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Англійська мова

English

Своєю рік навчання

11



М.О. Кучма
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АНГЛІЙСЬКА МОВА

7-й рік навчання
рівень стандарту

ПІДРУЧНИК ДЛЯ 11 КЛАСУ
ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

M.O. Kuchma
I.P. Zadorozhna

ENGLISH

Year 7

standard level

A TEXTBOOK FOR THE 11TH FORM
OF SECONDARY SCHOOLS



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НАВЧАЛЬНА КНИГА — БОГДАН
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Дорогі друзі!

Розпочинається ваш сьомий рік вивчення однієї з найпопулярніших мов світу. За попередні роки ви навчилися розповідати англійською мовою про свою зовнішність, сім'ю, друзів, шкільне життя, улюблені види мистецтва, прочитали та прослухали цікаві тексти про Велику Британію, США та Україну тощо. Переконані, що ви розумієте важливість вивчення іноземної мови у сучасному світі, а тому ще з більшим ентузіазмом поглиблюватимете свої знання з англійської мови.

Цього року ви почерпнете багато цікавої та пізнавальної інформації про Велику Британію та Україну, стиль життя людей різних країн. У книжці на вас також чекають тексти про музику, живопис, митців та їхні твори, професії тощо. Завдяки їм ви й самі зможете розповідати про улюблені книги, фільми, картини, теле- та радіопередачі, свою школу, майбутню професію тощо. Підручник допоможе поглибити знання з граматики англійської мови та значно розширити словниковий запас.

Тож бажаємо вам успіхів у навчанні та захоплюючої праці з книжкою, сторінки якої ви гортатимете упродовж року!

Авторський колектив

УМОВНІ ПОЗНАЧЕННЯ



Listen!



Grammar



Interactive Exercises



Home Assignment



Revision

Lesson 1 School Life

1. Look at the pictures. Work in two groups. Ask and answer the questions as in the model. Use the words and word combinations given below.

Model: A: Which objects does your teacher need at Chemistry lessons?

B: He/she needs hand lens, balance, goggles, pipet, burner and others.

Words: flashcards, videos, top-quality on-line resources, containers, thermometer, dynamometer, forceps, beaker, test tubes.



2. **Work in pairs. Compare and contrast school system in Ukraine and Great Britain. Use the phrases given below.**

Describing Similarities

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me of
- to have a lot in common with
- to be pretty much the same as
- to be comparable to

Describing Differences

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from

3. **Look at the pictures. Say which extra-curricular activities you would take up. Give your reasons.**



4. a) Read about the academic staff in one of the British schools.

The academic staff of the school is comprised of highly skilled educators. They are an open-minded group of professionals who want their students to achieve success. Their primary aim is to encourage all secondary school students to develop intellectual curiosity, to take a critical look at the world around them and also to start taking more responsibility for their own learning.

b) Write down about how similar/different the academic staff in your school is. Use the phrases given below.

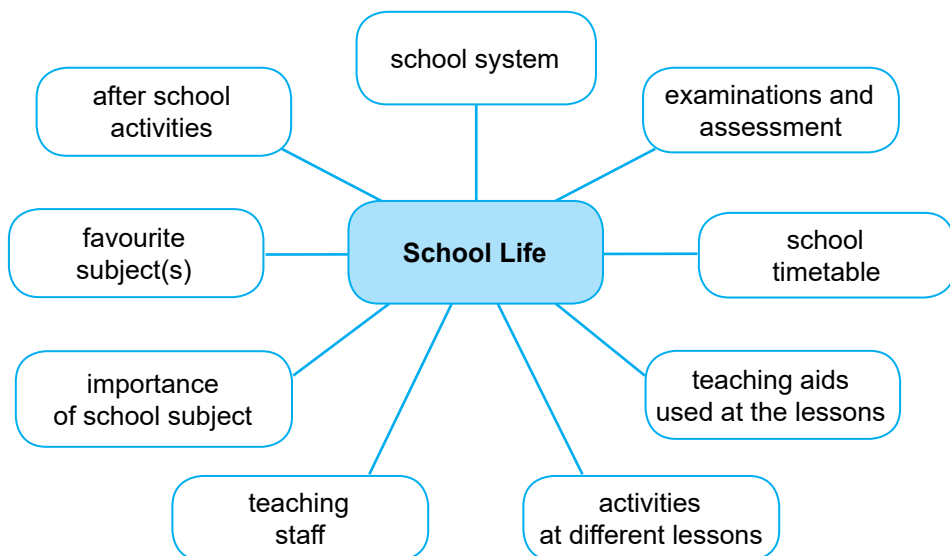
Comparing and Contrasting

- The main/greatest/most important/most significant difference between the ... is that...
- The most striking/obvious similarity is that...

5. Put the verbs in brackets in the correct tense form (Present/Past/Future Simple, Present Perfect) and Voice (Active/Passive).

1. My daughter (*to have*) very good exam results.
2. Interesting experiments (*to do*) at the Physics lesson yesterday.
3. In 2005 an 11-year school system (*to introduce*) in Ukraine.
4. My mother (*to buy*) me a school uniform already.
5. The school uniform (*to buy*) already.
6. Students (*to punish*) if they break the rules.
7. The headmaster (*to punish*) the students if they break rules.
8. Soon he (*to take*) the Eleven plus exam.

6. Look at the mind map. Write as many sentences as you can about your school life. Be ready to present them to class.



Lesson 2

Library

1. Read about the famous libraries.

People don't use libraries as much as they could because of the Internet. However, libraries can be wonderful places. They are full of stories, nice, quiet and free for everyone.

1. The Admont Library, Austria

It is located near the Alps, and is the second largest monastery library in the world. It is very beautiful with frescoes on the ceiling and beautiful sculptures in the library hall.

The library contains nearly 200,000 volumes. The most valuable treasures are the more than 1,400 manuscripts (the earliest from the 8th century).



2. Musashino Art University Library, Tokyo, Japan

What makes a library? Books, shelves, light, and beautiful places. Musashino Art University Library, which was opened in 2010, offers all this to the visitors.

It is the simplest library in the world as its walls are made from bookshelves, and are interrupted by reading areas. Half of the 200,000 titles are placed in the open access area. Reading areas are connected to each other by small bridges.



3. New York Public Library, New York, USA

New York Public Library was founded in 1895. It has nearly 55 million items, and is the third largest library in the world. It serves more than 17 million people a year, and millions more online.

The New York Public Library historical collections hold such treasures as Columbus' 1493 letter announcing his discovery of the New World, George Washington's original Farewell Address.

The New York Public Library provides people with useful online tools to help them discover its resources and services, download e-books, view more than 700,000 items from Digital Collections. There are more than 300,000 free e-books which visitors may borrow.



4. Trinity College Library: Dublin, Ireland

It is old, but not boring!

The Trinity College Library in Dublin is the oldest library in Ireland as it was founded in 1592 by Queen Elizabeth I.

It looks impressive and is famous for the Long Room which is 65 metres in length and contains more than 200,000 of the library's oldest books.



One of the most famous manuscripts is *The Book of Kells: Turning Darkness into Light*, which attracts more than 500,000 visitors a year.

A very similar library turned up in Star Wars: Episode II: Attack of the Clones.

- 2. Work in small groups. Discuss which of the famous libraries you would like to visit. Use the following phrases.**

I'd like to visit...

I think that I can...

I would like to see...

What I like about the library is ...

- 3. Read about the secondary school library.**

LIBRARY RULES

The library is open to students during the school day for research, reading, study, and other activities. Your student card is your library card. When borrowing materials, please present your student card to a librarian.

LOAN

Regular loan periods are three weeks. DVD/video material loans are for one week.

Students are responsible for returning all materials by the required date. Fine is \$10 per school day per item.

Students must pay for lost library materials.

Students must clear up all their fines before they can write the exams.

Netbooks and iPads are available for overnight borrowing.

COMPUTER ACCESS

The computers in the school library are connected to the school-wide network.

Wireless access is available in the cafeteria and the school library.

PRINTING FROM COMPUTERS

Each student receives 50 free print credits at the start of the school year. Additional print credits may be bought in the school library. The minimum purchase is \$1.00 for 20 credits. We no longer offer colour printing in the library.

SCHOOL LIBRARY WEB PAGE

Our library site provides access to a wide range of electronic resources for research and study. These resources may be used at school or at home.

FOOD AND BEVERAGES

Food and beverages are not permitted in the library. Please use the cafeteria area.

- 4. Discuss how different or similar your school library rules are.**

Similarities: is/are like..., is/are similar to..., have/has a lot in common with..., is/are much the same as... .

Differences: is/are nothing like..., is/are totally different from..., is/are quite unlike..., differ(s) from... .

- 5. Work in pairs. Make up and role-play a dialogue about your favourite British/Ukrainian writer.**

- 6. Choose the correct item.**

1. The Trinity College Library in Dublin is the oldest library in Ireland as it ... in 1592 by Queen Elizabeth I.

a) has been founded

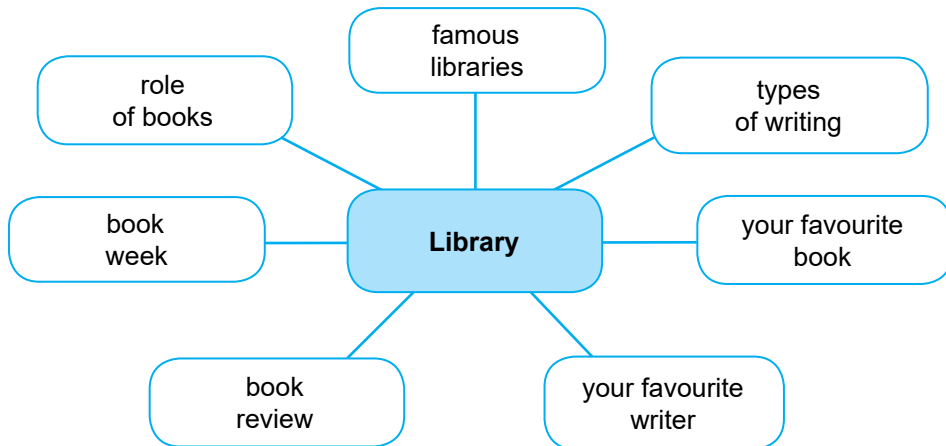
c) was founded

b) has founded

d) founded

2. He says that the library ... to students during the holidays for research, reading, study, and other activities.
- a) would be open c) will be open
b) will open d) would open
3. The headmaster said that wireless access ... in the cafeteria and the school library soon.
- a) will be available c) will available
b) would be available d) is available
4. I am glad to inform you that the book ... already.
- a) have been published c) has published
b) has been published d) was published
5. As far as I know the book series ... into 38 languages.
- a) have translated c) has translated
b) have been translated d) has been translated

7. Look at the mind map. Write as many sentences as you can about libraries. Be ready to present them to class.



Lesson 3

Mass Media (Press)

1. Read the text. Pay attention to the words in bold.

Newspapers

Newspapers and the **journalists/reporters** who write **articles** for them are called **the press**. The **editor** decides what is printed.

Quality newspapers deal with the news in a serious way. **Tabloids** are smaller in size and some of them have **sensational** stories and **gossip columns**. Photographers who follow famous people in order to take photographs of them are called **paparazzi**. You can buy **newspapers** and **magazines** at the **newsagent's** or you might have them delivered to your house by a **paper** boy or paper girl. (from Oxford Wordpower Dictionary)

2. Look at the pictures. Are they from quality newspapers or tabloids? Explain why you think so.



3. Read the text. Write down and then tell why tabloids have so many devoted readers.

Tabloids

Today more than twice as many tabloids are sold as the so-called 'quality press'.

Originally, the word 'tabloid' referred to the size and format. But today, for most people, the word 'tabloid' has nothing to do with shape and size. The tabloids follow a special formula: scandals, murders and disasters are all described in detail. Tabloids dedicate most of their pages to stories about celebrities. This involves photographing them in embarrassing situations, gossiping about their private lives and generally making them look a bit silly.

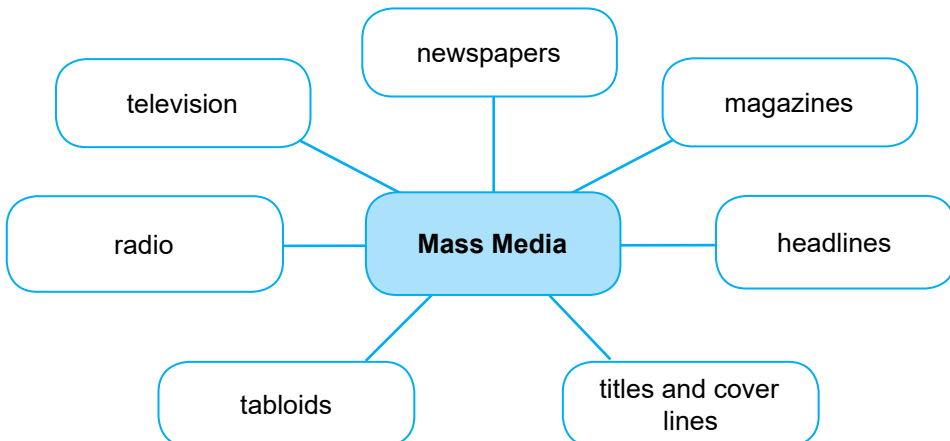
However, the tabloids are not simply an irritation for celebrities; the tabloids are a vehicle for self-promotion, a means for gaining popularity.

Though they have millions of devoted readers, tabloids are also widely criticized. They are accused of being sensationalist, in bad taste, and of having no ethical standards in their reporting methods.

They follow people on holiday, and even break into their houses in order to get a story. When criticized for their actions, the tabloids state that the public has a right to know about anything and everything, but celebrities have no rights to privacy at all.

Tabloids are not actually about news at all; tabloids are just about gossip. And we all know that when it comes to gossip, what matters is not what is true or what is kind, but what is entertaining and funny. The more in bad taste a story is, the funnier it seems.

4. **Work in pairs. Make up and role-play a conversation about ethical standards of tabloids and paparazzi.**
5. **Read four sections for writing true stories. Put them into a logical order.**
 - a) Moral (the lesson of the story).
 - b) Problem.
 - c) Setting (characters, place, time).
 - d) Solution.
6. **Write a true story for a magazine. Use the notes that you made for exercise 5. Give your story a good title.**
7. **Rewrite the sentences in Indirect Speech.**
 1. The boy said, "I have been painting all day long".
 2. The girl said, "He has been selling newspapers for two hours already".
 3. Tom said, "I have been climbing the mountains".
 4. Mary said, "I have been playing tennis".
 5. John said, "They have been making their way through the jungle".
 6. Peter said, "They have been relaxing".
 7. Jane said, "She has been swimming in the ocean".
8. **Look at the mind map. Write as many sentences as you can about mass media. Be ready to present them to class.**



Lesson 4

Lifestyle

1. **Work in groups of four. Discuss and then explain the quotation in your own words.**
 “Life is like riding a bicycle; you don’t fall off unless you stop pedaling”.
 (Claude Pepper)
2. **List as many hobbies as you can. Say which of them you prefer.**
3. **Work in pairs. Discuss your hobbies. Say which similar hobbies you both have.**
4. **Work in groups of 4–5. Agree or disagree with the following statements. Give reasons and examples to support your point of view.**

Hobbies

1. Hobbies are the recreation activities. 2. Hobbies are as various as the world of human interests and experience. 3. Hobbies include an element of exploration that gives the hobbyist a chance to discover the world and his/her abilities. 4. Hobbies provide us with means of expressing emotions and offer many opportunities to create a new world of entertainment. 5. They satisfy our wish for learning.

5. **a) Work in pairs. Make up a list of extra-curricular activities which are encouraged in your school.**

music making, amateur drama, hobbies, clubs, school societies, discussing societies, school tours to local places of interest, naturalistic societies, stage performances, out-of-door activities (football, camping, swimming, climbing, cycling, educational visits, care of pets and other animals, school competitions, hiking)

- b) Form groups with another pair and exchange your ideas.**

6. **Study the layout of an informal letter.**

Your address
The date

Greeting

Hi..., / Dear...

Introduction

Ask your friend some introductory questions.
How are you? Hope everything is OK.

Main Body

1. Give the reasons for writing.
I'm writing to let you know that...
2. Describe the subject of the letter.

Closing Remarks

Well, I must finish... Write back soon.

Let me know if you...

I hope I'll see you here soon.

Sign Off

Say goodbye and sign your name.

All the best / Lots of love / Yours, Ann.

7. Write a letter to a friend. Describe a fair you have attended or would like to attend. Mention:

- place
- time
- atmosphere
- weather
- people
- description of the fair
- description of celebrations

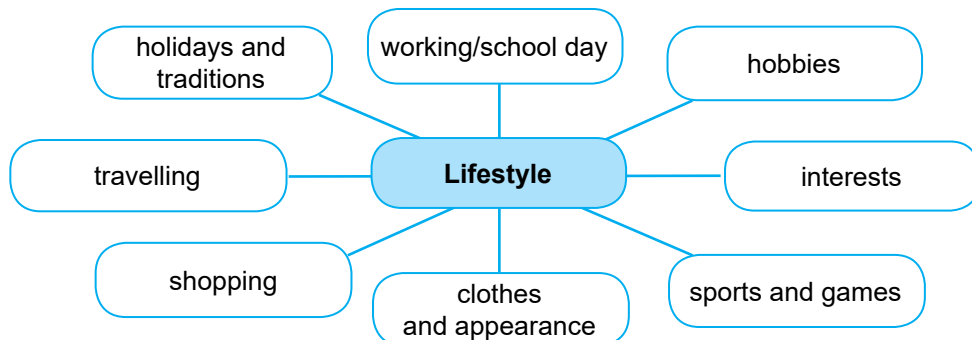
8. Rewrite the sentences given below in Indirect Speech.

1. "Is she reading a report?" he asked me.
2. "Are they discussing a science fiction book?" she asked him.
3. "Look, is he laughing reading comics?" she asked them.
4. "Were you taking out books from the library?" they asked us.
5. "Was she delivering newspapers?" he asked me.
6. "Have you published strip cartoons?" she asked us.
7. "Has the newspaper already come out?" they asked him.
8. "Had they subscribed to the newspaper by Tuesday?" he asked her.
9. "Will you go to the theatre with me?" Mary asked Nick.
10. "She visits the fair every year", he said to me.

9. Work in pairs. One student says words that he/she associates with one of the words below. The other student adds his/her associations that haven't been mentioned. Take turns.

1. hobbies
2. school day
3. holidays
4. sports

10. Look at the mind map. Write as many sentences as you can about lifestyle. Be ready to present them to class.



Lesson 5

Music

1. a) Read the types of music and match them with the definitions on the right. There are more types than definitions.

- | | |
|------------------------|--|
| 1. rap | a) music of African-American origin, characterized by the use of improvisation |
| 2. rock | b) music or song in the traditional style of a country |
| 3. heavy metal | c) type of modern popular music with a strong beat, played on electric guitars, etc. |
| 4. country and western | d) slow sad jazz music originated among blacks in the Southern USA |
| 5. folk | e) serious and traditional in style music of the period 1750–1800 |
| 6. classical | f) a type of music made popular by African-Americans, expressing strong emotions |
| 7. opera | g) type of music that derives from the folk music of the southern and western US |
| 8. jazz | h) a play in which words are sung to a musical accompaniment |
| 9. techno | i) modern popular music |
| 10. blues | |
| 11. pop | |

2. Listen to seven types of music. In your exercise book put the number of each piece of music by its type in the box nearby.



rock folk classical techno pop heavy metal blues

3. Make a list of your five favourite singers and groups. Write and then tell about one of them (career, greatest hits, scandals, latest albums).

4. Look at the photos. Say:

- what instruments the children are playing;
- which of the famous people can play these instruments.

Describe one of the photos.



5. Work in small groups. Discuss the following questions.

1. What instruments does a symphony/chamber orchestra consist of?
2. What are the most popular instruments of pop groups, jazz and rock bands?
3. Why has a guitar become a very popular instrument in recent years?
4. Do you prefer performances with an entire orchestra or simply with a guitar? Why?
5. Can you play any musical instrument? Does it help you understand music?
6. What do you know about video clips? How do they affect music?

6. a) Listen to the melodies. Guess which musical instruments are playing.



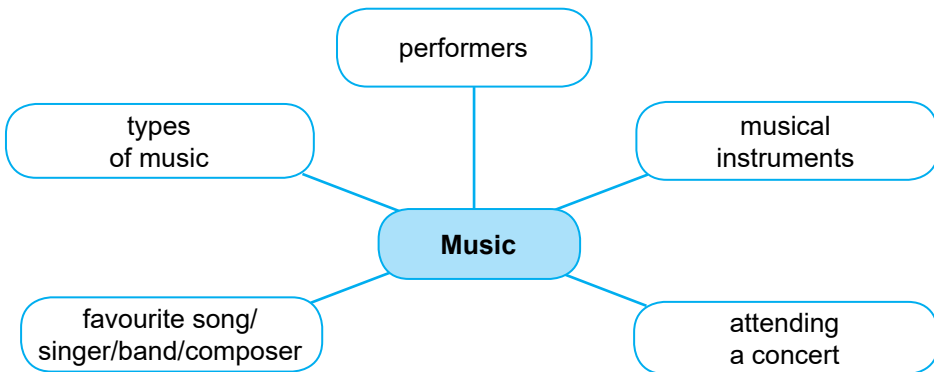
b) Say which feelings and emotions each melody has evoked in you.

relaxation	embarrassment	depression
excitement	boredom	enthusiasm

7. Read the sentences below. For questions (21–23) choose the correct answer (A, B, C or D).

1. “Where have you spent this morning?” she asked me.
A She asked me where I spent that morning.
B She asked me where I had spent that morning.
C She asked me where I had spent this morning.
D She asked me where had I spent that morning.
2. “Does your friend like to listen to jazz?” he asked her.
A He asked her if her friend liked to listen to jazz.
B He asked her did her friend like to listen to jazz.
C He asked her if her friend like to listen to jazz.
D He asked her does her friend like to listen to jazz.
3. I said to her, “Please, do not drive fast.”
A I asked her to not drive fast. **C** I asked her did not drive fast.
B I asked her do not drive fast. **D** I asked her not to drive fast.

8. Be ready to speak about music. Use the mind map. Write 3–4 sentences on each topic.



Lesson 6

Ukraine (Country and People)

1. Read the text and give it a heading.

Lviv (population 733,000) is an important transportation and industrial centre. Its manufactures include electronic equipment, motor vehicles, agricultural machinery, chemicals, textiles, and processed food. It is one of the leading cultural centres.

Zaporizhzhya (815,000) is the major industrial city. Products include aluminium, processed magnesium, iron and steel, motor vehicles, agricultural machinery, and chemicals. The city is the site of the large Dnirohpes hydroelectric station.

Odesa (1,029,000) is the chief trade and fishing port of the country. It is also a major manufacturing, railroad, and cultural centre and a popular resort. Products of the city include refined petroleum, processed food, plastics, pharmaceuticals, and clothing.

Ternopil (233,152) is an important rail junction and highway hub. Its industries produce food products (sugar, beer, dairy, meat), cotton textiles, synthetic leather, clothing, electric parts, farm machinery, and building materials.

Donetsk (1,016,000) is a chief industrial city. Among the city's principal manufactures are iron and steel, machinery, chemicals, electric equipment, and processed food.

Dnipro (1,065,000) is a chief industrial city of Ukraine. Its manufactures include steel, construction materials, chemicals, railroad equipment, and agricultural and mining machinery.

Rivne (244,357) is a road and rail junction and industrial centre. Industries in the city produce tractors, high-power equipment, chemicals (ammonia, acids, and fertilizers), building materials, food products, linen and other consumer goods. Flax, small grains, sugar beets, and potatoes are grown nearby.

Kharkiv (1,470,000) is a chief industrial and transportation centre. Manufactures include farm and mining machinery, electric and railroad equipment, chemicals, machine tools, and processed food.

(from Encarta Encyclopedia)

2. Talk about the cities of Ukraine. Use the phrases given below.

- What do you think of...?
- How do you like...?
- How do you find...?
- What about...?

Model: A: What do you think of Ternopil?

B: It is rather like Rivne. They both produce building materials, food products, and clothing, and are important rail junctions.

3. a) Match the inventions (1–4) to the names of their inventors (a–d).

1. bloodless blood test	a) Anatolii Malyhin
2. helicopter	b) Ihor Sikorskyi
3. X-ray	c) Ivan Puliui
4. gas lamp	d) Ihnatii Lukasevych

b) Decide if the statements below are true or false. Correct the false ones.

1. The idea of a helicopter belongs to Leonardo da Vinci.
2. The first gas lamp was invented in 1893.

3. Ukrainian scientist Ivan Puliui invented X-ray 14 years after Wilgelm Rontgen.
4. Ukraine built the whole plant to produce bloodless blood test.

4. a) Read the following questions. Write at least one additional question on the same topic.

1. Which literary period of Ukraine was the most dynamic? Name the prominent Ukrainian writers of the period.
2. When did the first literary period in Ukraine start?
3. Which Ukrainian cities have the population over one million people?
4. What outstanding Ukrainian composers do you know?
5. What famous Ukrainian scientists do you know? What inventions did they make?

b) Work in pairs. Ask and answer the questions.

5. Choose the correct item.

1. The scientist said he ... at his invention all his life.

a) was working	c) is working
b) had been working	d) has been working
2. Korolyov's important role in the space program ... only after his death.

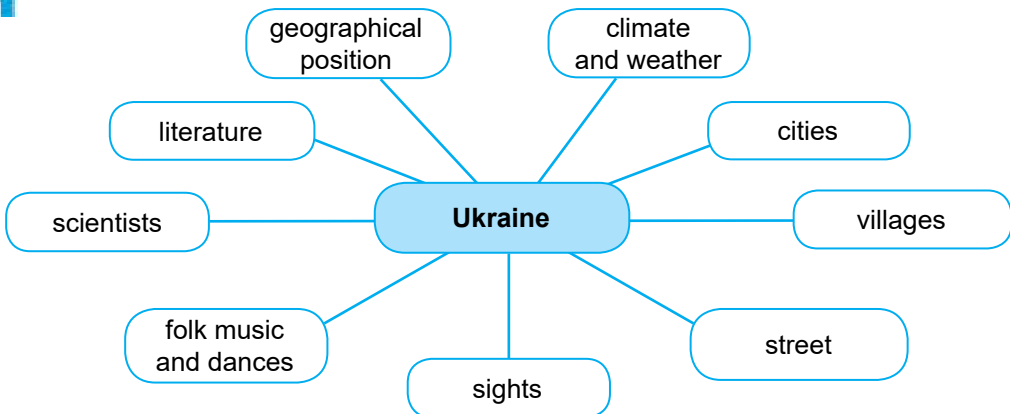
a) would be publically recognized	c) will be publically recognized
b) was publically recognized	d) publically recognized
3. The guide said that the tourists ... the art gallery first.

a) visit	c) have visited
b) will visit	d) would visit
4. I ... the book for three weeks already.

a) am reading	c) has been reading
b) have been reading	d) had been reading
5. The teacher said that Yevhen Paton ... 35 bridges.

a) constructed	c) was constructed
b) had constructed	d) has constructed

6. Be ready to speak about Ukraine. Use the mind map.



Lesson 7

The United Kingdom (Country and People)

1. Read the text and give it a heading.

Glasgow (population 578,700) is Scotland's largest city. It is the main industrial and commercial centre in Scotland.

Edinburgh (449,000) is the capital of Scotland and also the country's major administrative and financial centre. It is Scotland's main tourist destination and hosts the Edinburgh International Festival, the largest annual arts festival in the United Kingdom.

The major city of Wales is Cardiff (315,000), the capital, principal seaport and shipbuilding centre.

Oxford (England) is an administrative centre. The city is famous as the seat of the University of Oxford, one of the oldest and best known universities in the world.

Oxford is also an industrial centre with printing operations; other manufactures include motor vehicles, and steel products.

Birmingham (England) (976,400) is the second largest city in Britain. It is the hub of the British metal goods industry. Among the principal metal product manufactures are motor vehicle parts, machine tools, household utensils, and jewellery. Other important manufactures include electrical equipment, glass rubber product, and chemicals. The city is located in an important coal-mining region.

Manchester (England) is a major industrial centre and has long been known as the leading cotton textile manufacturing city in Britain. It is also an important port. The city's manufactures include paper products, pharmaceuticals, electrical and aircraft equipment, computers, electronic equipment, and food products.

Dublin (Ireland) is the capital and a seaport of Ireland. Chief industrial establishments include breweries, distilleries, and plants producing electrical and electronic equipment, footwear, glass, pharmaceuticals, and processed foods.

Belfast (Ireland) (6,693) is a popular tourist destination.

2. Look at the pictures. Say which city is depicted in each picture. Describe the cities.



A



C



B



D

- Tell your class five facts you remember about British literary periods and writers.
- Think and write down two examples of celebrations in Ukraine on each type of festivals and feasts.

Harvest and thanksgiving festivals

Cultural festivals

Communal feasts

Festivals of ethnic and national groups

Secular festivals

Modern festivals and feasts

- Look at the photos and answer the questions.



Michael Faraday



Elizabeth Garrett Anderson



Isaac Newton



Mary Anning



Charles Darwin

- Who derived the law of universal gravitation?
- Who was the first English woman to qualify as a doctor?
- Who discovered electromagnetic induction?
- Who was an early British fossil collector?
- Who was the first European to visit Hawaii?
- Who formulated the theory of evolution?
- Who investigated the circulation of blood?

- Write and then discuss in class what makes a country. Explain your ideas.



Unit 1

LIFESTYLE

Lesson 8

Healthy Lifestyle



1. a) Ask your classmates the following questions.

1. What is a healthy lifestyle?
2. Do they lead a healthy lifestyle?
3. Why is a healthy lifestyle important?

b) Sum up your classmates' answers and say what a healthy lifestyle is, whether it is important and if your classmates' lifestyle is healthy.



2. Listen, read and remember the words and word combinations.

well-being	[wel 'bi:ɪŋ]
strengthen	['streŋθən]
muscles	['mʌsəlz]
bones	['bəʊnz]
reduce	[rɪ'dju:s]
chronic diseases	['krɑ:nɪk drɪ'zi:z]
snack	[snæk]
surf online	[sɜ:f ɑ:n'lain]
overweight	[,əʊvər'weɪt]
avoid	[ə'vɔɪd]

3. Fill in the gaps with the words from exercise 2. Think of all the other changes.

1. The medicine ... the risk of infection.
2. These exercises will ... your muscles.
3. She exercises regularly to develop her back
4. Her classmates now ... her.
5. He suffers from many
6. I didn't have time for lunch so I just had a quick
7. He ... to find the necessary information.
8. The ... person had difficulty running even a short distance.
9. Doctors are responsible for the care and ... of their patients.

4. a) Listen to the text and choose the ways of leading a healthy lifestyle from the list below:



- Exercising every day
- Drinking fruit juice
- Eating plenty of fruit and vegetables
- Drinking water
- Learning with computer
- Reducing time spent on the screen
- Eating chocolates to think better
- Avoiding bad habits



b) Listen to the text again and say whether the statements are true or false. Correct the false statements and comment on the true ones.

1. Teens should get at least an hour of physical activity every day.
2. Fruit juices are very useful.
3. Teens should eat five serves of fruit and two serves of vegetables every day.
4. Teens must spend no more than an hour a day on computer.
5. Playing computer games, you may become overweight.

c) Why do you think it is important to drink water?

d) Sum up how to lead a healthy lifestyle. Add your own ideas.

5. Name:

- | | |
|----------------------|---|
| a) one red fruit; | d) two kinds of food that come from milk; |
| b) one yellow fruit; | e) four vegetables that you usually put in salad; |
| c) one green fruit; | f) four healthy things that people may have for dinner? |

6. You will have to interview different people on a healthy lifestyle and whether they try to lead it. In pairs brainstorm the questions, then discuss them in class.



7. Interview your friends / parents / people in the street about a healthy lifestyle using the questions you prepared in class. Be ready to speak about the results.



Lesson 9

Happy and Healthy

1. Look at the pictures. Which of them refer to a healthy lifestyle? Describe the pictures.



2. Discuss the following with your classmate:

- 1) Do you think positive emotions are important for people's well-being? Why?/ Why not?
- 2) What do you like to do? What makes you happy?

3. Read the text and answer the questions after it.

Enjoy life and be healthy

Have a healthy social life, which will help to enjoy your life despite the stress of school. Try to make at least two best friends. Shop with them, enjoy buying clothes together. Visit places where you can communicate with other teenagers or people around your age.





Have hobbies and show off your talents.

Read, play computer games, draw, play musical instruments, write music, create stories and poems, sing, cook, bake, make your own clothes, work on a car, or do yoga. Get a Facebook or Instagram account, but try not to use it too much. Make videos with your friends and post them on YouTube. Listen to the hottest new music and the

coolest songs of your choice. Support your favorite sports team. Find whatever you enjoy doing and do it!



Create your own style. Be yourself and see what looks good

on you.



Study hard in school and be active.

Education is the most important thing in your life. Always do your homework in time. If you are getting bad grades because you are struggling with something, ask for help, but if you are just lazy, it can certainly affect your college and career opportunities in the future. Attend different clubs or create your own. Your college application will look good.

Listen to your parents,

and it will make your life much easier and enjoyable!

Your parents might be not as modern as you, but they experienced a lot and so may give you valuable advice. Besides, parents are your most devoted friends who care about you.



1. What are the main pieces of advice given in the text? Do you agree with all of them?
2. What does it mean to have a healthy social life?
3. Why is it important to have at least two best friends?
4. What do you usually do together with your friends?
5. What hobbies do you have? Why do you like doing them?
6. How can you create your own style?
7. Why is it important to study hard in school?
8. Whom do you usually ask for help if you are struggling with some subject?
9. When do you ask your parents for advice?
10. Which pieces of advice seem the most useful to you?

4. Match the words to make the word combinations.

- | | |
|-------------|--------------------------|
| 1. enjoy | a) hobbies |
| 2. make | b) computer games |
| 3. show off | c) college opportunities |
| 4. play | d) friends |
| 5. create | e) advice |
| 6. get | f) bad grades |
| 7. affect | g) talents |
| 8. give | e) stories and poems |
| 9. have | f) life |

5. Say why it is important to:

- 1) have a healthy social life
- 2) have hobbies and show off your talents
- 3) create your own style
- 4) study hard in school and be active
- 5) listen to your parents

6. Think what you should do to enjoy life more and be healthy. Be ready to speak about it in class.



Model: I think I must start exercising. It will help me lose my weight and feel comfortable. Besides, it will make my muscles stronger, and I will look better.



Revision		
Present Simple	Present Continuous	Present Perfect
I форма дієслова позначає факт	am/is/are + ing позначає процес дії	have/has + III форма дієслова позначає дію до певного моменту
<i>Напр.:</i> I go to school.	<i>Напр.:</i> I am going to school.	<i>Напр.:</i> I have just come .

7. a) Work in pairs. Ask your classmate:

- 1) what he/she knows about a nursery school;
- 2) if his/her parents are strict;
- 3) whether he/she has skipped school;
- 4) whether he/she has ever got into trouble;
- 5) what subject he/she is studying now;
- 6) in which after school activities he/she has taken part;
- 7) whether he/she is bullying somebody.

b) Present the information about your classmate to class.



Lesson 10

Modern Day Teens

1. Match the words to their definitions.

- | | |
|----------------|--|
| 1. well-being | a) a light informal meal |
| 2. avoid | b) a state of being happy, healthy and wealthy |
| 3. surf online | c) make strong or stronger |
| 4. snack | d) too fat |
| 5. strengthen | e) look on the Internet without seeking anything in particular |
| 6. overweight | f) keep away from |

2. Work in pairs. Ask and answer the following questions.

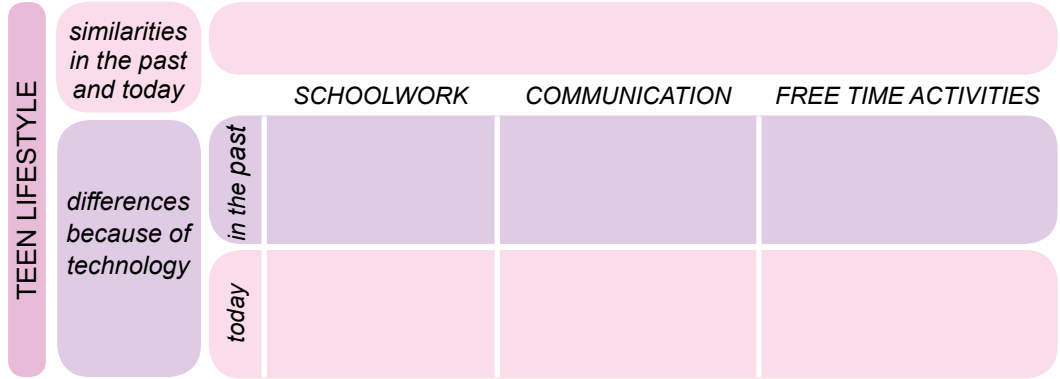
1. Do you usually do your homework in an exercise book or type it on a computer? Why?
2. Do you look for information in the library or on the Internet? Why?
3. Do you post handwritten letters or send emails to your relatives or friends?
4. Do you post handwritten cards or send electronic cards to your relatives or friends?
5. Do you prefer to chat with your friend on the phone or text messages?

3. Read the text.

Modern day teens are not so different from past generations. They do almost the same things as young people did in the past: they go to school, do homework, spend time with their family, communicate with friends, help with the housework, do sports, listen to music and so on. However, one thing is definitely different: use of technology. While in the past teenagers did their homework in an exercise book, modern teens often type it on the computer. Instead of looking for information in the library, they use the Internet to get it. Today young people even communicate in a different way. While in the past they met live, wrote letters, went out a lot or used the phone, nowadays they often prefer meeting online, texting messages. Modern teenagers even spend their free time differently. While in the past teens used to hang out and play games with friends, today they often prefer to stay in Instagram or play computer games.



4. Fill in the mind map in your exercise book using the information from the text.



5. Discuss how different or similar the life of modern teenagers is from teenagers in the past. Use the mind map and the expressions below:

Comparison	Similarities	Differences
in comparison with compared to	similarly in a similar way is/are much the same as is/are like is/are similar to have/has a lot in common with	however but while is/are nothing like is/are totally different from is/are quite unlike differ(s) from

Model: Modern teenagers have a lot in common with teenagers in the past.

6. Put the verbs in brackets into the Present Perfect or Present Perfect Continuous Tense.

- A: I (to be) very tired.
B: That's because you (to study) all morning.
A: At least I (to do) all my homework.
- A: What you (to do) since morning?
B: I (to plant) trees all morning.
A: How many trees (to plant) already?
B: I (to plant) four trees.



7. Project. Create a mind map about things (except technology) that are changing teenagers' lifestyle. You may focus on transport and travelling / music / fashion / hobbies etc. Present your ideas in class.



Lesson 11

Parents and Children



1. Listen and repeat the following tongue twisters. Practise saying them.

For an additional challenge, try repeating them several times in a row.

1. She sells seashells by the seashore.
2. How can a clam cram in a clean cream can?
3. I scream, you scream, we all scream for ice cream.



2. Listen, read and remember.

occasional	[ə'keɪʒənl]
tension	['tenʃn]
argument	['ɑ:gjʊmənt]
opinion	[ə'pɪnjən]
conclusions	[kən'klu:ʒənz]
respect	[rɪ'spekt]
privacy	['prɪvəsi]
pressure	['prefə]
jealousy	['dʒeləsi]
competitiveness	[kəm'petətɪvnəs]

3. Fill in the gaps with the words from exercise 2.

1. You must learn to ... other people's opinion.
2. There was a lot of ... at the meeting.
3. She receives ... phone calls from her mother.
4. She went upstairs for some
5. The book's ending leaves readers to make their own
6. We asked for their ... about the new stadium.
7. They were always getting into ... about politics.
8. He spoke about greater
9. He was unable to control his
10. They are putting ... on people to vote yes.



4. a) Listen to the reasons why teenagers argue with their parents. Decide whether the following statements are true or false. Correct the false statements.

1. Everyone has family conflict.
2. Occasional arguments cannot happen in happy families.




3. The common reasons for arguing with parents are:
 - a) your opinions differ from your parents’;
 - b) you communicate too much and misunderstand each other;
 - c) you want more money than they’re willing to give you;
 - d) they don’t like your personal style;
 - e) a new baby appeared in your family;
 - f) parents focus too much on your exams, chores, friends.

b) Which of the speaker’s statements do you agree/disagree with? Why?

5. **Discuss with your classmate what sort of things you can argue with your parents about. Continue the list from exercise 4, then compare it with other students’ lists.**
6. **Brainstorm in class the things that you could argue with your sister/brother/cousin about. Write them on the blackboard.**



7.  **Listen to the recording. What things can make the conflict between brothers/sisters/cousins hard to deal with? Compare them to those written on the blackboard.**

8. **Work in groups of four. Discuss and then explain the quotation in your own words.**

“Kindness consists in loving people more than they deserve.” (*Joseph Joubert*)

9. **Write how to develop a better relationship with your parents.**



10. **Read the joke. Role-play it.**



Alfie was listening to his sister practice her singing.
 “Sis,” he said, “I want you to sing Christmas carols”.
 “That’s nice of you, Alfie,” she replied. “Why?”
 “Then I’d only have to hear you once a year!”



Lesson 12

Improving Relationship

1. Work in groups of four. Discuss and then explain the quotation in your own words.

“Kind words can be short and easy to speak, but their echoes are truly endless”
(Mother Theresa)

2. Read the text below.

Problems between parents and children are common and timeless. If you are looking to improve your relationship with your parents, you are not alone. Developing a better relationship with your parents involves focusing on changing how you think and behave.

1. Consider all your parents have done for you, all the ways that they have helped you, all the ways they have influenced how you think. You may find yourself feeling grateful to your parents and more willing to improve the relationship or compromise. So let your parents know that you are appreciative for all they have done for you with your actions. Do some extra housework even if you are not asked. They will be happy with you for this.



2. Even if you do not agree with their parenting style, principles, be respectful to your parents. Try using polite language, speaking modestly.

3. Don't overreact when talking to your parents. Smile at them, stay positive and warm. Let them know with your body language that you are happy to see them and that you care about their well-being. This will set the tone for your communication and will help to improve the relationship.

4. One way to improve your relationship is to be more willing to talk to your parents about things that you may feel are uncomfortable. This will help to build trust in your relationship with your parents. If you feel that your parents give you too much unwanted advice, treat you like a kid, do not respect your opinions, or disrespect your friends, tell them and explain why they should not do this.



5. You may have to bite your tongue when one of your parents says something you disagree with. Determine whether the need to respond is really necessary. If it is, make the point clearly and modestly in order to avoid an emotional argument.

6. Be logical and demonstrate to your parents that you are mature. If parents see you acting mature, they will treat you accordingly.

3. Match choices (A–F) to (1–6).

- A Be positive.
- B Be respectful.
- C Be open and honest.
- D Keep interactions mature.
- E Be appreciative.
- F Avoid unnecessary arguments.

4. Fill in the table in your exercise book. You may add your own ideas.

<i>Advice</i>	<i>What to do</i>
Be positive	
Be respectful	
Be open and honest	
Keep interactions mature	
Be appreciative	
Avoid unnecessary arguments	

5. Answer the following questions.

1. Do you agree with the advice from exercise 4?
2. Which one is the most useful to you?
3. Do you think that parents should trust teenagers more to run their own lives? Why?/Why not?
4. Do you often argue with your parents?

6. Read the quotation. What does the author mean? Do you agree with the author? Be ready to present your ideas in class.



TEENAGERS
tired of being
harassed by
your parents?
ACT NOW!
Move out, Get a job,
& Pay your own way,
QUICK!
while you still
know everything!



Lesson 13

Communication Tools

1. Match word combinations 1-11 to a-k.

- | | |
|---------------|-----------------|
| 1. strengthen | a) mature |
| 2. surf | b) relationship |
| 3. respect | c) sports |
| 4. act | d) videos |
| 5. create | e) privacy |
| 6. make | f) muscles |
| 7. build | g) online |
| 8. respect | h) stories |
| 9. improve | i) trust |
| 10. do | j) advice |
| 11. give | k) opinion |

2. Fill in the following sentences with the word combinations from exercise 1.

1. Exercises should include activities that
2. Teenagers like to ... to spend time, find necessary information.
3. If people don't ... your ..., tell them about it.
4. If you ... , people will respect you.
5. It is necessary to ... with your parents.
6. To be healthy people must
7. I like to ... and post them on YouTube.
8. At home we ... and then tell them in class.
9. You may ... with your classmates.
10. She always ... me valuable

3. Discuss with your classmates what tools of communication they prefer. Mind the following:

- texting;
- Facebook;
- videochat;
- Instagram;
- face-to-face communication;
- phone calls.

4. Read about the results of the study how young people communicate. Discuss the communication tools you and your classmates use.

As they get older, teenagers start to use communication tools in the same way as adults. They will continue to use such tools as texting, Facebook and video chat, but at the same time, they understand the need to use voice and email as they move to the next stage of their lives.

Face-to-face communication is still the most popular among teens. They keep their phone calls brief as they think that phone calls are more suitable for adults.

Video chats are becoming more popular as they combine some attributes of face-to-face interaction with the ease of technology. Often young video chatters use it for homework (just as previous generations used their cell phones and home phones for homework).



Facebook and texting are important tools for dating. After meeting someone in real life, teens will look the person up on Facebook, Twitter before asking him or her on a date — which is of course done via text message. The most common Facebook activity for teens is 'liking'.



Mobile phones are the new smoking. These days, with smoking increasingly unpopular, technology — and particularly the mobile phone — is seen as the most popular social tool.

5. Decide whether the following statements are true or false. Correct the false statements.

- 1) Teenagers prefer face-to-face communication.
- 2) In the past young people used cell phones and home phones for homework.
- 3) Texting messages is often used by teens for dating.
- 4) Smoking is popular among teenagers.

6. Answer the following questions.

- 1) Why do you think young people still prefer face-to-face communication?
- 2) Why do they keep their phone calls brief?
- 3) How are Facebook and texting used for dating?
- 4) What is the most popular social tool? Why?

7. Write what type of communication you prefer and why. Be ready to speak about it in class.



Lesson 14

Effective Communication

1. Think of the person who in your opinion is a good communicator. Write down what qualities he/she has? Compare your list with your partner's.

Mind the following: *outgoing, optimistic, friendly, helpful, open, talkative, generous, tolerant, cheerful, modest, polite, charming, bossy, independent, clever, honest ...*

2. Are you good at communicating with others? What qualities do you need to develop?

3. Do the quiz and then read in the box below what kind of person you are.

Tick the statements which are true for you.

- I prefer to go out than to watch a film on my own.
- I always remember my friends' birthdays.
- I am a member of at least one club or association.
- I always ask for an explanation if I don't understand.
- I want to be famous in future.
- I hate spending a lot of time indoors by myself.
- People say that I'm easy to get to know.
- I enjoy going to parties and clubs.
- I always answer my mobile phone — even when I don't know who is calling.
- I believe it's always better to say what you think.

8-10 ticks
 You are a very outgoing, extrovert person — you enjoy being the centre of attention. Some people find you bossy and dominating — but you don't care.

4-7 ticks
 You are really outgoing and like spending time with other people.

0-3 ticks
 You are an introvert — you are a rather shy person and enjoy spending time on your own in peace and quiet.

4. Give definitions to the words “extrovert” and “introvert”.



5. Do you agree with the results of the quiz? Why?/Why not?

6. a) Listen to the text about healthy communication and decide whether the following statements are true or false. Correct the false statements.

- 1) If you want to talk about something, find the right time for it.
- 2) It is possible to discuss serious problems in writing.
- 3) It is better to use "I" or "we" instead of "you".
- 4) If the truth hurts, do not tell it.
- 5) Body language is important for effective communication.
- 6) If you are angry with your friend, do not tell him about it.

b) Listen to the text again and fill in the table. Add any guidelines which you think are useful for you. Explain them.

Guidelines	Explanation
Find the Right Time	Try to find a time when both you and the other person are calm and not stressed.

7. What are the main guidelines for effective communication? Explain each of them.



Питальне слово	Допоміжне дієслово	Підмет	Присудок	Другорядні члени речення
When	do/does	I	have	homework
Where	did	you Ann Bob	write	summer holidays

8. Work in pairs. Ask your classmate:

- 1) if he/she was editing document files at 7 p.m. yesterday;
- 2) whether he/she created computer programmes last year;
- 3) when he/she was sitting round the fire last time;
- 4) if he/she had gone hiking before he was 15;
- 5) if he/she took part in any competitions three years ago;
- 6) who had arranged the birthday parties, before he/she could do it himself/herself;
- 7) what he/she was doing from 8 p.m. to 9 p.m. yesterday.

9. Think of the guidelines of effective online communication. Be ready to present and explain them in class.



Lesson 15

Tolerant Attitude to Others

1. Discuss with your classmate what tolerance is. Write the definition to the word. Give examples of being tolerant / intolerant.

2. a) Comment on the quotation. Do you agree / disagree with it? Why?

“The greatest problem in the world today is intolerance. Everyone is so intolerant of each other.” (*Princess Diana*)

b) Why should people be tolerant of others?

c) What do you know about Princess Diana? What was she famous for?



Princess Diana

3. Read the text about being tolerant.

What Does Being Tolerant Mean?

Being tolerant does not mean to accept another person's views on things, but to understand their point of view. This is why being tolerant means:

Being respectful: Respecting not only the other person's ideas but the whole person. Therefore, listening and answering respectfully is key to be a more tolerant person.

Keeping calm: Staying calm and remaining peaceful at all times without getting angry is the next step towards being more tolerant. For example, when at a family gathering you have to listen to stories that you've already heard at the last five family gatherings, you don't upset your relatives by being rude.

Being patient: It will take a good deal of working on your social skills to become tolerant with someone with whom you differ absolutely.

There are different **types of tolerance** — social, racial, sexual, religious tolerance.

Racial Tolerance. One example in which racial tolerance needs to be used is when foreign students come to study in an educational institution in a country. Foreign students must adapt to a new culture and, at times, must also adapt to a different language and climate.

Religious tolerance. For example, if you are a Christian, being tolerant with an Atheist means respecting the fact that they do not believe in God, do not go to church and do not pray. It means accepting the fact that they are not better or worse people just because they don't believe in the same things you do.

Social Tolerance. You will have to communicate, discuss ideas, and work as a team with people with different social status. Social tolerance in this area is necessary for good results.



Sexual tolerance. In the workplace there is often sexual intolerance reflected in lower wages to women, even if they perform the same work and have the same abilities as men. Besides, in many countries most government members, top managers are men.

4. Answer the following questions.

- 1) What are the main types of tolerance?
- 2) What examples does the author give to each type of tolerance? Give your own examples.

5. Are you a tolerant person? Let's check it with the quiz. Choose the answer and then read in the box below how tolerant you are.

1. If someone with special needs would like to join your group for a school project, you would ...
 - A) Ask one of your group members to invite them.
 - B) Let them join. Why *shouldn't* they be in your group?
 - C) Not let them join.
2. In gym class, you are grouped up with various classmates to play volleyball. One of your group members is not a good player. You...
 - A) Accept their weaknesses and offer some tips.
 - B) Don't do anything about the situation.
 - C) Talk negatively about him/her with your other teammates, but only when he/she cannot hear you.
3. When you look at your friends the first thing you see...
 - A) People who you love to be around and have fun with.
 - B) People of different race and religion than you.
 - C) People of the same race and religion as you. Exactly how it should be.
4. If you and your friends were a plate of fruit salad, you would look like...
 - A) A combination of various fruit
 - B) A mixture of only a selected group of fruit
 - C) The same fruit.
5. You see classmates being laughed at for something, you...
 - A) Support them.
 - B) Feel bad for them and want to help out, but cannot... What if they make fun of you, too?
 - C) Join in with the group and laugh at the classmate.

Mostly a's: you are a leader as you are not afraid to say what you think and do what you consider right. You are very tolerant and accept people's differences. Mostly b's: you want to do well, but sometimes you are afraid to do it. Mostly c's: you are not tolerant. This is the twenty-first century people! You need to get with the times! There is no one in the world just like you and you need to treat all people well.

6. Do you agree with the results? Why?/Why not?

7. Explain what tolerance is. Describe a tolerant person.



Self-Assessment Module 1

Task 1

Listening

1. Listen to the speakers. For questions (1–3) choose the correct answer (A, B or C). You will listen to each recording twice.



1. What will the boy do first?

A



B



C



2. What job does the boy like?

A



B



C



3. What does Jason enjoy doing on Saturday?

A



B



C



Task 2

Reading

2. Read a part of an interview from a teenage magazine with Eliza, a young violin player. Choose the correct answer (4–8).

Interviewer: Eliza, you are only 17, but you have already won Young Musician of the Year Competition.

Eliza: Yes, I am proud of that, but I have worked so hard! I started playing twelve years ago, and I have practised every day since then! Last year I came first in Young Musician of the Year.

Interviewer: Do you like to spend so much time practising?

Eliza: My teacher thinks it's very important to practise a lot and encourages me to do more and more. Of course, my parents support me, but they don't make me play if I don't want to. And my friends think I'm mad. They often try to get me to do other things.

Interviewer: What do you do to improve your playing?

Eliza: I sometimes go to the gym to strengthen muscles, but I must be careful not to do too much exercise. If I get tired, I cannot play very well. I should eat well, but I like fried food and sweets too much, and I can get overweight. The main thing is to avoid stress. I must feel relaxed when I play.

Interviewer: Do you think classical music has helped you through difficult teenage years?

Eliza: I think yes. It's a shame that most teenagers don't give classical music a chance. It doesn't mean that everyone should learn to play classical music or buy classical CDs. I just want them to understand that it's also a great music.

Interviewer: What do you like doing in your free time?

Eliza: I sometimes go out shopping with friends or we go to the cinema to see a film. But most of all I like relaxing at home, reading a book, surfing online. Sometimes I need time to be alone.

4. Eliza started playing the violin when she was
 - A 5 years old
 - B 7 years old
 - C 4 years old
5. Who makes Eliza practise a lot?
 - A her parents
 - B her teacher
 - C her friends
6. What does Eliza do to improve her playing?
 - A goes to the gym
 - B eats healthy food
 - C tries not to get too stressed
7. Eliza would like other teenagers to
 - A listen to classical music
 - B change their opinion of the classical music
 - C like classical music
8. What does she like to do most in her free time?
 - A listening to classical music
 - B surfing the net
 - C going shopping

Task 3

Read the sentences below. For sentences (9–14) choose the correct item (A, B, C or D).

9. Regular physical activity is important for the development and ... of children and young people.
- | | |
|--------------|-------------|
| A well-being | C lifestyle |
| B exercises | D respect |
10. Eating fruit and vegetables every day helps ... the risk of many chronic diseases.
- | | |
|-----------|--------------|
| A develop | C strengthen |
| B reduce | D improve |
11. Have fresh fruit as a ... and try to include fruit and vegetables in every meal.
- | | |
|---------|----------|
| A hobby | C dinner |
| B meal | D snack |
12. ... bad habits including tobacco, drug and alcohol use.
- | | |
|-----------|-----------|
| A support | C avoid |
| B respect | D develop |
13. If you want to enjoy life, ... your talents.
- | | |
|------------|----------|
| A show off | C create |
| B affect | D give |
14. If you are lazy at school, it can ... your college opportunities in the future.
- | | |
|------------|----------|
| A show off | C create |
| B affect | D give |

Task 4

Put the verbs in the correct tense forms (Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect; Present Perfect Continuous).

15. Let's go for a walk. The rain (*to stop*) and the sun (*to shine*).
16. When you (*to come*) to see us? — I'll come tomorrow if I (*to be*) not busy.
17. I (*to ring*) you as soon as I (*to come*) tomorrow.
18. When I (*to come*) home yesterday, my brother (*to sleep*).
19. Hello! Where you (*to go*)? — I (*to take*) a walk.
20. This man (*to be*) a writer. He (*to write*) books since he was young.
21. Yesterday by eight o'clock he (*to finish*) his homework, and when I came, he (*to read*) a book.
22. When I came to his house yesterday, his mother (*to tell*) me that he already (*to go*).

Unit 2

FOOD

Lesson 16

Healthy Food

1. a) Match the words to the pictures.

A Fish and seafood

a) crab [kræb]

b) mussels ['mʌsəlz]

c) prawns ['prɒnz]

d) salmon ['sæmən]



1



2



3



4

B Meat

a) chicken ['tʃɪkɪn]

b) duck [dʌk]

c) pork [pɔ:k]



1



2



3

C Fruit and vegetables

a) banana [bə'nænə]

b) cabbage ['kæbɪdʒ]

c) cherry ['tʃeri]

d) cucumber ['kju:kʌmbə]

e) grapes ['greɪps]

f) lemon ['lemən]

g) melon ['melən]

h) orange ['ɔ:rɪndʒ]

i) peach [pi:tʃ]

j) pear [peə]

k) red pepper [red 'pepə]



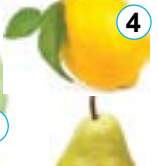
1



2



3



4



5



6



7



8



9



10



11

D Berries

- a) blueberry ['blu:,beri]
b) strawberry ['strɒ,beri]



1



2

E Dairy

- a) cottage cheese ['kɑ:tɪdʒ tʃi:z]
b) ice cream ['aɪs kri:m]
c) yoghurt ['jougərt]



1



2



3

**b) Listen and check.**

2. Add some words to the list from exercise 1.
3. Give advice on healthy eating.
4. a) Read the text about healthy eating for teens.

Healthy Eating for Teens

As a teenager, your body is going through many physical changes — changes that must be supported by a healthy, balanced diet. Eating healthily doesn't mean giving up your favourite foods. It simply means eating a variety of foods and cutting down on food and drinks high in fat and sugar, such as sugary drinks, crisps, cakes and chocolate. These foods should be eaten less often and in smaller amounts. If you're watching your weight, a healthy, balanced diet is the way to go. Dieting, skipping breakfast or starving yourself don't work. Here are some tips to help you eat more healthily.

Don't skip breakfast. Skipping meals won't help you lose weight and isn't good for you, because you can miss out on important nutrients. Having breakfast will help you get some of the vitamins and minerals you need for good health.

Get your 5 a day. Fruit and vegetables are good sources of many of the vitamins and minerals your body needs during your teenage years. Aim to eat at least 5 portions of a variety of fruit and vegetables a day.

Healthier snack ideas. Cut down on food and drinks high in fat, sugar and salt, such as sweets, chocolate bars, cakes, biscuits, sugary drinks and crisps, which are high in calories (energy).



Drink a lot. Aim to drink 6 to 8 glasses of water a day. Even unsweetened fruit juice is sugary. Your total of drinks from fruit juice, vegetable juice and smoothies shouldn't be more than 150 ml a day — which is a small glass.



b) Decide if the statements are true or false.

Correct the false ones.

1. If you want to eat healthily, you should avoid sugary drinks, crisps, cakes and chocolate.
2. Skipping meals can help you lose weight.
3. You should eat five meals a day.
4. Drink 6 to 8 glasses of unsweetened fruit juice.
5. Your total drinks shouldn't be more than 150ml a day.

c) Answer the following questions.

1. Why it is not good to skip breakfast?
2. What kind of food should young people cut down?
3. Do you follow these tips? Why?/Why not?

5. Tell the class how healthy your diet is and what you need to improve.

6. Are the following sentences right or wrong? Correct the wrong sentences.



Model: I am not knowing where to dine. **WRONG.** I do not know where to dine.
My mother usually does not cook on weekends. **RIGHT.**

1. Does your friend like seafood?
2. Nick orders some pizza now.
3. I am not wanting rice with my salmon, thanks.
4. Are you going to a café every day?
5. Are you eating out tonight?
6. Mary is in the kitchen. She cooks dinner.
7. Do you prefer meat or fish?
8. We are have lunch with my friends tonight.

7. Guess the riddles.

A: When do you go at red and stop at green?

B: When you're eating a

(watermelon)

If there are three apples and you take two away, how many apples do you have?

(0/1)



Lesson 17

Junk Food

1. Listen, read and remember the following common adjectives to describe food.



fresh	[frefʃ]
frozen	['frouzn]
low-fat	[lou 'fæt]
raw	[rɔ:]
ready-made	['redi meɪd]
spicy	['spaisi]
takeaway	[teɪkə'veɪ]
tinned	[tɪnd]

2. a) Name as many kinds of food as possible which we use with the words from exercise 1.

Model: fresh bread

- b) Make up sentences with the word combinations from 2 a.

Model: We buy fresh bread from the baker's every day.

3. Work in pairs. Ask and answer the following questions.

1. Is there any food or drink that you couldn't live without? How often do you eat or drink it?
2. What is your favourite fruit/vegetable?
3. Is there any food that you do not like?
4. What food do you usually eat for breakfast/lunch/dinner?
5. Do you like junk food? Why?/Why not?

4. Choose the pictures with junk food.



Lesson 18

Food for Brain

1. a) Match the words and pictures.



1

- a) boiled [bɔɪld]
- b) roast [rəʊst]
- c) baked ['beɪkt]
- d) grilled [grɪld]
- e) fried [fraɪd]
- f) steamed [sti:mɪd]



5



2



3



4



6



b) Listen and check.

2. How do you prefer these things to be cooked?

Eggs, chicken, potatoes, meat, fish.

3. Answer the following questions.

1. What food do you usually eat before doing sport or exercises?
2. What food do you usually eat before an exam?
3. Do you think that food can affect your performance at school or at the exams?

4. Read the article and put the headings (A-I) in the correct places (1-7).

Did you know that what you eat and drink can affect your exam performance? What is the best diet to follow on exam day? Can food and drink affect your test scores? Scientists state the importance of healthy eating habits at this stressful time.

1. _____ Even if you normally skip breakfast or avoid eating when you are nervous, you should still make the time to eat something. Very simply, your brain needs the energy from food to work well. You need to focus on your exam and not on your hunger.

2. _____ Eat protein-rich foods. Healthy food choices on an exam day include eggs, nuts, yoghurt, and cottage cheese. Good breakfast combinations might be cereal with low-fat milk, eggs and toast with jam, porridge, or sugar-free muesli. Other brain foods are fish, dried fruit. You could eat oranges, strawberries, blueberries, or bananas, which are especially popular.

3. _____ On exam day, stay away from biscuits, cakes, and muffins, which require added time and energy to digest. Also avoid foods that are high in sugar, such as chocolates, desserts, and candies. When eaten alone, carbohydrates make you feel more relaxed than alert. So carbohydrates are a good option for the day before the exam, but not on the exam day. In addition, carbohydrates such as rice or potatoes, eaten in large quantities, can make you feel heavy and sleepy.

4. _____ Make sure you drink enough water before and during your exam. Tea also works, though without a lot of sugar. Without water you may lose your concentration. Avoid sugary sodas and colas. Avoid caffeine, as it can increase your nervousness. However, if you drink coffee regularly, then have a small cup or two. Try to eat something healthy along with your coffee.

5. _____ Eat enough to feel satisfied but not so much as to feel full. If you eat a big breakfast or lunch before an exam, you will feel heavy.

6. _____ Don't use any new foods or drinks just before the exam, even if they come highly recommended by friends or family. You don't know how your body responds to them and you don't want any surprises on exam day.

7. _____ Sometimes you are given a five- to ten-minute break in the middle of a long exam. Carry healthy snacks for such times to keep your energy high. Avoid chocolates or sweet treats as the high energy could be followed by an energy crash during your exam!

- A Snack intelligently
- B Eat food for brain
- C Drink healthily
- D Avoid anything new
- E Avoid brain blocking foods
- F Make sure to eat
- G Drink brain boosting beverages
- H Eat light meals
- I Take vitamins

5. **Fill in the table below in your exercise book and speak what students should eat and drink before an exam.**

Advice	Explanation
Make sure to eat...	

6. **Do you follow the advice given above? Which will you try?**

7. **Choose the word that is different. Explain why.**

1. grapes peach cucumber pear
The others all are _____.
2. chicken duck pork salmon
The others all are _____.
3. cabbage pear cucumber tomato
The others all are _____.
4. crab prawns pork mussels
The others all are _____.
5. banana cherry lemon pepper
The others all are _____.
6. orange blueberry melon pear
The others all are _____.

8. **Find information what one should eat or drink to sleep well / gain muscle weight / wake up and be active in the morning. Be ready to speak about it in class.**



Lesson 19

Good Food



В англійській мові дієслова **may** та **might** означають припущення з відтінком невпевненості.

Напр.: He may work in a restaurant. *Можливо, він працює в ресторані.*

She might dine out. *Можливо, вона обідатиме не вдома.*

May часто вживається в офіційних ситуаціях, **might** — у неофіційних.

Заперечна форма утворюється за допомогою заперечної частки **NOT** після **may/might**.

Напр.: I might not go to the party tonight. *Можливо, я не піду на вечірку сьогодні ввечері.*

1. Work with the classmate. Ask and answer the questions as in the model.

Model: A: Will you cook dinner today?

B: I may cook dinner today, but I am not sure.

2. Make predictions what may happen in the nearest year.

Model: I may enter the university.

My friend might go abroad.

3. Name as many words as possible to match each column.

Fish and seafood	Meat	Fruit and Vegetables	Berries	Dairy

4. Label the pictures with the correct words.



5. Which of the products from exercise 4 do you often / sometimes / never eat or use to cook?

6. Listen to the conversation. Role-play it.



A: What do you feel like eating this morning?

B: I usually have just a bowl of cereal.

A: The most important meal of the day is breakfast.

B: Yeah, but I don't usually have time to eat a big breakfast.

A: You can always make an easy breakfast.

B: What do you make?

A: All I make is oatmeal, toast, and some orange juice.

B: That sounds pretty good.

A: I like it, and it's a fast meal.

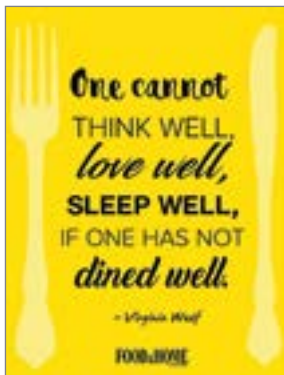
B: That is a very quick meal to make.

A: I can make it for you if you like.

B: Oatmeal and toast sounds good to me.

7. Discuss with your classmate what you usually eat for breakfast. Explain why your breakfast is good.

8. Which of the following sayings do you like most? Explain them in your own words.



Lesson 20

Favourite Recipes

1. Put each of the following words into the correct place in the passage below.

- body
- ice cream
- vitamins
- food
- nuts
- chocolate
- fast food
- banana
- enemy
- health
- life
- energy

Can we live without food? The answer is definitely “no”. Food is necessary to our ... which requires new

I believe that if you eat the right food, you can manage your mood. For example, when I feel sad, I treat myself to a bar of ... or an ... and become more cheerful and energetic. When I am to take a test, I eat a handful of ... or a ... because such food helps me concentrate.

However, sometimes food may become a real Unfortunately, some people don't pay attention to what they eat. If their diet includes ... , they can do much harm to their

Food that contains ... helps you improve your health. I strongly feel that if you take control of your ..., you will be able to take control of your

2. Listen, read and remember the words and word combinations.



tablespoon	['teɪblspu:n]
teaspoon	['ti:spu:n]
vinegar	['vɪnɪgər]
garlic clove	['gɑ:lɪk kləʊv]
whisk	[wɪsk]
sprinkle	[sprɪŋkl]
dressing	['dresɪŋ]
olive oil	['ɑ:lɪv ɔɪl]
lettuce	['letɪs]
pepper	['pepər]

3. a) Listen to the recipe of a salad. Fill in the gaps.



a) **Dressing:**

6 tablespoons of ...

1 tablespoon of ...

1 tablespoon of ...

2 ...

1 ... of oregano

Directions:

Tear ... into pieces

Take three large ..., 1 ..., 1 small green ... and cut them all into pieces

Cut one red ... into thin rings
 Cut 100 g of ... into cubes
 ... dressing ingredients together
 Add ... and ...
 Combine all salad ingredients, except cheese, in a large bowl
 Toss with dressing
 ... cheese over



b) Listen for the second time and be ready to present the recipe.



4. Ask your classmate:

- if he/she likes to cook;
- what dishes he/she can cook;
- if he/she likes to prepare salads;
- the recipe of his/her favourite salad.

5. a) Change the sentences as in the model:

Model: Maybe he will come tomorrow.

He may come tomorrow.

1. Maybe she will dine out.
2. Maybe they will go on a diet.
3. Maybe the cake is not delicious.
4. Maybe she does not like seafood.
5. Maybe he likes junk food.

b) Make up your own sentences.

6. Write a recipe of your favourite dish. Be ready to present it in class. Use pictures, photos or even make a video.



Lesson 21

Cuisines

1. a) Look at the picture. Describe what is there on the table.



- b) Can you cook any of these dishes? Say how to cook them.

2. Answer the following questions.

1. Do you like Ukrainian cuisine? What are your favourite dishes?
2. Have you ever tried dishes from other countries? If yes, did you like them?
3. What do you know about Italian/French/Japanese etc. cuisines?

3. Match the dishes to the countries where they are most popular.



peking duck

- a) The USA
- b) Hungary
- c) Great Britain
- d) Japan
- e) Italy
- f) China



goulash



pasta



hamburger



fish & chips



sushi

4. a) Read the text.

CUISINES

Ukraine



Ukrainian dishes are known for their variety and high taste qualities. Ukrainian cuisine includes hundreds of recipes: borsch and pampushki, flat cakes and dumplings, mushroom sauce, banosh, varenyky and sausages, drinks from fruit and honey, etc. Some dishes have a centuries-old history, for example, Ukrainian borsch. Ukrainian dishes often use a number of ingredients. Borsch is a direct proof of this. Initially, this dish was made of 30 ingredients but, of course, over time that number has decreased. However, the technique remains unchanged.

France



Nowhere else on earth so much attention is paid to what people are going to eat and how they are going to eat it. What food is prepared by the French depends on where they live. Typical French foods rely heavily on local products. Fresh apples, berries, mushrooms, various squash and fruit are among the most commonly used products. Poultry, beef, lamb, and veal are available year-round. The French eat more cheese than any other country in the world — 45 pounds of cheese per person. France has a different cheese for every day of the year. In France, people eat about 500,000,000 snails per year. While French cuisine is often associated with rich desserts, in most homes dessert consists of only fruit, yoghurt or sometimes a few squares of natural dark chocolate. France was the world's first country to ban supermarkets to throw away unsold food. Now supermarkets must give it to charities and other services.

Japan



Food is an important part of Japanese culture. The UN officially included Japanese cuisine in the UNESCO Cultural Heritage List.

To most people, a small bowl of sticky rice with a slice of fish inside or on top may not look like a complicated delicacy. But while simplicity is important in Japanese cuisine, sushi is considered a form of art and must be prepared under strict guidelines. Therefore, the profession of sushi chef is highly respected in Japan. To become a traditional sushi chef, one will need to undergo many years of on-the-job training with a sushi master.

While the popularity of rice may be somewhat declining in Japan, it's still very common to eat rice for breakfast, lunch and dinner. Historically, rice has always played an important role in Japanese cuisine.

b) Classify the following as typical of:

- a) Ukrainian cuisine
 - b) French cuisine
 - c) Japanese cuisine
1. Dishes often use a number of ingredients.
 2. Local products are mainly used to cook dishes.
 3. People have a different cheese for every day of the year.
 4. People eat more cheese than any other country in the world.
 5. People eat a lot of rice.
 6. It was the world's first country to ban supermarkets to throw away unsold food.
 7. People eat a lot of snails.

5. Work in groups of three. You are from Ukraine, France or Japan. Ask questions about the cuisine of their countries. For answers use the information from exercise 4 a.

6. Find information about cuisine of other countries. Be ready to present it in class.



Lesson 22

Eating Out

1. Work in pairs. Discuss whether you prefer to celebrate your birthday at home or at a café.
2. Answer the following questions using the ideas below.



For students who prefer to celebrate birthday at home

What are the advantages of inviting your friends home for your birthday celebration?

Introduction: what you are going to talk about

Advantages:

- 1) cheaper
- 2) can play own music
- 3) ...
- 4) ...

Conclusions: a short summary

For students who prefer to celebrate birthday at a café

What are the advantages of inviting your friends to a café for your birthday celebration?

Introduction: what you are going to talk about

Advantages:

- 1) do not need to spend time on cooking / cleaning
- 2) can order different dishes
- 3) ...
- 4) ...

Conclusions: a short summary

3. Listen to the dialogues. Role-play them.



I. *Waiter:* Hello, Can I help you?

Jack: Yes, I'd like to have some lunch.

Waiter: Would you like a starter?

Jack: Yes, I'd like a bowl of chicken soup, please.

Waiter: And what would you like for your main course?

Jack: I'd like grilled chicken with potatoes.

Waiter: Would you like anything to drink?

Jack: Yes, I'd like a cup of raspberry tea, please.

Waiter: Would strawberry tea be OK? We don't have raspberry tea.

Jack: That would be fine.

- II. *Waiter:* Can I bring you anything else?
Jack: No thank you. Just the bill.
Waiter: Certainly.
Jack: How much is the lunch?
Waiter: That's \$36.75.
Jack: Here you are. Thank you very much.
Waiter: You're welcome. Have a good day.
Jack: Thank you. Same to you.

4. **Work in pairs. You are at a café. Discuss with the friend what to have for a meal. Use the menu below.**



5. a) **What should a good café have? Say which points are good and which ones are bad.**

- | | |
|---------------------------|--------------------|
| • a wide choice of dishes | • fresh food |
| • slow waiters | • dirty tables |
| • fast service | • clean toilets |
| • high prices | • delicious dishes |
| • good music | • helpful staff |
| • comfortable seats | • much space |
| • a no-smoking policy | • national dishes |

- b) **Now choose which points are the most important for a good café. Explain your choice.**

6. **Describe a restaurant or a café that you like. Use words from exercise 5.**



Lesson 23

Favourite Dishes

1. Discuss with the classmate what dishes you usually cook and how you serve the table when guests come to you.
2. Guests will come to you tomorrow. Write a list of food products you need to prepare the dishes. Compare your list with the classmate's.
3. Look at the pictures. Decide which dish you would choose. Explain why you like it.



4. a) Listen to the information about Italian dishes and fill in the gaps.



Pasta

There are more than (1) ____ pasta shapes produced worldwide.

In the (2) ____ century the Pope set quality standards for pasta.

The average person in Italy eats more than (3) ____ of pasta every year. The average person in North America eats about (4) ____ per year.

Pizza

Pizza was invented in Naples during the (5) ... century.

It was originally a dry and flat (6) ____ .

In (7) ____ Queen Margherita of Italy tried it during her tour around her country.

The queen's chef did pizza with three colours of their country flag, and he used (8) ___ for white, (9) ___ for red and basil for green.



b) Listen again and decide whether the statements are true or false. Correct the false statements.

- Most Italians eat pasta at least once a day.
- Italians prefer to eat the same type of pasta.
- In the 18th century pizza used to be a food only for the rich.
- At first Queen Margherita did not like pizza.
- After the queen's chef made other types of pizza, Queen Margherita liked it.

5. a) Describe the following picture.



b) Write a dialogue between the people. Make it funny and interesting. Be ready to role-play it.



Revision		
Past Simple	Past Continuous	Past Perfect
II форма дієслова позначає факт	was/were + ing позначає процес дії	had + III форма дієслова позначає дію до певного моменту
Напр.: I went to school.	Напр.: I was going to school.	Напр.: I had come from school by that time.

6. Put the words in brackets in the correct tense form (Past Simple, Past Continuous, or Past Perfect).




- We (*to have*) a guided tour last year.
- She (*to listen*) to music at 5 p.m. yesterday.
- My father (*to install*) Christmas tree last year.
- They (*to attend*) arts festival, before they started school year.
- We (*to explore*) the archaeological site at that moment.
- By the time we came, she (*to arrange*) already a trip to the theme park.
- When I was 12, I often (*to visit*) national parks.
- While we (*to climb*) the mountain, it (*to rain*).
- Carnivals and parades (*to be*) always entertaining.



SELF-ASSESSMENT MODULE 2

Part 1

Listening

 Listen to the speakers. For questions (1–3) choose the correct answer (A, B or C). You will listen to each recording twice.

1. What will Paul get at the shop?

A



B



C



2. What fruit do they take?

A



B



C



3. How did the woman cook the onions?

A



B



C



Part 2

Reading

Read the text about the hotel. Decide if the statements (4–8) are true or false.

Meals

Breakfast is served in the dining room 7.30–9.30 a.m. (10.00 a.m. on Sundays). Help yourself from our buffet or order a full cooked breakfast at no extra money. A light breakfast can be served in your room. Dinner is served in the dining room from 7.30 p.m. (Last orders by 9 p.m. please.)

A children's dinner menu is available until 8 p.m. at a low price. The Coffee Shop at the swimming pool is open from 10 a.m. serving a range of drinks, snacks and light meals.

Room service

24-hour room service is not available, but we are happy to bring light meals and snacks to your room for a small extra money when the Coffee Shop is open. Light breakfasts are also available from 7 a.m. Please inform reception the previous evening if you would like breakfast in your room.

Self-Assessment Module 2

Please leave your room by 10 a.m. on the day of your departure to give us time to prepare for the next guests.

4. Breakfast in the dining room costs the same for different meals.
5. Guests can have dinner in the rooms.
6. The dining room closes at 9 p.m.
7. The Coffee Shop is open at the same times as the swimming pool.
8. In the Coffee Shop you can have a three-course meal.

Task 3

Read the sentences below. For sentences (9–13) choose the correct item (A, B, C or D).

9. Recent research shows that eating ... may cause a higher rate of depression.
A dairy
B favourite food
C fast food
D healthy
10. ... food is often spicy.
A ready made
B low-fat
C raw food
D healthy
11. ... food is healthy, but not always delicious.
A ready made
B roast
C fried
D steamed
12. Ukrainian ... includes hundreds of recipes.
A kitchen
B dish
C meal
D cuisine
13. ... all the ingredients together until they are blended.
A boil
B whisk
C fry
D grill

Task 4

Fill in the gaps with the words from the box. Add *may* to express probability.

to rain, to help, to arrive, to know, to snow, to be, to come, to be late

14. Take your umbrella as it ... today.
15. He is still at work. He ... , I'm afraid.
16. Look at those dark clouds! It ... heavily.
17. He ... later because his flight has been delayed.
18. He ... tomorrow if he has time.
19. They ... at home now, but I'm not sure!
20. He ... you with your work if you ask him.
21. Phone her! She ... where the kids are!

MASS MEDIA

Lesson 24

Mass Media

1. Read the text. Pay attention to the words in bold.

Mass Media

The term mass media in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people.

Television

If you have **digital** or **satellite** TV, you can watch **programmes** on lots of different **channels**. You use the **remote control** to change channels without having to leave your seat. **Independent** TV channels have a lot of **commercials/adverts** (advertisements/ads). They **broadcast** programmes that get good **ratings** (have a lot of viewers). These include **dramas**, **quiz programmes** and **soap operas**. A TV serial has a number of **episodes** (parts) which tell a story over a period of time.

Radio

Radio is a piece of equipment that is used for receiving and/or sending radio messages or programmes.

You may **put**, **switch** or **turn** a radio **on** or **off**. You may also **turn** it **up** or **down** to make it louder or quieter. You may also **turn** it **over** if you want to listen to a different programme. To choose a particular **station** you **tune** it **in**.

(from Oxford Wordpower Dictionary)

2. You are watching TV with a friend. What could you say in each of the situations below?

Model: You want to watch a programme on TV. —
Could you turn the TV on?

1. You can't hear the programme very well. — Could you ...?
2. You want to watch a different programme. — Could you ...?
3. Now it's too loud for you. — Could you ...?
4. You don't want to watch any more. — Could you ... ?