning?

Act the dialogue out and prepare to present it to the class.

6. Speaking

Do ex. 6, p. 218.

In pairs, read the situation; make your notes if necessary and role-play the situation.

Try to reach an agreement: don't quarrel; be polite; give reasonable arguments; make a common decision.

7. Reading & Speaking

Do ex. 7, p. 219.

In two groups, read the sport events radio reports. Make a plan and tell about any sport event you liked. Use the reports as the example.

Group 1 (text)

"Hello, audience! Dan Lawrence with you in the studio. Cleveland Cavaliers lost 98–96 to the Boston Celtics after Delonte West's sank two free throws in the final seconds, dropping three and a half games behind the Pistons for the best record in the Eastern Conference. The Cavaliers were without their star player LeBron James, suffering from a knee injury, while the Celtics were minus Paul Pierce. Gerald Green led the way for Celtics with 25 points while Kendrick Perkins had 12 points and nine rebounds. The Cavaliers, for whom Larry Hughes scored 24 with Sasha Pavlovic scoring 17, have already qualified for the play-offs while Boston are out of the running.

Celtic forward Al Jefferson, said, "They were missing their best player and we were missing our best play. We just stuck in there".

Cavaliers' coach Mike Brown said James' absence was a key factor in their loss. "We miss LeBron. We miss LeBron every time he doesn't play. He's our guy", said Brown".

Group 2 (text)

"Hi, I'm Sonya Shevchenko and I'm reporting from the 'SCHOOL 178 NEWS RADIO'. Yesterday I was at Svoboda square, Kharkiv. One of the greatest sporting events brought together athletes and spectators from different cities of Ukraine and 15 countries, such as Germany, Poland, Great Britain, Israel, Morocco, Kazakhstan, and the USA. About 10 thousand people took part in the races. The 5th Kharkiv International Marathon was being held all over the city! Streets and squares were overcrowded by spectators and fans (as well as kids and parents). There were dozens of flags and thousands of flowers all around. The weather wasn't hot but clear. The races passed through the most beautiful places of the city. Within the framework of the Marathon, races were held at the distance: 42 km 195 m, 10 km, mini-marathon and relay race. This year, five students of our school took part in it. On the results of the race at the marathon distance, my classmate Daniil Hlushko became the winner. Lisa and Max Chernyak distinguished themselves in the relay race. They took the third place. Lina Rybalko was a participant of the mini-marathon and she entered the top ten. Unfortunately, Oleksandr Babiy was injured and was forced to get off the track. Let's congratulate our participants and winners! We are proud of them!".

8. Summary

Do ex. 8a, p. 219.

9. Homework

Do ex. 8b, p. 219.

Use your notes from ex. 8a, p. 219 and the paragraph structure for writing a brief essay about one of the sports/games.

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage students' interest in the healthy lifestyle and sport;
- to develop self-esteem and mutual esteem; a sense of respect to peers and adults; to bring up students' responsibility.

Outcomes: by the end of the lesson students will be able:

- to use different tenses for expressing future actions;
- to listen and understand information about sports;
- to talk about sport events;
- to describe kinds of sports and games.

Procedure

1. Warm-up**Game "Predictions"**

Teacher asks students to listen to the sentences and ask them to predict what happens next. They can use both:

- "going to" for predictions with future evidence;
- "will" for predictions by the moments of choice where the present evidence is clear and the results are also possible to predict.

Students have to propose their variants in turns.

Example:

1. If you asked a weather forecast about the weather it says: (It is *going to* be sunny tomorrow. Temperatures *are going to* be between 20 and 22 degrees Celsius. It *is going to* rain in the east in the evening. Tomorrow night is going to be cloudy).
2. I am not a weather forecaster but I am a very optimistic person! That's why I think that (*we will* have a warm winter in Ukraine in 2019).
3. When you break your tongue down you (*will see* that English is a very expressive language).
4. If you ask an economist about the economy he/she says: (Unemployment levels *are going to* fall next year. The economy of the country is going to grow by 2%. Taxes *are not going to* increase).
5. Newspapers print horoscopes telling people what (*will happen* in their lives that day).
6. Sometimes your horoscope may say: (Today you *will get* a phone call. The person who telephones you *will offer* you the job of your dreams. Later this afternoon you *will win* a lot of money on the lottery).

2. Vocabulary

Do ex. 1, p. 220.

Complete the sentences with the words in the box.

Key: 1 beat, 2 won, 3 scored, 4 draw, 5 won, 6 lost.

3. Grammar practice

Do ex. 2, p. 220.

Key: 1 will spend; leaves; 2 won't help; 3 are going to launch; will ... be watching; 4 will be cleaning; will do; 5 are ... going to buy; 6 will be closed.

4. Listening

Do ex. 3, p. 221.

Listen to the text and complete the sentences.

Key:

- 1) football;
- 2) Oleh Bazilevich
- 3) figure skating;
- 4) Yana Klochkova; Valeri Goncharov ... Anna Bessonova ... Liliya Podkopayeva
- 5) the title of the strongest man in the world;
- 6) the legend of boxing
- 7) the gold medal in the Olympic Games in Athens;
- 8) 124 medals, 38 of them are gold;
- 9) top 30.

5. Reading

Do ex. 4, p. 221–222.

Read the text about the Barnstaple Leisure Centre and fill in the gaps with the most suitable words in the box (from A to H). Check and compare your results with the other students' answers.

Key: 1 C, 2 E, 3 F, 4 D, 5 A, 6 G, 7 B, 8 H.

6. Summary

Do ex. 4, p. 221–222.

Close the text-books and answer the questions on the text:

1. What is the Barnstaple Leisure Centre?
2. Do you have a similar one in your city / town? If yes, what is the difference between Barnstaple centre and yours? If no, what centre would you like to have in your place?
3. What sports can you do in the Barnstaple Leisure Centre?
4. What options does the Barnstaple Leisure Centre offer to its visitors?

7. Homework

Choose one of the topics / questions from the previous lessons of the unit that you are interested in and identify what vocabulary and predictions are associated to that problem. Produce a mind-map to help you remember the important information. Write down a brief paragraph. Don't forget to include:

- the title;
- a description;
- predictions what'll happen / what is going to happen in the future;
- recommended actions.

UNIT 9. ACROSS STATE SYSTEMS

Дата _____

Клас _____

Lesson 59. POLITICS AND SOCIETY: UKRAINE

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to improve students' reading and speaking skills;
- to develop students' communicative competence; to activate thinking imagination; to encourage understanding and tolerance to others;
- to broaden students' outlook; to expand students' knowledge about the state system of Ukraine; to develop self-esteem and a sense of respect for others.

Outcomes:

 by the end of the lesson students will be able:

- to use the vocabulary of the topic in oral speech;
- to express their opinion about personal qualities of politicians;
- to discuss the questions making decisions;
- to give definitions of the words.

Procedure

1. Warm-up

Do the "Warm-up activity" box, p. 223.

In two groups, do the task:

Group 1: Tell about Ukraine's geographical position in brief. Discuss what qualities a politician should demonstrate. Use the points of your question boxes.

Group 2: Give the essential information about the UK. Discuss and say if you are interested in politics. Use the points of your question boxes.

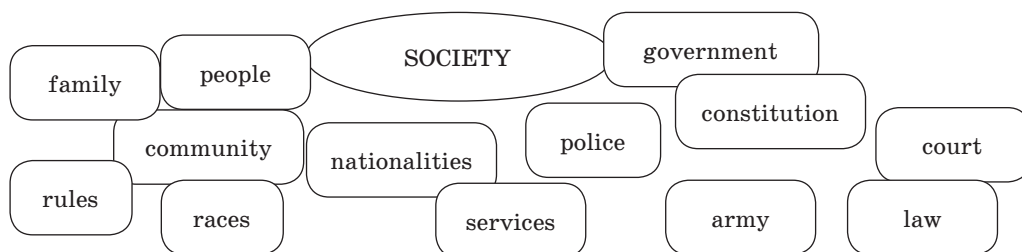
Answer the questions presenting the opinions of the majority. Exchange your thoughts.

2. Speaking

Do ex. 1, p.224.

In groups, brainstorm your thoughts and opinions of a society. Write down the words or phrases that first came to your minds and discuss them. Look through the piece of the mind-map, and then fill in the empty places with your common thoughts. Compare your results.

Expected answers:



3. Listening & Reading

Do ex. 2, p. 224–226.

Read the text and listen to it at the same time to find out the correct pronunciation. Complete your mind-map with the suitable words.

4. Vocabulary

Do the "Words for you" box, p. 226.

In pairs, study the words in the box and their pronunciation. Find out their translation.

Expected answers:

an anthem — гімн	to declare — оголошувати, декларувати
awareness — усвідомлення	to elect — обирати, вибирати
a court — суд	to proceed — відновлювати, переходити
disarmament — роззброєння	to proclaim — проголошувати, оголосити
a division — відділ, дільниця	executive — виконавчий
a law — закон	judicial — судовий, законний
an official — службовець, чиновник, урядова особа	legislative — законодавчий
a self-determination — самовизначення, самостійність	long-cherished — довгоочікуваний
sovereignty — суверенітет, державність	supreme — вищий, верховний
a vote — голос, право голосу	

5. Reading

Do ex. 3, p. 227.

Read the article again and complete the sentences.

Key: 1 passed the Declaration on State Sovereignty of Ukraine; 2 Ukraine's independence; 3 the United Nations Charter and other international documents; 4 84.18 %; 5 was elected the President of Ukraine; 6 the division of authority into legislative, executive and judicial; 7 vested with the highest executive authority of the Ukrainian state; 8 the sole legislative and supreme authority; 9 is vested in the courts of law; 10 has been performed since January 1992 (music by M. M. Verbytskyi); 11 celebrated on August 24; 12 a nuclear-free, peaceful future, bringing mankind closer to the long-cherished goal and total nuclear disarmament.

6. Speaking

Do ex. 4, p. 227.

In pairs, do the quiz.

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

7. Reading

Do ex. 8, p. 229–230.

Read the Declaration on Sovereignty and say which articles are about:

- Ukraine's territory;
- the rights of the citizens of Ukraine;
- environmental protection;
- the national wealth;
- the national rights;
- what the Declaration considers.

8. Summary

Do ex. 9, p. 231.

In groups, make up a questionnaire to explore people's attitude towards the sovereignty of Ukraine. Ask your classmates and present your results to the class.

9. Homework

Use your made questionnaire (ex. 9, p. 231) as the plan to write a brief paragraph about Ukraine. Also use the lesson materials.

Lesson 60. **POLITICS AND SOCIETY: THE UK AND THE USA.**
DEVELOP YOUR VOCABULARY

Дата _____

Клас _____

Objectives:

- to introduce and practise the topic; to revise previously taught vocabulary on the topic; to improve students' vocabulary and speaking skills;
- to develop students' communicative competence; to expand students' vocabulary; to activate thinking and imagination;
- to broaden students' outlook; to encourage students' interest in the political structures and traditions of other countries; understanding the role of politics in everyday life; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:

- to understand the words concerning politics and society;
- to use the words of the topic in oral speech;
- to compare different state systems;
- to discuss the questions making decisions.

Procedure

1. Warm-up

Normally people are proud of their native countries as well as their home cities/towns/villages. Look at the sentence beginnings and express your opinion saying why you are proud of your country. Speak in turns about the issue (make up 4 to 6 sentences).

- First of all...
- Besides... / then...
- It is also... / I'd like to add...
- That's why / to sum up...

2. Vocabulary

Do the "Vocabulary links" box, p. 231.

In pairs, study the box content, find out the difference between "policy" and "politics", "join" and "unite". Try to explain the words' meanings to each other giving examples to your partner.

3. Vocabulary practice

Do ex. 1, p. 232.

In pairs, complete the sentences using "join" or "unite" in the correct tense forms. Compare your results.

Key: 1 join; 2 join; 3 unite; 4 join; 5 unite.

Do ex. 2, p. 232–233.

In two groups, match the words to their definitions (one task to a group). Exchange your answers in the class.

Key 1 (p. 232): 1 b, 2 g, 3 a, 4 c, 5 f, 6 e, 7 d.

Key 2 (p. 233): 1 c, 2 b, 3 a, 4 g, 5 d, 6 e, 7 f.

4. Reading & Speaking

Do ex. 6, p. 228.

Answer the questions about Ukraine in turns.

Key: 1 republic; 2 in three branches (legislative, executive, judicial); 3 every five years; 4 the prime minister; 5 bills and laws; 6 the national emblem, the national flag, the national anthem.

Do ex. 5, p. 228.

In three groups, read the essential information about British (group 1) American (group 2) and Ukrainian (group 3) state systems. Compare the points of the systems. Use the questions of ex. 6 as the plan.

Do ex. 7a, p. 229.

Look through the facts about the British political system and discuss the questions:

- Is the political system in Ukraine like the one in Britain? Is it more like the American system?

5. Reading & Vocabulary practice

Do ex. 3, p. 233–234.

Read the phrases and sentences and guess the second word's meaning in each pair of the words.

Expected answers: 1 корумпований; 2 не можна підкупити; зіпсовані / розбещені; 3 ініціали; 4 безцільний; той, що не має сенсу; 5 процвітаючий; успішний; 6 спадщина; успадкування; 7 викриття; вияв; 8 обмеження; 9 (організація) об'єднаних (націй).

6. Vocabulary practice

Do ex. 4a, p. 234.

Match the synonyms in the left and right columns. Use a dictionary if it is necessary.

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

7. Summary

Do ex. 4b, p. 234.

In pairs, say the phrases in Ukrainian. Make notes if necessary. Compare your results to the others.

Key (column A): 1 аварійна посадка; 2 позачергове засідання Конгресу; 3 аварійний / запасний вихід.

Key (column B): 1 політична мета; 2 спільна ціль / мета; 3 довгострокова ціль / мета; 4 амбіційна ціль / мета; 5 чітка / прозора мета; 6 гідна мета.

Key (column C): 1 внести пропозицію; 2 підтримати пропозицію; 3 відхилити пропозицію; 4 прийняти пропозицію.

8. Homework

Do ex. 7b, p. 229.

Teacher prints out and gives the sample table to each student.

Make up the lists of the similar and different features in three countries. Use all available information. Prepare to discuss your results in the class.

Ukraine	Great Britain	The USA
Similar features		
Different features		

Lesson 61. **BUILD UP YOUR GRAMMAR.**
POLITICS AND SOCIETY: CANADA

Дата _____

Клас _____

Objectives:

- to revise and practise previously taught grammar material; to focus students on expressing past actions; to improve students' grammar skills;
- to interest students in learning grammar; to develop students' grammar competence; to activate linguistic guess; to motivate error correction work; to broaden students' knowledge about the political system of Canada;
- to encourage students' interest in learning information about other countries; to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in groups and pairs.

Outcomes: by the end of the lesson students will be able:

- to understand the difference between past tense structures;
- to analyse and understand the use of different ways to express past actions;
- to use Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous or mixed tenses to speak about actions in the past;
- to describe events in the past with positive and negative forms.

Procedure

1. Warm-up

In groups, discuss the questions:

1. Would you prefer to live in:
 - a classless society, regulated by a democratically elected government or
 - a society with all levels of income and wealth, regulated by the free market including the power of multinational companies?
2. Should important public services such as water, gas and electricity supply be under government or private ownership? How is it in your country?
3. Should social services such as schools, hospitals and social security, be provided mainly from the public purse, or should more be left to the private sector? How is it in your country?
4. Should political power be regionalised or centralised?

2. Grammar

Do ex. 1, p. 234–235.

Remember the past tense forms presented in the exercise. Then, refer each sentence to the appropriate tense. Compare your results and explain your choice.

Expected answers:

- 1 A — some actions in the past following one another;
- 2 B — a continuous action / process in the past before another action in the past;
- 3 D — an action in the past before another action / reason in the past;
- 4 C — a continuous action / process in the past which was interrupted.

3. Grammar practice

Do ex. 2, p. 235.

Complete the sentences choosing the correct form. Check your answers.

Key: 1 were; 2 did she choose; 3 had been thinking; 4 had been waiting; 5 opened; 6 was smiling; 7 hadn't been; 8 was listening ... were taking.

Do ex. 3, p. 235–236.

Put the verbs in brackets into the correct forms and complete the sentences. Check your results.

Key: 1 was reviewing ... started; 2 had not managed; 3 were they; 4 was reading ... was looking through; 5 was; 6 didn't give ... was / had been; 7 came ... went; 8 took ... left; 9 were you doing; 10 wanted ... had already lent.

Do ex. 4, p. 236.

Complete the sentences with the verbs in brackets putting them into the correct form. Check your answers in the class.

Key: 1 came ... went; 2 fell ... was watching; 3 took ... left; 4 got ... had already gone; 5 were you doing; 6 wanted ... had already lent; 7 was swimming ... stole; 8 was working ... broke; 9 were thinking ... came; 10 had been dating ... proposed.

4. Grammar

Do ex. 5, p. 236–237.

Match the sentences to their descriptions. Explain your choice.

Key: 1 j, 2 k, 3 i, 4 a, 5 c, 6 d, 7 l, 8 b.

Remember:

Verb tense consistency refers to keeping the same tense throughout a clause. We don't want to have one time period being described in two different tenses. If you have two or more time periods, start a new clause or a new sentence.

5. Summary

Do ex. 6, p. 237.

Look through the sentences and choose the correct answer: a, b or c.

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

6. Homework

A famous English writer George Orwell wrote a famous essay claiming that nationalism was the belief that your country was superior to others while patriotism was the expression of love for your country. Do you agree that there is a difference?

Think about the information and write a brief essay. Don't forget about the essays structure and linking words for each of the paragraphs. Use all available information to prove your mind.

Lesson 62. **POLITICS AND SOCIETY: CANADA.**
COME BACK TO UKRAINE: INDEPENDENCE AND SOVEREIGNTY

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on thinking of politics; to focus students on listening for information about state systems of countries;
- to motivate students to become independent listeners; to develop students' personal and social skills; to activate linguistic guess; to expand students' vocabulary;
- to encourage students' interest in learning information about other countries; to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage students' interest in politics; to form students' logical thinking.

Outcomes: by the end of the lesson students will be able:

- to listen and understand information on the topic;
- to talk about independence and human rights;
- to compare different countries;
- to evaluate the political situation in the country.

Procedure

1. Warm-up

Do ex. 1, p. 238.

In pairs, ask and answer each other in turns to share your knowledge on Canada. Use additional information from the exercise.

Expected answers:

- 1) Ottawa; borders on the USA and has maritime boundaries with Denmark and France;
- 2) five zones;
- 3) the name is coming from the Iroquoian Indians' word *kanata*, meaning "village";
- 4) Great Slave Lake, Great Bear Lake, Lake Winnipeg, the Great Lakes: Michigan, Erie, Ontario, Superior, Huron;
- 5) St. Lawrence River, Hudson, Columbia, Fraser, Mackenzie and Yukon Niagara Rivers;
- 6) the Appalachian Mountains, Canada Cordillera, Canadian Rocky Mountain;
- 7) about 50 national parks: Thousand Islands Park, Jasper Park, Yoho Park, Banff Park, Pacific Rim Park;
- 8) machinery and transport equipment, crude materials, manufactured goods, chemicals, mineral fuels;
- 9) a constitutional monarchy within a framework of parliamentary democracy and a federal system of parliamentary government;
- 10) the beaver, the Maple Leaf, the national anthem and flag;
- 11) provinces and territories;
- 12) more than 36 mln people;
- 13) page 239.

2. Listening

Do ex. 2, p. 239.

Listen to the information and complete the sentences.

Do ex. 3, p. 240.

In groups, listen to the speaker and mark the statements as true (T) or false (F).

Key: 1 T, 2 F, 3 F, 4 T, 5 F, 6 T, 7 F, 8 F, 9 T, 10 T, 11 T, 12 F.

Exchange your answers with your partner and check them after another listening.

3. Writing

Do ex. 4, p. 241.

Complete the scheme with the appropriate words.

Key:

Formal head of the country — King or Queen of the UK;
Monarch's representative — Governor General;

I. Legislative branch;

- | | |
|------------------------|--------------------|
| 1) Senate; | a) appointed; |
| 2) House of Commons; | b) elected; |
| 3) Head of Government; | c) Prime Minister; |
| 4) Cabinet; | d) chosen; |

II. Judicial Branch;

- | | |
|-------------------|------------------|
| 5) Supreme Court; | 6) Other Courts. |
|-------------------|------------------|

4. Speaking

Do ex. 1, p. 243.

In pairs, choose one of the questions and discuss it (some pairs can choose the same question, but all of them must be discussed). Then, report your common decision to the class.

5. Reading

Do ex. 2, p. 243.

Read the dialogue paying attention to the “Words for you” box. Discuss the questions and think of more questions that can be asked.

6. Speaking

Do ex. 5, p. 242.

In groups, scan the fact file about Canada. Then answer the questions comparing Canada and Ukraine.

7. Summary

Do ex. 3, p. 244–245.

In groups, discuss the questions using the clues. Make the notes.

8. Homework

Do ex. 6, p. 242; use your notes to ex. 3, p. 244–245 to write a paragraph.

Lesson 63. WRITING AN ARTICLE

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on article features; to practise writing;
- to develop students' transferable skills; personal and social skills; to broaden students' knowledge about writing; to engage students in discussion and in searching for ideas; to activate linguistic guess; to motivate error correction work;
- to provide a stable and welcoming atmosphere in the class; to encourage understanding and tolerance to others; to develop self-esteem and mutual esteem; to engage students in the group and pairs work.

Outcomes: by the end of s lesson students will be able:

- to know the features of an article;
- to use some methods of generating ideas for writing;
- to estimate and express their attitude to the political situation;
- to write a summary of a newspaper article.

Procedure

1. Warm-up

Do the "Warm up activity".

Check your vocabulary by filling in the gaps in the sentences with the words:

To be concerned with; fundamental; to comprise; a private ownership; to restore; a fair trial; a circumstance; to settle.

1. The ... that he should be accredited as Bavarian ambassador in London.
2. The Constitution ensures our ... rights.
3. He transferred the equipment under the department's control to
4. About 8 % of our military forces ... of women.
5. The government needs ... confidence in the economy.
6. His grandparents were immigrants from Germany who ... in Pennsylvania.
7. Voters ... deeply ... about the economy.
8. Even the most dangerous criminal deserves a

Key: 1 circumstance; 2 fundamental; 3 private ownership; 4 are comprised; 5 to restore, 6 settled, 7 are ... concerned, 8 fair trial.

2. Reading

Do ex. 1, p. 245.

Get some information and study the examples. Say how you can write and use your notes for writing.

3. Reading and speaking

Do ex. 2, p. 246.

In groups, read about the ways of making notes and discuss the question. Which way is the best for you? Explain why. Make a common decision and present it to the class.

4. Reading & Writing

Do ex. 3, p. 247.

Teacher prints out and gives cards with the advice to a pair of students.

Read the advice. Choose one of the topic sentences from the exercise and make notes for writing a paragraph. Then, write a paragraph. Don't forget about steps of writing (flyleaf 2).

Card: Advice

In order to write a good paragraph, students need to know that a basic paragraph structure usually consists of *five* sentences: the topic sentence, three

supporting sentences, and a concluding sentence. But the secrets to paragraph writing lay in four essential elements, which are: unity, order, coherence (зв'язок), and completeness.

5. Reading & Speaking

Do ex. 4, p. 247.

Read the text and answer the questions:

1. What is a summary? What are the main features of it?
2. What's the difference between paraphrase and summary?
3. What common features do a summary and a paraphrase have?
4. What sentences and words do you have to use in a summary?

6. Summary

Read additional information about a summary content.

The summary condenses a lot of information in a small space. If possible, your first sentence should summarise the article. The rest of a summary should cover the central concept to support the thesis.

By following these steps you should have a clear summary in no time:

1. Identify the main idea or topic. (Gather information from the title; identify the edition it was published; determine the date of publication.)
2. Identify the important arguments.
3. Write your summary.

Example:

In "My Favorite Shoe", Trevor Jones explains that Nike shoes are the best brand of running shoe for serious athletes. Jones supports this view by pointing out that Nike shoes are more comfortable, last longer, and provide more cushioning for the feet. He notes that the statistics and scientific evidence support his claim. In addition, Jones points out that most professional runners use Nike and he tells his own story of how he won the 100-metre men's competition after switching to Nike shoes.

In "Cats Don't Dance", John Wood explains that in spite of the fact that cats are popular pets that seem to be like us, felines are not really good at any activities that require cooperation with someone else, whether that is dancing or sharing. According to Wood's comments... In conclusion, he author goes into details about...

Verbs for the author				
Explains	Presents	Comments	Lists	Analyzes
Criticises	Argues	Helps us understand	Highlights	Concludes

Adverbs for the author				
Expressively	Seriously	Realistically	Ironically	Honestly
Unexpectedly	Completely	Perfectly	Radically	Finally

7. Homework

Do ex. 5, p. 247. Write a summary of a magazine or newspaper article.

Use all available information and the lesson materials as the example to make your own one.

Objectives:

- to motivate students to the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening and speaking competence; to check knowledge about political systems in Ukraine, the UK and the USA and knowledge about Canada;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage students' interest to the native country and other countries of democracy;
- to develop self-esteem and mutual esteem; a sense of respect to peers and adults; to bring up students' responsibility for their future life.

Outcomes: by the end of the lesson students will be able:

- to use Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous or mixed tenses to speak about actions in the past;
- to use the words of the topic in oral speech;
- to listen and understand information about politics;
- to express their opinion of politicians and politics;
- to discuss the questions making decisions.

Procedure

1. Warm-up

Do ex. 1, p. 248.

In pairs, read the sentences and complete them with the verbs in brackets. Use the correct form: Past Simple, Past Continuous, Present Perfect, Present Perfect Continuous or Past Perfect. Some verbs are negative. Check your answers in the class.

Key: 1 has not read; was; was; 2 got; have been studying; 3 have you bought; 4 didn't take; had lost; 5 moved; have been redecorating; 6 was watching; phoned; had booked; 7 has been raining; 8 were eating; fell; have been visiting; 9 has not been able; didn't pay; was explaining; 10 attended; have never visited.

2. Reading & Vocabulary

Do ex. 2, p. 248–249.

Complete the text with the words from the box. Compare your answers with the others.

Key: 1 judicial, 2 Parliament, 3 executive, 4 election, 5 citizens, 6 political, 7 discussed, 8 passport, 9 vote, 10 government.

3. Speaking

Do ex. 3, p. 249–250.

In pairs, discuss the questions and share your points of view with the other pairs.

4. Reading

Do ex. 4a, p. 250–251.

Key: 1 B, 2 C, 3 A.

Do ex. 4b, p. 251.

In pairs, look at the questions from the previous part and think what questions you could ask else if you were an English journalist. Write down your questions and role-play the interview with your partner.

5. Vocabulary practice

Do ex. 1, p. 252–253.

Scan the text and fill in the gaps. Then, check your results in the class.

Key: 1 independent, 2 republic, 3 constitution, 4 judicial, 5 legislative, 6 elections, 7 laws, 8 bills, 9 President, 10 administrations, 11 power, 12 Prime Minister, 13 responsible, 14 Supreme, 15 justice, 16 executive, 17 declare.

6. Grammar practice

Do ex. 2, p. 253.

Key: 1 did; was skiing; have not tried; 2 has had; suggested; 3 met; has not topped; has been asking; taken; 4 had; have taken; 5 sent; 6 had just put; started; 7 have not given; 8 could / would have spent; 9 did you have; 10 had not finished; was.

7. Listening

Do ex. 3, p. 254.

Listen to the text about New Zealand and say if the statements are true (T) or false (F). check your answers.

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

8. Summary

Do ex. 4, p. 254–256.

In groups, read the extracts about the state systems in the UK and in the USA. Refer the extracts to the countries. Compare your results in the class.

Key:

UK: A, B, D, G, I, K, M, N.

USA: C, E, F, H, J, L, O.

9. Homework

Prepare for the test on reading.

Objectives: check the level of students' reading comprehension.

Procedure

1. Test

I. Read the text and do the tasks.

STARTING YOUR OWN BLOG

I was sitting in my local cybercafé yesterday; I like to get away from my "home office" from time to time and it's a great place to go for a cup of Espresso and to meet interesting people. The rather attractive lady sitting next to me was typing away and, when she had finished, I asked her what she was writing so furiously. It turned out she was a blogger and she was updating her web site. She was really interested in vegetarian cookery and she was adding a new restaurant review to her blog.

If you spend any time at all online, you can notice blogs are becoming popular; and they are a great way of building an online presence without the need for any technical knowledge.

A blog is an abbreviation of the term "web log". Quite a few years ago, web surfers began collecting information and links that they encountered during their online travels. As time passed, they started to create logs of the information that they collected and they started to develop their own web logs. These blogs enabled them to update the information and links as often as they wished. Blogs are more permanent than posts to an online forum or to a discussion list; they are much more dynamic than the traditional home pages. They are also more personal than journaling, and more public than diaries. A blog is often a mixture of what is happening in a person's life and what is happening on the Web. So, there are as many unique types of blogs as there are people.

There are a few common characteristics of a blog, but there may be slight variations. Some blogs provide brief descriptions of links within the chosen theme of the blog. Some others contain commentaries and links to the news of the day. Other ones are political, intellectual, or merry. Blogs are posts that are short, informal and deeply personal no matter what the topic of discussion is. They can be characterised by their conversational tone. Two of blogs' greatest strengths are their ability to filter and spread information to a wide audience, and the position outside the mainstream of mass media.

If a person has a web presence but is disappointed with a static homepage, then blogging provides an ideal platform. There are many different options available to the new and experienced blogger alike. Some blog scripts are available to install on your own domain and these require at least a basic understanding of FTP and HTML. There are many hosted blog services available, some free and some paid. If you are serious about blogging, then I would strongly recommend you to use the best system that you can afford. My recommended choice of hosted blogging service would have to be the system that includes a wide variety of high quality features that enables you to generate an income from all your readers!

II. Find the sentence that reflects the main idea best

1. The text mostly tells us about
 - a) an occasional meeting in the cybercafé
 - b) blogs' genesis
 - c) blogs in general and blogging tips

2. The second paragraph says that
 - a) a blog often substitutes a diary
 - b) a blog is a kind of hybrid of a diary and a web site
 - c) blogs are less permanent than posts to an online forum
 3. The third paragraph of the text mentions
 - a) blog kinds and features briefly
 - b) blogs as the main news resources
 - c) detailed blog characteristics
 4. The last paragraph contains
 - a) information about hosted blog services
 - b) information about different blog options
 - c) blogging tips
- Key: 1 c, 2 b, 3 a, 4 c.

III. Complete the sentences with the most suitable endings to clarify the details.

1. According to the text, cybercafé is a great place to
 - a) have a lunch and receive information
 - b) go for a cup of Espresso and work
 - c) drink coffee and communicate
 2. As we can understand, the woman that the author met was
 - a) an experienced blogger
 - b) an occasional visitor
 - c) his old friend
 3. Quite a few years ago, blogs appeared because
 - a) the term “web log” appeared
 - b) surfers began to create logs of the information and develop their own web logs
 - c) blogs were more permanent than posts to an online forum
 4. There are as many exceptional types of blogs as there are
 - a) TV and radio programmes
 - b) people who use them
 - c) homepages and sites
 5. Usually blogs are posts that
 - a) are brief, unofficial and private no matter what is being discussed
 - b) provide brief descriptions of links
 - c) are political, intellectual, or merry
 6. Some blog scripts are
 - a) available to a web presence
 - b) available to the new and experienced bloggers
 - c) available to install on your own domain
 7. The author recommends choosing the system that includes
 - a) the best features of hosted blogs
 - b) a large diversity of the highest class characteristics
 - c) a wide variety of special programme features
- Key: 1 c, 2 a, 3 b, 4 b, 5 a, 6 c, 7 b.

IV. Mark the statements as true (T) or false (F)

1. Blogs are a great way of building an online presence without any technical knowledge.
 2. Blogs allow people to update the information and links as often as they wish.
 3. Some blogs can be characterised by their legal tone.
 4. Those who are dissatisfied with ordinary homepages can start a blog.
- Key: 1 T, 2 T, 3 F, 4 T.

2. Homework

Repeat the vocabulary and grammar of the Units 1–9. Prepare for the listening test.

Objectives: to check the level of students' listening comprehension.

Procedure

1. Test

I. Listen to the text and do task.

GRANGE PARK SPORTS CENTRE

Hi, come in. I'm April Weil. Welcome to the Grange Park Sports Centre. Well, our centre offers a lot of activities at different times of the day. Here we have the main gym. As you can see, it's enormous and we have lots of brand-new machines. You can do everything here: running, cycling, rowing, weights ... name it! Although we have a lot of clients, it's very unusual to have to be waiting for a machine. If you'd just like to come through here, you can see the dance rooms. They are nice and light and we have a very good air-conditioning system, so they are warm in winter and cool in summer. We have jazz dancing, and Latin dancing. Oh, and we've just started offering flamenco. Here we have classes of boxing, taekwondo and capoeira.

So, if you follow me through here — we've got the sauna and massage rooms. Over there we have the lockers and changing rooms with showers. Through here we have the pool. It's great, isn't it? You can use it without booking, but you have to know the days when we have swimming classes and water aerobics. There is always a lifeguard in attendance.

Actually, we have a team of specialists who are always around to help you with exercise programmes and give advice about lifestyle and diet. All our coaches are fully qualified and experienced. We strongly recommend that you talk to one of us to set up your personal training programme.

We have classes at different levels: from beginners up to advanced. Some of our students have been coming since we opened, ten years ago. Oh, and I must mention the caf . It's just off the main entrance. That's very popular with our clients; we have a great selection of teas, fresh juices, sandwiches and cakes. And we have very reasonable prices. Here's a brochure with the timetables and extra classes that we offer, too. You can consult about the best combination of activities for you.

II. Choose the correct option to complete the sentences.

1. The Grange Park Sports Centre offers
 - a) lots of activities in the evenings
 - b) a few activities at different times
 - c) lots of activities at different times of the day
2. The main gym is
 - a) huge
 - b) horrible
 - c) monstrous
3. In the main gym, you can
 - a) do everything you want
 - b) do a lot of different exercises
 - c) do everything you can name
4. For sports and activities, the Grange Park Sports Centre has ... besides gym.
 - a) dance classes, a shop, boxing and capoeira classes
 - b) dance classes, boxing and taekwondo classes, massage rooms
 - c) dance classes, martial arts classes, a swimming pool
5. For relax and hygiene, there are
 - a) a sauna, a café, a good air-conditioning system
 - b) a sauna, massage rooms, showers
 - c) a sauna, showers, lockers

6. The Grange Park Sports Centre ... ten years ago.
 - a) moved into a new building
 - b) built a sauna
 - c) opened
7. In the swimming pool the lifeguard can
 - a) give you a piece of advice of safety behaviour
 - b) demonstrate the best way to swim
 - c) give you some tips to improve your swimming
8. The coaches of the Grange Park Sports Centre can give advice on
 - a) how to become a professional athlete
 - b) sports injuries and diet
 - c) training, lifestyle and diet
9. You may attend the pool
 - a) without booking any day and time
 - b) without booking on certain days
 - c) by booking in advance
10. The timetable for the classes is
 - a) in a brochure
 - b) available online
 - c) on the notice board

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

III. Listen to the text one more time and correct the sentences from it according to the content.

1. Although we have a lot of clients, it's very common that you may be waiting for a machine.
2. The dance rooms are nice and light and we have a very bad air-conditioning system, so they are warm in summer and cool in winter.
3. We have jazz dancing and Latin dancing but we've never offered flamenco.
4. Our team of safeguards is fully qualified and experienced.
5. We have classes for beginners only.
6. The caf is very popular with our clients with a great selection of coffee, fresh juices, salads and cakes.
7. Some of our students have been coming since we rebuilt, ten years ago.
8. The prices in the Centre are rather high.

IV. Define the type of the paragraph.

Is the paragraph

- a) narrative? b) descriptive? c) expository?

Key: b.

2. Homework

Repeat the vocabulary and grammar of the Starter and the Units 1–4. Prepare for the speaking test.

Objectives: to check the level of students' speaking comprehension.

Procedure

1. Test

Task 1. Choose one of the following topics. Speak of it briefly.

I. Communication technologies

1. Do you enjoy using technology? How much time do you spend using a computer at school or at home? How often do you use the Internet? What can you say about etiquette in the social networking?
2. Do you own a computer? What do you mainly use a computer for? Do you use the Internet for your studies? Has the Internet made your studies easier?
3. What kind of technological developments have made the biggest influence on our lives? Do you use any gadgets on a daily basis? Which device do you prefer to use for browsing the Internet?
4. How do computers affect our everyday life? Do you agree that some people use technology for communication too much?
5. How effective is the use of computers in the classroom? Do computers make your study much easier? What do you know about safety rules in the Internet?

II. Is the earth in danger?

6. What comes to your mind when you hear the term "natural disasters"? What natural disasters can you name? What was the last natural disaster you saw on TV?
7. Have you ever experienced a natural disaster? Have you prepared for a natural disaster yet?
8. Do natural disasters happen often in your country? Do you think natural disasters are happening more frequently in the world today? If a natural disaster hit your town, what would you do?
9. What's worse: natural disasters or manmade disasters? What's the best natural disaster movie you've ever seen?
10. Do you think governments do enough to help people after natural disasters? What's the worst natural disaster in your opinion? Do you know anyone who could be called a natural disaster?

III. The world of painting

11. What is painting for you? What artist or painter has influenced you? What kind of art is your country famous for? Is there a future for painting or you are one of the last survivors?
12. If you were about to be reborn, would you like to be a painter? Do you think that today painting is not appreciated enough? Do you think a painting can really be worth a million (or more) dollars?
13. Does art change the way you think or feel? How would the world be different without artists and paintings? Is painting still vital, or is it a dead language?
14. Do you like modern art? Do you ever think a lot of modern art is not real art? Do you think today's artists are as good as those from hundreds of years ago?
15. Do you have a favourite artist? What kind of art do you like: paintings, sculpture, ceramics, etc.? Describe the pieces of artwork in your house. What's the best art gallery you've been to?

IV. Do you like sports?

16. Do you play any sports? What do you think is the most popular sport in the world? What is the most popular sport in your country?
17. Are you good at sports? What do you think are the top five most watched sports in the world? What is the most expensive sport?

18. Are you a member of any sports team? What do you think of women playing football professionally? What is your favourite team sport? What is the most dangerous sport?
19. Do you like to exercise? What do you do to keep fit? Who do you think is the best athlete all around the world? In your country?
20. Do you like to watch sports on TV? What sports do you like to watch live? What are some of the benefits of sports? How are sports beneficial to you? Is it good that professional sports are so commercial nowadays?

V. Across state systems

21. What comes to your mind when you hear the word “politics”? What type of political system does your country have? How often are the elections to the Verkhovna Rada held? What are the national symbols of Ukraine?
22. Is politics important to you? What is the minimum voting age in your country? Is voting an important responsibility of a citizen? What are the main political parties in Ukraine?
23. What do you think of politics? What kind of political system does Ukraine have? What are the national symbols of Canada?
24. What is common about the state systems of Ukraine and the USA? How is the head of the Ukrainian government called? What do you think of your country’s politicians? What qualities make a good political leader?
25. What do you think of your country’s political system? Which party is in power at the moment in your country? Who is the leader of this party?

Task 2. Choose one of the situations and role-play it with your partner.

Role-play 1

S1. You’d like to buy a new computer / laptop. Your friend has recently bought a new computer / laptop. Ask your partner:

- what brand of computer it is;
- what operating system his / her computer has;
- which web browser his / her computer uses;
- how many buttons there are on the mouse;
- if his / her computer has a CD-Rom drive.

S2. You have bought a computer / laptop recently. Answer your friend’s questions giving him / her advice. Ask him / her about:

- how often he / she writes email letters;
- if he / she a member of any chat group;
- what else he / she plans to use the Internet for.

Role-play 2

S1. You live in a place which has been affected by one of the disasters. You’re going to tell him / her what’s happened. Express your opinion about it.

S2. You are going to call your friend to ask how he / she is. Before you start, think of 3 to 4 questions you want to ask him / her about the situation.

Role-play 3

S1 (British). You are in Kyiv now. Your friend and you are going to the National Art museum. Ask him / her about the collections, the painters, the oldest items; the working hours of the museum and the price of the ticket.

S2 (Ukrainian). Your English friend wants to know about the National Art museum in Kyiv. Answer his / her questions and give general information about frescoes and icon-painting traditions of Ukrainian art; the tendencies of modern painting; the rules of behaviour in the museum.

2. Homework

Repeat the vocabulary and grammar of the Starter and Units 1–4. Prepare for the writing test.

12. There are more than 1.5 mln native Ukrainians in Canada. Our countries are different but at the same time they are partly similar. In what way? Write about differences and similarities in nature, area, population, political systems. Make a conclusion.
13. A Constitution is the main law of the country, the law by which the people of the country live. It provides rights and duties for institutions and population. What can you say about your rights and responsibilities? Give your opinion about society and your role in it. Write a paragraph about it.

APPENDIX

A FAREWELL

Flow down, cold rivulet, to the sea,
Thy tribute wave deliver:
No more by thee my steps shall be,
For ever and for ever.

Flow, softly flow, by lawn and lea,
A rivulet then a river:
Nowhere by thee my steps shall be
For ever and for ever.

But here will sigh thine alder tree
And here thine aspen shiver;
And here by thee will hum the bee,
For ever and for ever.

A thousand suns will stream on thee,
A thousand moons will quiver;
But not by thee my steps shall be,
For ever and for ever.

Alfred Lord Tennyson

Код	Ціна
ПАМ014	90,00