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Видання «Мій конспект» — це серія посібників, які ставлять за мету надати допомогу вчителю в підготовці та проведенні уроку. Узавши за основу посібник, учитель може створити свій власний конспект уроку. Автор пропонує базову основу конспектів уроків англійської мови на окремих аркушах із використанням додаткових матеріалів. Розподіл годин і тематика уроків — відповідно до підручника О. Д. Карп'юк «Англійська мова». 11 клас (2019).

Для вчителів загальноосвітніх навчальних закладів.

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Серія «Мій конспект»

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11 клас**

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Календарно-тематичне планування за підручником О. Д. Карп'юк "English" 11 клас

Навчальний рік _____

Вчитель _____

Клас _____

№ та дата	Тема уроку	Очікуваний результат	Мовний інвентар		Комунікативна компетентність			Інтегровані змістові лінії	Домашнє завдання
			Лексика	Граматика	Аудіювання	Читання	Усна / писемна взаємодія		
1 SEMESTR									
STARTER UNIT									
1	How to learn English easily	<p>Students will be able:</p> <ul style="list-style-type: none"> to demonstrate basic knowledge in English; to express their personal opinion on the topic; to discuss problem questions showing agreement or disagreement; to show the ability of reading text for the main ideas; to explain the meaning of words 	To revise previously taught vocabulary. Ex. 2a, p. 7	Basic knowledge in English	Ex. 1, p. 6, Ex. 4a, p. 7-8	Ex. 2a, p. 7. Ex. 3, p. 7. Ex. 6, p. 11. Retell information about a partner. answer the questions	Demonstrate understanding of human values and knowledge of English	Ex. 5, p. 9-10. Choose one of the courses and write a brief paragraph why you prefer these ones	
2	Importance of learning English	<p>Students will be able:</p> <ul style="list-style-type: none"> to express their personal attitude to learning English; to skim and scan the text while reading; to ask and answer the questions in a role-play; to compare their results with other students' answers; to remember how to write letters 	Linking / introductory words		Ex. 8, p. 11-12	Ex. 2, p. 13-14. Role-play. Ex. 3a, p. 14. Discuss the problems of learning English. Express agreement / disagreement. Answer the questions	Demonstrate understanding of importance of English	Ex. 4b, 4c, p. 15-16	
UNIT 1. BEING A STUDENT									
3	Learning strategy	<p>Students will be able:</p> <ul style="list-style-type: none"> to express their personal opinion on the topic; to speak about importance of autonomous learning; to define the text main ideas and specific information 	Autonomous, access, a target, favoured, to get exposure, a resource, to take responsibility (for), a strategy,		Ex. 2, p. 18-20. Text "Tips For Successful Autonomous Learning"	Warm Up, p. 17. Ex. 1b, 1c, p. 18 (interview and make decision). Write sentences. Discuss the questions	Formulate personal priorities. Demonstrate understanding of working together	Ex. 4, p. 21. Complete the sentences and broaden the sentences. Use the words and the tips from the lesson	

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			Лексика	Граматика	Аудіювання	Читання	Усна / писемна взаємодія				
4	Develop your vocabulary: Build up your grammar	<p>Students will be able:</p> <ul style="list-style-type: none"> to use words and phrases in accordance with the context; to explain the words definitions; to understand the difference between Conditionals I and II; to use conditional sentences in oral and written speech; to describe real situations with predictions, future results, promises etc. 	precisely, memorable To make good progress, a good listener; good at explaining smth, modern methods, to concern about the students, to mark homework on time, to pay attention in class, to work hard, to pass an exam / to take an exam, to know / find out, to learn / teach / study	Conditional 1. Conditional 2. Modals “may”, “might”, “can”, “could” in conditionals				Make decision; discuss the questions	Formulate personal value priorities	Grammar table, p. 25. Ex. 4, p. 24–25. Ex. 5, p. 25	
5	How to be successful at the exam	<p>Students will be able:</p> <ul style="list-style-type: none"> to understand meaning of words, phrases and sentences in context; to retell events and define speakers; to follow directions given orally 	Average, to cheat, assessment, to boost, exhausted, to revise, to pace, superstition, distraction, to reckon, to steer clear (of)	Conditional 1. Conditional 2. Modals “may”, “might”, “can”, “could” in conditionals	Ex. 4, p. 27. Ex. 5, p. 27	Ex. 2a, p. 26. Text “Exam Tips”	Ex. 2b, p. 26. Correct mistakes. Ask and answer the questions in pairs	Demonstrate understanding of working together	Write your own advice about exams using conditionals		
6	Good luck!	<p>Students will be able:</p> <ul style="list-style-type: none"> to talk about students' behaviour at exams; to compare different points of view; to evaluate people's actions and behaviour; to give a balanced view on different actions and events 	Get on, to succeed	Conditional 1. Modals “may”, “might”, “can”, “could” in conditionals		Ex. 2, p. 29	Make up dialogues. Discuss the questions. Express an opinion. Ex. 2, p. 29. Ex. 3, p. 29	Demonstrate understanding people's diversity and tolerance to others	Write a passage about preparing to exams		

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7	Why learn to write	Students will be able: <ul style="list-style-type: none"> to understand the goal of writing; to use appropriate vocabulary in their work; to use correct grammatical items; to find sources of information such as articles; make notes and summary 	General idea, topic sentence, key facts, logical way		Ex. 1, p. 30. Ex. 2, p. 31	Ex. 3, p. 32. Complete the algorithm of summary. Ask and answer the questions in pairs. Talk about the function of notes. Discuss questions. Explain a choice	Describe preferences, qualities. Define priorities	Ex. 5, p. 32	
8	Use your skills	Students will be able: <ul style="list-style-type: none"> to analyse and understand situations of use tenses and conditionals; to use correct grammatical items; to use appropriate vocabulary; to make up a project (presentation); 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. Conditionals I. Verbs tenses. Positive, negative and interrogative sentences	Ex. 1, p. 33	Correct mistakes. Discuss the problem questions in groups. Role-play "Debate"	Discuss the features of relationships. Display tolerance and the rule of "no hate speech"	Ex. 3, p. 34-35	
9	Check your English	Students will be able: <ul style="list-style-type: none"> to analyse and understand the situations of use of Conditionals I / II, gerund, infinitive; understand by ear meaning of words, phrases and sentences in context; understand the total content and detailed information; to scan and skim texts to find certain information 	Game "From love to hate". Ex. 1, p. 37. To revise previously taught vocabulary	Ex. 2, p. 37. To revise previously taught grammar	Ex. 4a, p. 38-39. Ex. 4b, p. 39	Express preferences in learning styles. Discuss different styles of learning	Demonstrate understanding importance of working together	To repeat the material on vocabulary and grammar	

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UNIT 2. MAKE UP YOUR MIND!										
10	Fill in your gap year	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to use the vocabulary of the topic in oral speech; to discuss the questions showing agreement or disagreement; to scan and skim the article to find out the most essential and detailed information; comment on the passages read; to give the definitions of the words 	Ex. 3, p. 45. Ex. 4, p. 45. Ex. 5, p. 46. Gap year, confidence, extended, faint-hearted, isolated, to mature, overseas, persistence, tough, to trust, a volunteer		Ex. 2, p. 42-44. Skimming and scanning the article	Warm Up, p. 41. Discuss the qualities employers often look for. Ex. 1, 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 the topic sentence and write a brief "For and against" passage about		
11	Develop your vocabulary	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to form new words with the help of suffixes; to explain and understand the difference between the words connected in meaning with the word "work"; to give definitions of the words 	Occupation, profession, job, work, salary, pay, possibility, opportunity, occasion, career	Suffixes <i>-ant / -ance; -ment / -ation / -er / -ee / -ed / -ful.</i> Prefix <i>-un</i>	Vocabulary cards	"Vocabulary links" boxes	Explain the definitions. Ask and answer the questions in pairs	Plan professional activity according to own aptitudes and needs of society	Ex. 3, p. 48-49	
12	Build up your grammar	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to understand the use of Reported Speech; to analyse and understand the situations of use of the Future-in-the-Past; to change Direct Speech into Reported Speech by retelling / reporting information; to use the Future-in-the-Past to speak about actions 	Revise Direct and Reported Speech. Changing in tenses, time expressions and pronouns; Future-in-the-Past. "Grammar links" box", p. 49, 50, 52, 54.	Ex. 2, p. 51	Explain a choice. Ask and answer the questions in groups. Role-play the situations. Ex. 4, p. 52-53	Demonstrate understanding importance of working together. Plan professional activity according to own tastes and abilities	Ex. 6, p. 54. Ex. 7, p. 55			

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13	Why study abroad	Students will be able: <ul style="list-style-type: none"> to talk about reasons of studying abroad and new opportunities; to compare different points of view; to estimate the necessity of different courses; to make a choice considering advantages and disadvantages of studying abroad and in home country; to talk about future job 	Ex. 3, p. 56. "Words for you" box, p. 56	Ex. 1, p. 49. Ex. 3, p. 52. Ex. 5, p. 54	Advertisements about work	Ex. 4a, 4b, p. 57. Ask and answer the questions in groups and pairs. Ex. 1, p. 58. Ex. 2, p. 58. Ex. 3, p. 59. Ex. 4, p. 59	Demonstrate understanding importance of working together. Is informed and is able to deal with financial opportunities	Write a brief essay about studying abroad	
14	Focus on writing: letter of application	Students will be able: <ul style="list-style-type: none"> to identify different types of applications; to know the structure and features of application letter; to understand the goal of writing; to write an application letter 			Samples of application letters. Ex. 2, p. 60. Ex. 3, p. 60-61	Ex. 1, 1b, c, p. 59. Exchanging letters. Express opinions	Display tolerance and the rule of "no hate speech"	Ex. 4, p. 62	
15	Use your skills: let's start up	Students will be able: <ul style="list-style-type: none"> to analyse and understand the situations in which Direct and Reported Speech is used; to read and understand total content and underlying meaning in the context; to talk about plans for future; 	To revise previously taught vocabulary. Text "Universities in England"	Direct and Reported Speech. Changing in tenses, time expressions and pronouns	Ex. 3, p. 64. Ex. 5, p. 65	Ask and answer the questions in pairs. Discuss and estimate people's qualification for a certain job. Role-play the situation	Demonstrate understanding importance of working together. Plan professional activity according to own aptitudes and needs of society	Ex. 6, p. 66	

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16	Check your English: be a professional	<ul style="list-style-type: none"> to interpret facts and present their own examples; to estimate personal qualities and skills; to discuss problems of young people employment; to give reasonable arguments on the topic to support their ideas <p>Students will be able:</p> <ul style="list-style-type: none"> to analyse and understand the situations in which Direct and Reported Speech is used; to understand meaning of words, phrases and sentences in context; to talk about plans for future; to interpret facts and present their own examples; to estimate own skills and qualities; to discuss problems of young people employment 	To revise previously taught vocabulary. Ex. 2, p. 67–68	Direct and Reported Speech. Changing in tenses, time expressions and pronouns. Ex. 1, p. 67	Ex. 3, p. 68	Ex. 4, p. 69–70	Brainstorm the questions. Ask and answer the questions in pairs. Ask each other the interview questions	Demonstrate understanding importance of working together. Display tolerance and the rule of “no hate speech”	Write a letter of application		
17	Youth self-identification: two points of view	<p>Students will be able:</p> <ul style="list-style-type: none"> to use the words of the topic in oral speech; to express personal attitude to their peers' behaviour; 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 	“Words for you” box, p. 75	UNIT 3. FAMILY RELATIONSHIPS				Ex. 2, p. 73–75. Ex. 3, p. 75	Express agreement / disagreement. Ask and answer each other about family relationships, problems and conflicts	Keep tolerance and the principle of “no hate speech” in communication. Discuss the peculiarities of interaction between personality and group	Ex. 6, p. 76. Write down a brief essay

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18	Develop Your Vocabulary. Build Up Your Grammar	Students will be able: <ul style="list-style-type: none"> to use suffixes and prefixes correctly; to analyse and understand the situations in which the 3rd Conditional is used; to use the 3rd Conditional in written speech; to distinguish between the 1st, 2nd and 3rd Conditionals 	Describing adjectives with suffixes and prefixes	Conditionals. The 3 rd Conditional. “Grammar links” box, p. 78		Correct the mistakes. Complete the sentences. Exchange results of work	Demonstrate understanding importance of working together	Ex. 2b, p. 77. Ex. 5, p. 80	
19	Emotional Autonomy	Students will be able: <ul style="list-style-type: none"> to understand meaning of words, phrases and sentences in context; to grasp the substance and central idea of what is heard; to talk about family relationships; to compare different points of view; to evaluate their own behaviour; to express motivated agreement and disagreement 	Ex. 2a, b, p. 81. “Words for you” box, p. 82		Ex. 3, p. 81. Ex. 4, p. 82	Game “Change places”. Ask and answer each other. Agree or disagree with the statements. roleplay	Formulate personal values priorities. Discusses their position and own views on the various social problems of native country and the world’s space	Ex. 4, p. 83	
20	Formal letter as an opened discussion	Students will be able: <ul style="list-style-type: none"> to understand the goal of writing; to use correct punctuation marks and capital letters; to know the official letter structure; to identify different parts of an official writing; to write a formal letter 	Transitions: thus, for example, to illustrate, in other words, in particular, specifically. On the contrary, in despite of, however, nevertheless, in contrast, on one / other hand, rather, at the same time, while this may be true		Ex. 1, p. 85–86	Discuss the situation. Discuss the offers of colleges’ advertisements. Ex. 2, p. 86. Ex. 3, p. 87. Ex. 4, p. 87	Critically assess the impact of destructive youth movements on peer life. Discuss their position and own views on the various social problems	Ex. 5, p. 87	

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21	Use your skills: is it a generation gap?	Students will be able: <ul style="list-style-type: none"> to analyse and understand situations in which the 3rd Conditional sentences are used; to read and understand information about family relationships; to ask for opinions in dialogues; to express agreement and disagreement on topic supporting own ideas; to create an individual project on the topic 	Revise previously taught vocabulary. Ex. 1, p. 88	Revise the 3 rd Conditional. Ex. 2, p. 88–89. Ex. 3, p. 89		Ex. 4, p. 90. Ex. 7, p. 91	Explain your choice. Compare family relationships in Great Britain and in Ukraine. Ask and answer the questions in turns. Discuss the questions and present an opinion. Roleplay. Game “One lie and the truth”. Ex.5, p. 90. Ex. 4, p. 90. Ex. 6, p. 90–91. Ex. 7, p. 91	Formulate personal values priorities. Keep tolerance and the principle of “no hate speech” in communication. Discuss the peculiarities of interaction between personality and group	Ex. 8, p. 91		
22	Check your English: from youth to adulthood	Students will be able: <ul style="list-style-type: none"> to analyse and understand the use of the 3rd Conditional; to read / listen and understand information about family relationships; to talk about generation gap and adolescents’ behaviour; to discuss the way of solving conflicts between young people and their parents; to express their own opinions 	To revise previously taught vocabulary. Ex. 1, p. 92	Revise the 3 rd Conditional. Ex. 2, p. 92	Ex. 3, p. 93	Ex. 4, p. 93–94. cards Surprising Scientific Facts about Teens	Writing a claim. Ask and answer for opinions	Formulate personal values priorities. Discuss the peculiarities of interaction between personality and group	Choose one of the facts you’ve read or listen to. Write down an essay to present to your classmates		
Unit 4. EATING OUT											
23	Ukrainian cuisine	Students will be able: <ul style="list-style-type: none"> to use the words of the topic in oral speech 	“Words for you” box, p. 97		Text “My eating habits”	Ex. 2, p. 96–98	Ask and answer the questions in turns / in chain	Discuss the peculiarities of nutrition	Describe your eating habits		

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		<ul style="list-style-type: none"> to express their personal attitude to the healthy style of eating; to understand the total content and locate significant points and features of the text; to understand labels, menus and written instructions; to give definitions of the words 							Write your text down
24	Develop your vocabulary. Build up your grammar	<p>Students will be able:</p> <ul style="list-style-type: none"> to identify words connected to the notion “food”; to give definitions of the words; to describe food and dishes; to analyse and understand the use of the Reported Speech; to use the Reported Speech in monologues and Direct Speech in dialogues 	<p>“Vocabulary links” box, p. 100. Ex. 1, p. 100. Ex. 2, p. 100. Ex. 13, p. 100–101</p>	<p>Direct and Reported Speech. Changing in tenses, time expressions and pronouns. Ex. 1, p. 102. “Sequence of Tenses” table</p>		<p>Ask and answer each other in pairs. Ex. 4a, b, p. 102–103</p>	<p>Demonstrate an understanding of the need to work together</p>	Ex. 5, 3, p. 102	
25	Eating out: choose the restaurant	<p>Students will be able:</p> <ul style="list-style-type: none"> to listen to and understand information about different types of restaurants; to talk about eating out; to make an order in restaurants 	<p>“Words for you” box, p. 104. “Words for you” box, p. 106. “Useful language” box, p. 107</p>		<p>Ex. 2a, p. 104. Ex. 2b, p. 104. Ex. 3a, p. 104. Ex. 3b, p. 105</p>	<p>Ex. 1, p. 103. Ex. 1, p. 106. Ex. 2, p. 106–107 make up a dialogue. Ex. 4a, b, p. 105. Ex. 3, p. 107</p>	<p>Discuss the selection of healthy foods. Give examples of the balance of their own diet</p>	Ex. 4, p. 107. Make a project	
26	How to write a report	<p>Students will be able:</p> <ul style="list-style-type: none"> to know the kinds of reports; to understand the goal of writing 	<p>“Writing point” box, p. 108. “Useful language” box, p. 108</p>			<p>Ex. 1, p. 108</p>	<p>Formulate personal values priorities</p>	Ex. 4, p. 111. Write a report following instructions	

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27	Use your skills: discover world's restaurants	<ul style="list-style-type: none"> to know and use useful phrases in writing; to write a report 	<p>“Useful Phrases and Structures for Writing Reports” cards</p>	<p>To revise the use of Reported Speech. Ex. 2, p. 113</p>			<p>“Useful Phrases and Structures for Writing Reports” cards. Ex. 3, p. 109–110</p>	<p>Identify the type of reports. Discuss writing of a paragraph</p>	<p>Discuss their position and own views on the various social problems of native country and the world's space</p>	<p>Be ready to present your work to your classmates</p>	
27	Use your skills: discover world's restaurants	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to analyse and understand the use of the Reported Speech; to read and understand information about diversity of world's restaurants; to roleplay the situation in a dialogue giving reasonable arguments to support certain ideas; to hold “for” and “against” debate 	<p>To revise previously taught vocabulary. Game “Give me a Reported Speech sentence, please!”</p>	<p>To revise the use of Reported Speech. Ex. 2, p. 113</p>			<p>Ex. 1a, p. 112;</p>	<p>Ex. 1b, p. 113. Ex. 3, p. 113. Roleplay ex. 4, p. 114. Debate ex. 5, p. 114. Express an opinion</p>	<p>Speak about eating traditions in different countries</p>	<p>Ex. 6, p. 114. Individually (or in pairs) make a project following the instruction</p>	
28	Check your English	<ul style="list-style-type: none"> Students will be able: <ul style="list-style-type: none"> to analyse and understand the use of the Reported Speech; to listen and understand information about eating habits; to read and understand information from advertising; to answer the questions about diversity of world's restaurants 	<p>To revise previously taught vocabulary. Ex. 1, p. 115</p>	<p>Revise the use of Reported Speech. Ex. 2, p. 115</p>	<p>Ex. 3, p. 116</p>		<p>Text “At the restaurant”. Ex. 4, p. 117</p>	<p>Answer the questions</p>	<p>Speak about eating traditions in different countries</p>	<p>Think of the type of the restaurant, its name, offers and rules. Think of specialties, starters, main course dishes, drinks and desserts. Write a brief advertisement of “your” restaurant</p>	

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29	Test on Reading								
30	Test on Listening								
31	Test on Speaking								
32	Test on Writing								
II семестр									
Unit 5. INVENTIONS AND LIFESTYLE									
33	More about your smart phone	Students will be able: <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 understand problems that arise when working on the Internet; to show the ability of reading for the specific information 	Ex. 1a, p. 120. “Words for you” box, p. 122			Ex. 2, p. 121–122. Ex. 3a, p. 122–123	“Warm up activity”, p. 119. Ex. 1b, p. 120. Discuss the questions. Share an experience of the use of the Internet	Discuss the place of a person in modern technological environment	Write a brief essay
34	Develop your vocabulary: science and inventions	Students will be able: <ul style="list-style-type: none"> to understand the words referred to sciences in English; to read and understand information about inventions; to speak about inventions; to give definitions of the words 	Ex. 1, p. 117. Ex. 3, p. 125. Ex. 5, p. 125–126			Texts: 1. Youtube. 2. Water as Fuel. 3. Creation of Human Organs. 4. Artificial Intelligence. 5. Detection of Gravitational Waves	Ex. 2, p. 124–125. Answer the questions	Discuss positive and negative effects of some inventions	Write a brief review

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35	Build up your grammar: adverb clauses of time	Students will be able: <ul style="list-style-type: none"> to use adverb clauses of time in writing speech; to analyse and understand the use of adverb clauses of time; to use different verb tenses in the sentences with adverb clauses; to correct mistakes and explain corrections 		“Grammar links” box, p. 126. “Note” box, p. 127. Ex. 1, p. 127	Grammar practice card	Ask and answer the question in pairs. Ex. 4, p. 128	Describe their own lifestyle and defines priorities	Ex. 5, p. 128	
36	Modern gadgets have changed us	Students will be able: <ul style="list-style-type: none"> to listen and understand information about modern gadgets; to show the ability of listening for the main and specific information; to talk about their advantages and disadvantages; to compare different points of view; to evaluate effects of modern devices giving reasons 	“Words for you” box, p. 129	Ex. 1, p. 129. Ex. 2a, 130. Ex. 2b, 130-131. Ex. 3, p. 131	Ex. 2a, 130. Ex. 4, p. 133	Ex. 1, p. 129. Ex. 1, p. 132. Ex. 2a, p. 132. Ex. 4, p. 133-134. Ex. 3, p. 133	Describe their own lifestyle and defines priorities. Discuss the positive and negative effects of certain inventions	Ex. 5, p. 134. Express your attitude to the surfing the Internet. Answer the questions	
37	Articles: purpose, type, style	Students will be able: <ul style="list-style-type: none"> to understand the importance of writing articles; to read and understand information about gadgets; to understand the listening information; to write an article (formal/informal) 	“Writing point” box, p. 135;	Text for listening “DJ”	Ex. 1, p. 135. Ex. 2, p. 135	Ex. 3, p. 136. Ask and answer the questions. Pre-listening task. After-listening task	Describe their own lifestyle and defines priorities; compare real and virtual communication	Ex. 4, p. 136	
38	Use your skills: digital world	Students will be able: <ul style="list-style-type: none"> to use verbs in correct forms according to appropriate situations; to understand and use computer vocabulary 	To revise previously taught vocabulary. Ex. 2, p. 137. Ex. 3, p. 137-138	Ex. 4, p. 138	Ex. 2, p. 137	Ex. 6, p. 139. Explain preferences. Give reasons	Foresee effects of careless behaviour in the social networks	Ex. 6, p. 139, question 2. Write a discursive article	

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39	Check your English	<ul style="list-style-type: none"> to ask and answer questions in a dialogue making a choice and giving opinions and reasons; to know advantages and disadvantages of use computers and the-Internet 	“Useful language” box, p. 139	Revise verbs tenses. Ex. 2, p. 140	Ex. 3, p. 141	Text “Smart phone”	Interview a discuss information. Ex. 5, p. 138–139	Demonstrate understanding the basics of media literacy	Ex. 4, p. 141–144	
Unit 6. NATURE AND THE ENVIRONMENT										
40	Natural parks	<p>Students will be able:</p> <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 read and understand information for general and detailed features; to give definitions of the words 	“Warm up” activity, p. 145. Ex. 1, p. 146. The “Words for you” box, p. 147		Ex. 2a, p. 146–149. Ex. 2b, p. 149	“Warm up” activity, p. 145. Discussing the questions. Presenting opinions of the majority. Giving words definitions. Sharing information to the others	Accept nature as an integral system. Evaluate the impact of the environment on people and vice versa	Ex. 4, p. 149. Make a project (computer presentation or poster) and prepare for the class discussion		
41	Develop your vocabulary. Build up your grammar	<p>Students will be able:</p> <ul style="list-style-type: none"> to identify the difference between “protect”, “avoid” and “prevent”; to identify the difference between defining and non-defining relatives 	“Vocabulary links” box, p. 150. Ex. 1, p. 150. Ex. 2, p. 150–151	Defining and non-defining relative clauses. “Grammar links” box, p. 152	Ex. 1, p. 153. Ex. 3, p. 154	Giving words definitions. Explaining the words meanings. Explaining the rule in groups	Accept nature as an integral system. Evaluate the impact of the environment on people and vice versa	Ex. 3, p. 151. Ex. 8, p. 155–156		

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		<ul style="list-style-type: none"> to give definitions of the words; to know and describe environmental problems; to analyse and understand the use of defining and non-defining relatives; to use relative clauses in oral speech 	Ex. 1, p. 153. Ex. 3, p. 154	Ex. 2, p. 153. Ex. 4, p. 154. Ex. 5, p. 154. Ex. 6, p. 155			Comparing results. Correction mistakes			
42	Environmental troubles: problems and causes	<p>Students will be able:</p> <ul style="list-style-type: none"> to describe disasters; to listen and understand information about harmful effects of people activity; to talk about ecological problems; to assess the degree of danger 	Ex. 1, p. 156. “Words for you” box, p. 156. “Words for you” box, p. 158		Ex. 2a, p. 156. Ex. 2b, p. 157	Ex. 4, p. 158. Ex. 2, p. 158–160	Making notes. Comment on information. Explaining the word meanings. Complete the sentences. Discuss problems. Acting out the dialogues. Ask and answer the questions in pairs	Estimate effects of disasters on people	Ex. 4, p. 160. Write a brief paragraph “Environmental problems in Ukraine”	
43	Stages of writing process: opinion essay	<p>Students will be able:</p> <ul style="list-style-type: none"> to know the stages of writing; to use some methods of generating ideas for writing; to use a suitable dictionary and follow sequence of ideas, facts etc.; to use notes and make summarise; write coherently in more than one paragraph; to write an essay / article 	Do the quiz			Ex. 3a, p. 162. Ex. 4, p. 163	Do the quiz. “Writing point” box, p. 161. Ex. 2a, p. 161. Ex. 2b, p. 162. Ex. 2c, p. 162. Ex. 3b, p. 163. Ex. 3c, p. 163	Accept nature as an integral system. Estimate effects of disasters on people	Ex. 5b, p. 163	

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44	Use your skills: let's discuss	Students will be able: <ul style="list-style-type: none"> to analyse and understand the use of the Relative Clauses; to read and understand information about environmental problems; to talk about ecological problems; to suggest their own solutions for environmental problems; to give reasonable arguments to support their ideas 	To revise previously taught vocabulary	Relative Clauses. Ex. 1, p. 164		Ex. 4, p. 165. "Writing an opinion essay" text	Ex. 2, p. 164. Ex. 3, p. 165. Role-play the situation. Ex. 5-1, p. 166	Ex. 5-2, p. 166. Write you variant of the leaflet. Prepare to present your work in class with your group	
45	Check your English	Students will be able: <ul style="list-style-type: none"> to understand the use of defining and non-defining relative clauses; to listen and understand harmful effects of human activities; to discuss and understand ways of improving our environment; to express agreement and disagreement on the topic supporting their ideas 	To revise previously taught vocabulary. Ex. 1a, p. 167. Ex. 1b, p. 167	Revise defining and non-defining relative clauses. Ex. 2, p. 168	Ex. 3, p. 163	Ex. 4, p. 169-170	Answer the questions. Ecological problems and possible solutions	Ex. 4, p. 170. Complete the table according to the text; use your lesson notes	
UNIT 7. SPEAKING ABOUT ART									
46	The story of one girl	Students will be able: <ul style="list-style-type: none"> to use the words of the topic in oral speech; to read and understand texts about artists and their works; to give definitions of the words; to express their personal attitude to paintings and art 	Ex. 4b, p. 174, "Words for you" box, p. 175. Ex. 5, p. 175-176		Ex. 4a, p. 172-174	Ex. 4b, p. 172-174	"Warm-up activity", p. 171. Ex. 1, p. 172. Ex. 2, p. 172. Ex. 3, p. 172. Ex. 6, p. 176. Ex. 7a, p. 176. Ex. 8, p. 170	Demonstrate understanding the value of cultural diversity and the need to live together in peace	Ex. 7b, 7c, p. 176. Write an essay about strong impression a particular picture once made on you

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47	Develop your vocabulary. Build up your grammar	<ul style="list-style-type: none"> to discuss the questions expressing their opinion <p>Students will be able:</p> <ul style="list-style-type: none"> to explain the words definitions; to identify and describe different kinds of art; to speak about art influence on people; to identify the difference in the use of participle; to use Present, Past and Perfect Participle in oral speech 	<p>“Vocabulary links” box, p. 177.</p> <p>Ex. 1a, b, p. 177.</p> <p>Ex. 2, p. 178.</p> <p>Ex. 3, p. 178.</p> <p>Ex. 4, p. 178</p>	<p>“Grammar links” box, p. 179–180.</p> <p>Ex. 2a, p. 180–181.</p> <p>Ex. 3, p. 181.</p> <p>Ex. 4, p. 181.</p> <p>Ex. 6, p. 182</p>			<p>Discuss the quotation.</p> <p>Ex. 2b, p. 180–181;</p>	<p>Give examples of the influence of art on health and well-being</p>	<p>Ex. 5, p. 179.</p> <p>Ex. 5, 7, 182</p>	<p>Prepare an oral story about artists and pictures mentioned in the text</p>		
48	Language of art	<p>Students will be able:</p> <ul style="list-style-type: none"> to talk about cinema and theatre; to listen and understand information about films and theatre performances; to distinguish the necessity of objects of art in our life; to describe a painting 	<p>“Words for you” box, p. 183</p>	<p>Ex. 2, p. 184.</p> <p>Ex. 3, p. 184.</p> <p>Ex. 5, p. 186</p>	<p>Ex. 5, p. 176–177.</p> <p>Ex. 4, p. 180–181</p>	<p>Ex. 1, p. 183.</p> <p>Ex. 4a, p. 185.</p> <p>Ex. 4b, p. 185.</p> <p>Ex. 1, p. 186.</p> <p>Ex. 2, p. 187.</p> <p>Ex. 3, p. 189.</p> <p>Ex. 4, p. 190–191</p>	<p>Make reports about the main attractions of history and culture</p>	<p>Write a brief paragraph about one of the pictures you've chosen</p>				
49	Writing a review	<p>Students will be able:</p> <ul style="list-style-type: none"> to read and accept information; use appropriate vocabulary and correct grammatical items; to locate significant points and features; to follow sequence of ideas, facts etc.; make and expand notes; give their opinion and summarise 	<p>Linking words list, “Useful language” box, p.192</p>		<p>Ex. 1, p. 191.</p> <p>Ex. 3, p. 192</p>	<p>Answer the questions.</p> <p>Write down questions.</p> <p>Ask and answer in pairs.</p> <p>Ex. 2, p. 192.</p> <p>Explain your point of view.</p> <p>Speak about a film</p>	<p>Demonstrate understanding the value of cultural diversity and the need to live together in peace</p>	<p>Write a film / book review</p>				

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50	Use your skills: diversity of arts	Students will be able: <ul style="list-style-type: none"> to identify and understand the use of the Participle; to talk about films giving opinion; to talk about exhibitions; to answer questions in a dialogue expressing agreement or disagreement; to explain their choice 	To revise previously taught vocabulary. Ex. 1, p. 194	Revise the Participle. Ex. 1, p. 188 Ex. 2, p. 195	Text “Digital art”. Ex. 3, p. 196–197	Ex. 3, p. 196–197. Discussing questions. Giving opinion. Ex. 5, p. 198–199. Role play the situation	Compare museums. Demonstrate understanding the value of cultural diversity and the need to live together in peace	Ex. 4, p. 198	
51	Check Your English	Students will be able: <ul style="list-style-type: none"> to understand and use Participles in speech; to read and understand texts about visual arts; to listen and identify certain facts about arts; to describe a painting; to estimate their own skills and qualities; to give their opinion supported with reasonable facts 	To revise previously taught vocabulary. Ex. 1, p. 200	Revise the Participle. Ex. 2, p. 201	Text “Ukrainian art”. Ex. 3, p. 201. Do the quiz	Make a list of arts. Complete the sentences. Answer the Film Quiz questions	Express opinion about painters	Make up a quiz “Ukrainian art”	
UNIT 8. YOUTH IN MIND									
52	Youth problems	Students will be able: <ul style="list-style-type: none"> to use the words of the topic in oral speech; to develop the ability to evaluate personal qualities of people; 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 	“Words for you” box, p. 207. Ex. 4, p. 207		Ex. 2, p. 204–206	“Warm-up activity” box, p. 203. Ex. 1, p. 204. Ask and answer the questions. Brainstorm the activities. Make a mind map. Define the essential and detailed information	Discuss the peculiarities of interaction between personality and group. Formulate personal values priorities. Demonstrate an understanding of the value of work and diligence to achieve well-being	Ex. 5, p. 207. Make an individual project	

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53	Develop your vocabulary: I myself...	Students will be able: <ul style="list-style-type: none"> to communicate effectively and appropriately in real life situation; to analyse and understand the use of the prefix “self” in speech; to use word-formation to create opposites of adjectives; to talk about problems of young people; discuss the ways of solving the youth problems 	Prefix “self-”; box, p. 208. Ex. 2, p. 209. Ex. 3, p. 209				Text “Problems of youth”	Ex. 1, p. 208. Explain a choice. Ex. 4a, p. 209	Discuss the peculiarities of interaction between personality and group	Ex. 4b, p. 209. Write an essay
54	Build up Your Grammar: are you in an infinitive mood?	Students will be able: <ul style="list-style-type: none"> to understand the difference between infinitive forms; to analyse and understand different ways to use of Infinitive; to find and identify Infinitive forms 	“Grammar links-1” box, p. 210. Ex. 1, p. 210. Choose the appropriate form of the Infinitive. “Grammar links-2, 3” box, p. 210–211. Ex. 2, p. 211. Ex. 3, p. 212. Ex. 4, p. 212		Text “The Youth”	“One truth and a lie” — game. define the Infinitive forms		Demonstrate an understanding of the value of work and diligence to achieve well-being	Ex. 5, p. 212	
55	How are you feeling now?	Students will be able: <ul style="list-style-type: none"> to listen and understand text for specific information; 	“Words for you” box, p. 213. “Words for you” box, p. 215;	Ex. 2a, p. 213. Ex. 2b, p. 213		Ask and answer the questions in turns. Ex. 1, p. 213		Critically assess the impact of destructive youth movements on peer life	Ex. 2, p. 216	

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		<ul style="list-style-type: none"> understand meaning of words, phrases and sentences in context; to communicate in familiar social situations; and use expressions in appropriate ways; to explain the meanings of words and phrases 							Write an essay about Ukrainian teenagers' life; add your own ideas and conclusions from your own experience
56	A discursive essay structure: solution to a problem essay	<p>Students will be able:</p> <ul style="list-style-type: none"> to use appropriate vocabulary; to use correct grammatical items; to express their attitude to problem that is solved; to put ideas in proper sequence; to write an essay 			<p>“Writing point” box, p. 217.</p> <p>Ex. 1, p. 217.</p> <p>Text “Teen Line”</p>	<p>Compare ideas.</p> <p>Ex. 2, p. 218.</p> <p>Ex. 3, p. 218.</p> <p>Answer the questions.</p> <p>Discuss the problems.</p> <p>Complete the table.</p> <p>Propose solutions and predict the results</p>	<p>Discuss their position and own views on the various social problems. formulate personal values priorities</p>	Ex. 4, p. 218	
57	Use your skills: social maturity	<p>Students will be able:</p> <ul style="list-style-type: none"> to understand and use the forms of Infinitive to speak about actions and thoughts; to read and understand information about emotions and how to deal with them; to discuss the ways of being a responsible citizen; to talk about youth problems; to give solutions of a problem 	<p>To revise previously taught vocabulary.</p> <p>Ex. 1, p. 219</p>	<p>Forms of the Infinitive.</p> <p>Ex. 2, p. 220</p>	<p>Youth Organizations in Ukraine</p>	<p>Ex. 1, p. 219.</p> <p>Ex. 3b, p. 221.</p> <p>Ex. 5, p. 221.</p> <p>Role-play the situation.</p> <p>Ex. 4, p. 221.</p> <p>Ex. 6, p. 222</p>	<p>Formulate personal values priorities</p>	Ex. 6, p. 222. Use your list and your notes to ex. 6; write a brief essay about the problem you think is the most challenging	

№ та дата	Тема уроку	Очікуваний результат	Мовний інвентар		Комунікативна компетентність				Інтегровані змістові лінії	Домашнє завдання
			Лексика	Грамматика	Аудіювання	Читання	Усна / писемна взаємодія			
58	Check Your English: control yourself and keep calm	Students will be able: <ul style="list-style-type: none"> to understand and use the forms of Infinitive; to read and understand information about emotions and how to deal with them; to talk about emotions; to give solutions of a problem 	To revise previously taught vocabulary. Ex. 1, p. 223	Forms of the Infinitive. Ex. 2, p. 223	Ex. 3, p. 224	Dialogues. Ex. 4, p. 225–226	Give an effective advice. Compare your results. Talking about emotions. Answer the questions	Discuss the peculiarities of interaction between personality and group. Formulate personal values priorities. Discuss their position and own views on the various social problems	Write down a brief paragraph about yourself; use the plan	
UNIT 9. PEOPLE AND SOCIETY										
59	World and European organisations	Students will be able: <ul style="list-style-type: none"> to use the vocabulary of the topic in oral speech; to read and understand the total content and underlying meaning in the context; to locate significant points and features of the text; to discuss the questions making decisions; to give definitions of the words 	“Words for you” box, p. 230. Ex. 4, p. 230			Ex. 2, p. 228–229. Ex. 3, p. 229. Ex. 5, p. 230–231. Ex. 6, p. 231	“Warm-up activity” box, p. 227. Ex. 1, p. 228. Ex. 5, p. 230–231. Ex. 6, p. 231. Answer the following questions. discuss the following questions. Ex. 9, p. 231	Demonstrate understanding the value of cultural diversity and the need to live together in peace	Write a brief essay “Ukraine of the future”	
60	Develop Your Vocabulary. Build up your grammar	Students will be able: <ul style="list-style-type: none"> to understand the words concerning politics and society; to understand the difference between non-finite verb forms; to analyse the use of different forms of non-finite verbs; to discuss the questions making decisions 	“Vocabulary links” box, p. 232. Ex. 1, p. 232. Ex. 2, p. 232. Ex. 3, p. 233. Ex. 4, p. 233	Non-finite verb forms. Ex. 1, p. 234. Ex. 2, p. 234			Express your opinion. Explain the word meanings. Discuss the questions;	Compare different political systems. Offers opinions for school / class participation in community life	Ex. 3, p. 234.	

№ та дата	Тема уроку	Очікуваний результат	Мовний інвентар		Комунікативна компетентність			Інтегровані змістові лінії	Домашнє завдання
			Лексика	Граматика	Аудіювання	Читання	Усна / писемна взаємодія		
61	Council of Europe and European Union	Students will be able: <ul style="list-style-type: none"> to listen and understand information on the topic; to evaluate the political situation in the country; to talk about independence and human rights; to use a suitable dictionary 	“Words for you” box, p. 237		Ex. 2, p. 235. Ex. 4, p. 236. Listen to a song	Ex. 3, p. 238	Ex. 1, p. 235. Complete the table. Ex. 3, p. 235. Discuss the questions. Ex. 1, p. 237. Give common opinion. Ex. 2a, p. 237. Ex. 3, p. 238. Role play	Discuss about their role and place in a modern multilingual and multicultural environment	Ex. 2b, p. 237. Think about the information you’ve discussed and write a brief essay expressing your opinion
62	Writing an article: social problems	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 an article on social issue 	Transitions and linking words		Text “Article about how to write an article on social issues”. “Writing points” box, p. 239	Text “Article about how to write an article on social issues”. “Writing points” box, p. 239	Answer the questions. “Writing points” box, p. 239. Ex. 1, p. 239. Ex. 2, p. 239–240. “Useful tips” box, p. 240. Ex. 3, p. 240. Discuss the questions	Identify own rights and responsibilities. Discuss active citizenship and own views on various social problems	Ex. 3, p. 240. Use your notes and printed materials to write an article
63	Use your skills: providing a seminar	Students will be able: <ul style="list-style-type: none"> to understand and use non-finite forms of the verbs (Infinitive, Gerund, Participle); to read and understand information about social situation in a country; to estimate and express their attitude to the social situation; to discuss the importance of youth-led organizations and student activism 	To revise previously taught vocabulary. “Useful tips” box, p. 246. Table “Useful phrases”	To revise non-finite verb forms. Ex. 2, p. 242	Ex. 1, p. 240. Ex. 5a, p. 243–244	Ex. 3, p. 241. Ex. 4, p. 242. Ex. 5b, p. 244. Ex. 6, p. 244–246. Provide a seminar	Offers options for school / class participation in community life. Discuss active citizenship and own views on various social problems	Ex. 6, p. 246. Choose a topic and write a seminar structure	

№ та дата	Тема уроку	Очікуваний результат	Мовний інвентар		Комунікативна компетентність				Інтегровані змістові лінії	Домашнє завдання
			Лексика	Граматики	Аудіювання	Читання	Усна / писемна взаємодія			
64	Check your English: Ukraine and Europe	Students will be able: <ul style="list-style-type: none"> • to understand and use non-finite forms of the verbs (Infinitive, Gerund, Participle); • to listen and understand texts for detailed information; • to use the words of the topic in oral speech; • to express their opinion of politics of our country; • to discuss the questions making decisions 	To revise previously taught vocabulary. Ex. 1, p. 247	To revise non-finite verb forms. Ex. 2, p. 247–248	Ex. 3, p. 248. Quiz “European Union”	Ex. 1, p. 247. Ex. 4, p. 248–250	Answer the questions in pairs	Demonstrate understanding the value of cultural diversity and the need to live together in peace. Compare different political systems	Prepare for the test on reading	
65	Test on Listening									
66	Test on Reading									
67	Test on Speaking									
68	Test on Writing									

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I SEMESTER

UNIT STARTER

Lesson 1. HOW TO LEARN ENGLISH EASILY

Дата _____

Клас _____

Objectives:

- to involve students in the learning process; to revise previously taught vocabulary; to improve students' reading, listening and speaking skills;
- to develop students' communicative competence; to develop students' ability to work in pairs and groups; 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 demonstrate basic knowledge in English;
- to express their personal opinion on the topic;
- to discuss problem questions showing agreement or disagreement;
- to show the ability of reading text for the main ideas;
- to explain meaning of words.

Procedure

1. Warm-up

Do Warm Up, p. 5.

In four groups, answer the four questions (one question for each group), discuss them and create the general conclusion. Then, choose "tellers" from each group and listen to their report "We learn English".

Other students can ask questions, add information and correct mistakes after listening.

2. Reading & Vocabulary

Do ex. 1, p. 6.

Read the author's letter; then, in pairs, exchange your opinions and make decisions. Discuss them with the other pairs. Use the questions below. Look at the table to remember expressions of agreement and disagreement. Make notes if you need.

1. Do you agree learning is a precious gift to be treasured always? What makes you think so?
2. Why, do you think, the author calls your study skills the key to achievement of your dreams?
3. Why do you need to know English? List the reasons you know.
4. What is the main advice of the author?

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

Do ex. 2a, p. 7.

Read the sentences to choose the correct word and complete the sentences. Explain your choice.

Key: 1 translate, 2 mean, 3 meaning, 4 spell.

Do ex. 2b, p. 7.

In pairs, speak on what you find to be the easiest and the most difficult about learning English. Use the words from the box and explain your choice.

Grammar, spelling, pronunciation, vocabulary, reading, writing, speaking, listening

Find out the best way of learning English for you. Say which is more useful for you and why. Start like this:

- I think... is easiest for me because...
- In my opinion, ... is difficult for me because...

3. Speaking

Do ex. 3, p. 7.

In pairs, ask and answer the questions. Prepare to tell about your partner to the class.

1. How do you organise your learning process?
2. How much time do you need to do English tasks?
3. Are you a motivated learner or you are forced to learn English?
4. How often do you speak English outside the classroom?
5. How often do you write in English?
6. How often do you read in English?
7. Have you got any chance to watch English video?

4. Reading & Speaking

Do ex. 4a, p. 7–8.

Read the article quickly. In pairs, refer the paragraphs (1–5) to the headings (A–E) on p. 8.

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

Do ex. 4b, p. 8.

Read the article again and discuss the questions in groups.

1. What does the author mean saying that learning English is like learning to swim?
2. Do you have any opportunity to speak English?
3. What do you prefer — to read or speak English?
4. What does it mean “to acquire the ability to use a language automatically”?
5. What does it mean “the process of habit formation”?
6. What does the author mean saying that “language is not to be taught, language is to be learnt”?

5. Speaking

Do ex. 6, p. 11.

Scan the scheme in the text-book and complete the sentences:

1. English is considered as ...
2. Studying foreign languages is very ... because ...
3. English is very popular because ...
4. A lot of people all over the world study English because ...
5. They use their skills in / for ...
6. As for me ... is the most useful.

In groups, speak on why you want to learn English. Use the scheme. Then, exchange your opinions.

Read your results to the class. Compare your answers.

8. Summary

Do ex. 7, p. 11.

In groups of three or four, in a minute, try to find as many words which are identical in English and your own language (for example radio, lift) as you can. The winner is the group with the longest list. Keep a time limit.

8. Homework

Do ex. 5, p. 9–10; choose one of the courses and write a brief paragraph why you prefer these ones.

Lesson 2. IMPORTANCE OF LEARNING ENGLISH

Дата _____

Клас _____

Objectives:

- to motivate students to the learning activity; to enlarge student's vocabulary; to improve students' reading and speaking skills;
- to develop students' communicative skills; to promote thinking and creative imagination; to encourage cultural understanding and tolerance;
- 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 attitude to learning English;
- to skim and scan the text while reading;
- to ask and answer the questions in a role-play;
- to compare their results with other students' answers;
- to remember how to write letters.

Procedure

1. Warm-up

Do ex. 8a, p. 11–12.

Skim the short article in one minute. Which of the following sentences describes the main idea of the text? Individually, choose the correct sentence. Then, in pairs, compare your answers. Explain your mistake if there were any.

1. It is important to speak English if you want to be successful in business.
2. Most of the world's mail is written in English.
3. English is the most widely used language in the world.

Key: C.

Do ex. 8b, p. 12.

Look at the numbers below the text and find out what they refer to. Match them and explain your choice.

Key: the amount of world business done in English is over 50 % ; the amount of mail written in English is over 70 %

Do ex. 8c, p. 12.

Scan the text again to check your answers.

2. Speaking

Do ex. 1, p. 13.

In pairs, match each question (1–6) with the appropriate answer (a–f).

Key:

1. Do you enjoy learning English?	b) I'm afraid I don't like it very much. I think it's really difficult, especially the grammar
2. What do you do in your free time?	f) It depends. I often go out with my friends, but sometimes I enjoy just reading in my room
3. Do you plan to study abroad?	c) I haven't really decided yet. I guess I'd like to one day, in Canada or Australia
4. Do you have any brothers or sisters?	a) Well, I have one brother and one sister
5. What's your job?	e) I have a part-time job in a local shop. In fact, I've worked there for more than three years
6. Where do you live?	d) Actually, my parents moved around a lot and I've lived in many cities. Now I live in Odesa

3. Vocabulary

Do the Useful Language box, p. 13.

Read the words and word-combinations. Try to find out their definitions from the previous exercise and explain them. Make up your own sentences using these words and word-combinations.

Key:

- Actually — in fact or really (власне, фактично, насправді).
- Well — used at the beginning of a sentence to pause slightly (ну, взагалі-то).
- I guess — used when you agree/disagree but you are not sure (напевно, так/напевно, ні).
- It depends — used to say that other things affect your answer (як подивитись).

Answer the questions.

1. Do you know the name of these words?
2. What do we use these words in oral speech for?
3. Will the meaning of the sentence change with (without) these words?

Key:

- 1) linking (or introductory) words;
- 2) they are used to make the oral or written language more vivid; and also for a pause, and for expressing emotions;
- 3) they do not have semantic or grammatical sense; if they are rejected, the meaning of the conversation will not change.

4. Reading & Speaking

Do ex. 2, p. 13–14.

In pairs, role-play the situation. Read the task attentively and choose “your” role. Then, read the example; use linking words from the previous exercise.

Make up your own dialogue and act it out to the class.

5. Writing & Speaking

Do ex. 3a, p. 14.

Individually, look at the box and choose 10 topic sentences. Write down five true and five false statements about yourself on a separate piece of paper.

Do ex. 3b, p. 14.

In pairs, exchange your results with your partner. Can he/she tell which sentences are true and which are false? You have to do the same. Correct your partner’s mistakes if necessary.

The teacher proposes students to use the phrases:

Absolutely correct! / 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. 5, p. 16.

In small groups, choose and discuss the problems of learning English.

7. Summary

Do ex. 4a, p. 15.

In pairs, answer the questions; then, exchange your answers with the other pairs. Correct mistakes if necessary. Make notes.

8. Homework

Do ex. 4b, 4c p. 15–16.

UNIT 1. BEING A STUDENT

Дата _____

Клас _____

Lesson 3. LEARNING STRATEGY

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary; to improve students' reading, and speaking skills;
- to develop students' communicative competence; to develop the ability to think logically and creatively; to encourage understanding and tolerance to others;
- to broaden student's outlook; to develop self-esteem and a sense of responsibility for their studying.

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

- to express their personal opinion on the topic;
- to speak about importance of autonomous learning;
- to define the text main ideas and specific information.

Procedure

1. Warm-up

Do "Warm up", p. 17.

First, in four groups, students describe four classrooms in their school according to the example.

Then, in pairs, ask and answer the three last questions. Students have to read the questions and ask them to their partner; then, listen to the answers (or write down if necessary) and retell the information about his/her partner to the class comparing with him/herself. Find another words for "satchel".

For example:

1. Alex / Maria has in his / her handbag (pack back) ... But I have
There are ... in his / her pencil case (pencil box) but there are ... in mine.
2. Alex's / Maria's favourite subject is ... because ... but I prefer ... because.
He / she is very good at ... because he / she finds it ... and I'm good at ... because I think it
3. Alex / Maria prefers ... because And I'd like to ... because

2. Speaking

Do ex. 1a, p. 18.

Students, individually, read the task, think and say who is the best in the following subjects in their class:

Start like this:		
I think	(name) is the best in	Biology
In my opinion		English
It is believed that		Maths
I'm sure		Chemistry
I can't say exactly but rather		Geography
		Literature
		Physics
		Music

Do ex. 1b, 1c, p. 18.

In small groups, students interview each other to find out what helps them to achieve good results in a certain subject. Then, students make a common decision for their group and share ideas with other groups. Use the items from the textbook.

Don't forget to use the expressions (cards for each group):

- 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. 18–20.

In pairs, students read the magazine article. Choose the paragraph which best suits each gap (1–7). There is an extra paragraph. After discussing in pairs, students exchange their answers with the other pairs and check them.

Key: 1 b, 2 d, 3 c, 4 h, 5 e, 6 f, 7 g; extra paragraph — a.

4. Reading & Vocabulary

Do ex. 3, p. 21.

Students scan the article one more time to find out the meaning of the words and word-expressions. After scanning, students check and explain their answers.

Key:

1	Autonomous	6	A resource
2	Access	7	To take responsibility (for)
3	A target	8	A strategy
4	To get exposure	9	Precisely
5	Favoured	10	Memorable

5. Vocabulary practice

Individually, students write down (or say) 2–5 sentences with the words from the previous exercise.

Start like this:

- To be an autonomous learner...

6. Summary

Read the tips. In pairs, discuss them and answer the questions:

- ♦ Would you like to be an autonomous learner?

Explain your pros and contras. Do you think the statements are good for you?

If not / yes, why?

Tips for successful autonomous learning.

1. Choose your goal and keep it front-of-mind at all times to help maintain your motivation.
2. Paraphrase: recite what you have learned but using different words and expressions.
3. Embrace mistakes! They are not failures; they are opportunities to learn and to understand where you need to study more.
4. Try online tutors for areas you need particular help with.
5. Try connecting with a native speaker by using Skype or Face book.
6. Maintain focus on the end result.

Above all, enjoy your studies.

7. Homework

Do ex. 4, p. 21.

Complete and broaden the sentences. Use the words and the tips from the lesson.

Lesson 4. DEVELOP YOUR VOCABULARY. BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to introduce and practise the new grammar point; to revise previously taught vocabulary; to improve students' vocabulary and grammar skills; to focus students on using Conditionals I and II;
- to develop students' grammar competence; to broaden students' vocabulary; to activate the ability to think logically;
- 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 words and phrases in accordance with the context;
- to explain the definitions of the words;
- to understand the difference between Conditionals I and II;
- to use conditional sentences in oral and written speech;
- to describe real situations with predictions, future results, promises, etc.

Procedure

1. Warm-up

Do ex. 1, p. 22.

In pairs, students read the phrases and organise them according to the headings. Then share their answers with the other pairs.

Key:

A good teacher (is)...	A good student (is)...
good at explaining smth	(to) make good progress
(to) use modern methods	a good listener
(to) concern about the students	(to) mark homework on time
to pay attention in class	to work hard

2. Vocabulary work

Do "Vocabulary Links" box p. 22.

Study the information in the box and explain the use of the words.

3. Vocabulary practice

Teacher has to print the table for students. Then, they fill in the gaps using appropriate words / phrases in the correct form:

To pass an exam / to take an exam	To know / to find out	To learn / teach / study
1. I'm ... an exam in December	5. I'll try to ... what her real name is	9. He's ... to be a doctor
2. Everyone has already ... the exam	6. Educated people usually ... about this fact	10. Some people ... best by reading books
3. He will ... an exam next week	7. We ... about his arrival yesterday	11. It's never too late to ...
4. He's happy that he ... that exam	8. You need to ... her schedule	12. Kids love my cousin. Linda ... History at school

Key: **1** taking, **2** passed, **3** take, **4** passed; **5** find out, **6** know, **7** knew, **8** find out; **9** studying, **10** learn, **11** learn, **12** teaches.

Do ex. 2, p. 22.

In pairs, students have to match the words and their definitions. Check the results.

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

4. Grammar

Do ex. 1a, p. 23.

Study the sentences and say where the 1st and the 2nd Conditional are.

Do “Grammar Links” box p. 23.

Study the box and say what words can we use to start conditional sentences? When do we have to put the comma sign?

5. Grammar practice

Do ex. 1b, p. 23.

Students have to refer each sentence to the correct type of Conditionals (I or II).

Key: 1 — II, 2 — I, 3 — I, 4 — II, 5 — II, 6 — I.

Do ex. 2, p. 23.

Key: 1 if, 2 unless, 3 even if, 4 even if, 5 unless.

6. Grammar

Look at the table and make your decision. What tense can the verb in the conditional clause relate to? What tense can the verb in the main clause relate to?

The I CONDITIONAL SENTENCE

Conditional clause	Main clause
Any of present tenses even though it refers to a future event:	Any of future tenses, structure going to, or Present Simple / Present Continuous in future meaning:
Present Simple: <i>We'll have a barbecue</i> <i>if the weather is fine.</i>	Future Simple: <i>Paul will do it</i> <i>if you ask him.</i>
Present Perfect: <i>I'll cook you something</i> <i>if you haven't eaten.</i>	Future Perfect: <i>They'll have arrived by one pm</i> <i>unless their plane is late.</i>
Present Continuous: <i>If you're doing your homework when I arrive,</i> <i>I'll be as quiet as a mouse.</i>	Future Continuous: <i>Sarah will be waiting for us outside the cinema</i> <i>unless it's raining.</i>
Present Perfect Continuous: <i>He'll be tired when he gets home</i> <i>if he's been working all day</i>	Future Perfect Continuous: <i>If they don't come in the minutes,</i> <i>we'll have been waiting for over an hour.</i>
	going to: <i>I'm going to scream</i> <i>if you do that again.</i>
	Present Continuous: <i>I'm meeting Tanya after school</i> <i>if she doesn't have choir practice.</i>
	Present Simple: <i>The plane arrives at three</i> <i>if it's on schedule</i>

7. Summary

Do ex. 3, p. 24.

Key: 1 are working, 2 haven't seen, 3 has been waiting, 4 have been.

8. Homework

Grammar box, p. 25.

Do ex. 4, p. 24–25.

Do ex. 5, p. 25.

Lesson 5. HOW TO BE SUCCESSFUL AT THE EXAM

Дата _____

Клас _____

Objectives:

- to introduce and practise the new vocabulary; to focus students on grasp the substance and central idea of what they are heard; to improve students' listening skills;
- to develop students' speaking and listening competence; to activate linguistic guess; to interest students in learning vocabulary; 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 understand meaning of words, phrases and sentences in context;
- to retell events and define speakers;
- to follow directions given orally.

Procedure

1. Warm-up

In pairs, with your partner, fill in the gaps with the correct verbs for a minute. Compare your results with other pairs and explain your choice. Correct mistakes if necessary.

1. You ... for him if he is eating when you come. (Wait)
2. If Dan ... the last lesson material, I'll explain him. (Not understand)
3. If Inga ... too much that evening, she won't go out with us. (Work)
4. Unless your brother apologises, I ... him. (Meet)
5. You ... better if you turn on the lamp. (See)

Key: 1 may wait, 2 has not understood, 3 has been working, 4 'm not going to meet, 5 will be able to see / can see.

2. Vocabulary

Do ex. 1, p. 25.

In pairs, speak on how do you feel when you hear the word "exam"?

What feelings does this word evoke? Use the beginning from the textbook and the words from the card:

- I feel...
- It makes me think of...
- I am...
- It sounds like...
- I feel as if...
- It reminds me of...

To be:	To have:
happy, frightened, panicked, surprised, sad, afraid, angry, nervous	phobia, confusion, satisfaction, optimism, success, failure

Share your information with the others.

3. Reading & Speaking

Do ex. 2a, p. 26.

Individually, read and choose ten pieces of advice that fit you best of all.

Do ex. 2b, p. 26.

In pairs, compare your results with your partner. Find the same and different items. Explain your choice.

4. Vocabulary practice

Do ex. 3, p. 26–27.

In pairs, students read the definitions (a–k) and match them to the words from the box.

Key: a) average, b) to cheat, c) assessment, d) to boost, e) exhausted, f) to revise, g) to pace, h) superstition, i) distraction, j) to reckon, k) to steer clear (of).

5. Listening & Speaking

Do ex. 4, p. 27.

Students listen to the conversation, make notes if necessary; name the pieces of advice that speakers give one another. Then, they compare the answers with the others.

6. Listening

Do ex. 5, p. 27.

Listen to the dialogue one more time and decide if the opinions below are expressed by Sarah, Tony or both of them. Note “S” for Sara, “T” for Tony or “B” for both.

7. Summary

In small groups, students read the tips from the cards and correct the mistakes in conditional I sentences where necessary. Then, they compare their answers. (Teacher prints the cards.)

Exam Tips

1. If you'll find a difficult problem, you have to move on and to find an easier problem to solve it first.
2. If you want to avoid brain tiredness, you are studying the materials part by part over a period of time prior to the day of exam.
3. If you think the examination is going to be difficult, give yourself enough time to prepare and study ahead.
4. If you will feel so tired, you can drink a cup of coffee or go for a walk.
5. If you give yourself enough time to study, you pass your exam.
6. You won't leave anything for the last minute if you make a study schedule that fits your way of studying.
7. You can understand studying material better if you explain your answers to others.
8. You will feel friendly support if you are going to organise study groups with your classmates.
9. If you will practice on old exam materials your will be able to train more effectively.
10. If you fail, you can always try again.

Key:

1. If you find a difficult problem, you'll have to move on and to find an easier problem to solve it first.
2. If you want to avoid brain tiredness, you will study the materials part by part over a period of time prior to the day of exam.
3. Correct.
4. If you feel so tired, you can drink a cup of coffee or go for a walk.
5. If you give yourself enough time to study, you will pass your exam.
6. Correct.
7. Correct.
8. You will feel friendly support if you organise study groups with your classmates.
9. If you practice on old exams your will be able to train more effectively.
10. Correct.

8. Homework

Write you own tips about exam preparation using Conditional I.

Lesson 6. GOOD LUCK!

Дата _____

Клас _____

Objectives:

- to teach students to communicate effectively and appropriately in real life situations; to develop skills of fluent speaking; to revise Conditionals;
- to develop students' ability to work in groups, listen, communicate; to motivate students to be loyal to people with a different point of view; 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 behaviour at exams;
- 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 two cards to each pair (in two variants). In pairs, they have to complete 10 conditional sentences using the words from the cards. Then, compare their results with the others.

Variant I

Card 1

1. If you run so long	it will	you will	get tired
2. If you lift weights	you can	break	we will
3. If you get tired	get stronger	you will	miss our bus
4. If you drop a cup	walk a little		
5. If you don't come in time			

Card 2

If	you	to Britain	...then you wear a helmet
	you ride	your teeth	...you can eat an ice-cream
	you brush	a motorbike	...you may drink warm milk
	you have	are hot	...you will see the Tower
	you go	a cough	...you will get fresh breath

Variant II

Card 1

1. If you go to France	it will	see the	boil
2. If you don't work hard	it will	you will	you won't
3. If you drop a ball	get a suntan	pass your exam	bounce
4. If you heat water	Eiffel Tower	you will	
5. If you sunbathe			

Card 2

If	it is	my friends	... you will get purple
	we go to	windy	... you may watch the new video
	you mix	return on time	... we can play football
	you promise	red and blue	... he will surf
	I meet	the beach	... we may fly a kite

2. Speaking

Do ex. 1, p. 28.

Teacher distributes the questions between groups. In five small groups, students have to discuss 3 questions from the exercise and make a common decision; they should explain correct or incorrect in preparing for the exam; then exchange their thoughts with the other groups.

Expected answer:

- We'd like to share our thoughts about preparing to an exam. All of us write notes... it suits me best. It helps us...
- Nobody tries talking in English during the breaks... Unfortunately, this doesn't fit our level of language but...
- We (don't) revise new words because...

3. Reading & Speaking

Do ex. 2, p. 29.

In pairs, complete the dialogues with the sentences a–c. Act them out and prepare to show your result to the class.

Key:

Dialogue 1:

- b) That history exam was really awful.
- c) Yes, it was. Only a couple of the topics, which I reviewed for the exam, came up.
- a) No, I think I'll definitely fail that exam.

Dialogue 2:

- c) But it was absolutely awful. I just don't know why it happened.
- a) I'd just started on the third and last question when my mind suddenly went blank. I couldn't remember anything of what I'd reviewed for that topic.
- b) Well yes, but...

4. Summary

Do ex. 3, p. 29.

In groups, read the situation and prepare a brief talk on how to do well in school exams. Use the information from the "Useful tips" box and appropriate phrases. Don't forget to wish good luck to your partner. Make notes if necessary. Share your ideas with your mates.

- I (really) think you need to (should)...
- It is usually a good idea to...
- If I were you, I'd... / Why don't you... ? / You'd better...
- You could (try)... / Have you tried... ?
- In my experience... it works really well / it might work.

5. Homework

Write a passage about preparing to exams. Teacher gives the instruction to each student.

To structure your passage use the first phrases for paragraphs:

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

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

Lesson 7. WHY LEARN TO WRITE

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to develop the ability to pick the necessary material independently; to practise writing of a summary;
- to develop students' personal, social and transferable skills; to encourage students to teach others in groups; to expand students' knowledge about notes and summary; 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 goal of writing;
- to use appropriate vocabulary in their work;
- to use correct grammatical items;
- to find sources of information such as articles;
- make notes and summary.

Procedure

1. Warm-up

In pairs, students answer the questions and discuss them. Then, share their opinion with the other pairs. Try to prove your mind.

1. Have you ever written notes? What for?
2. What kinds of notes do you know?
3. Read and say: are these samples notes? What makes you think so?

Text 1

Dan, please, wake me up at 6.00. I need to leave at 8.00. Sally

Text 2

Topic: Using articles "a" & "the".

Nouns		
Countable		Uncountable
<i>singular</i>	<i>plural</i>	
For 1 st mention		
always "a"	not used	not used
For next and definite nouns		
"the"	"the"	"the"

2. Reading

Do ex. 1, p. 30.

Read the article and the tips; then, answer the questions.

1. What the notes are?
2. Name the main features of a note.
3. What way they can help us?
4. Name at least 3 reasons to make notes.

3. Reading & Speaking

Do ex. 2, p. 30–31.

In groups, students read about some ways of making notes and discuss the questions. Find out your mates' preferences and explain the choice. Compare your opinion with the other groups' minds.

Which of the offered methods of note taking would suit you best? Why?

Start like this:

1. V. We all write notes. Variant ... suits me best because It helps me ... but some of our group prefer variant ... because
2. V. Nobody of us writes notes. Unfortunately, this doesn't fit my level of ... but some students like to make notes such as variant

4. Writing

Do ex. 3, p. 32.

Choose one of the topic sentences below and make notes. Write a brief paragraph in 80–100 words. Use the plan:

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

Also, use linking words and phrases: for example, such as, in other words, in particular, because, it seems to me.

1. Mathematics has always been my favourite subject at school.
2. Independent language learning has several advantages.

5. Reading & Speaking

Do ex. 4, p. 32.

In pairs, read the piece of information to refresh your knowledge of summary. Complete the algorithm of summary writing; compare your answers with the other pairs.

1. Read the text to get a ... and the author's
2. Identify the topic ... (usually the ... of each paragraph).
3. Write the ... of each paragraph in ... sentence (use your own words!)
4. Find ... which support the author's main idea(-s).
5. Organise ... in the most logical way.
6. Include ... words.

Expected answer:

1. Read the text to get a general idea and the author's attitude.
2. Identify the topic sentences (usually the first sentences of each paragraph).
3. Write the main idea of each paragraph in one sentence (use your own words!)
4. Find key facts which support the author's main idea(-s).
5. Organise all the information in the most logical way.
6. Include linking words.

6. Summary

Study the "Important points to remember" to use them in your home assignment.

1. Don't copy the article. Instead, use your own words.
2. If you quote directly from the original text, use quotation marks.
3. Don't give your opinion.
4. Check your English grammar, spelling and punctuation for mistakes.

7. Homework

Do ex. 5, p. 32.

Lesson 8. 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 competence;
- to develop students' full individual potential; to form the ability to interpret facts and present their own examples; 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 situations of use tenses and conditionals;
- to use correct grammatical items;
- to use appropriate vocabulary;
- to make up a project (presentation);
- to ask and answer questions showing agreement or disagreement in a dialogue;
- to give reasonable arguments to support their ideas.

Procedure

1. Warm-up

In pairs, students read three texts and match them to the notes and speakers. Teacher has to print the card to each pair.

1	<p>— It's so cool here, Al! Let's dance again. — And will your parents worry, Mona? — Oh, no! I left a note to say I would be home late</p>	a)	<p>Conditional I If clause, main clause.</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td style="width: 50%;">Any of <i>Present</i> <i>tense</i></td> <td style="width: 50%;">Any of <i>Future tense</i>, <i>going to</i>, or <i>Pres. Simple</i> / <i>Contin. in fut. mean</i></td> </tr> </tbody> </table>	Any of <i>Present</i> <i>tense</i>	Any of <i>Future tense</i> , <i>going to</i> , or <i>Pres. Simple</i> / <i>Contin. in fut. mean</i>
Any of <i>Present</i> <i>tense</i>	Any of <i>Future tense</i> , <i>going to</i> , or <i>Pres. Simple</i> / <i>Contin. in fut. mean</i>				
2	<p>— I beg your pardon. I'm Tina Hanks, a reporter of the "Youth of the world". What's your name? — Mark Turner, the St George college student of the last year. — Could you answer a couple of questions? — Well, if it's not for long... — Oh, it won't take much time. I'd like to ask you about your exam. Did you feel uneasy? — More likely no than yes. I'm sure in my knowledge</p>	b)	<p>Mummy, Sorry, I could not get through to you. I'm going to return at 11 pm. Don't worry. Love, Mona</p>		
3	<p>Hey, Gary, don't be sad! If I were you' I'd make notes at lessons. It's very easy and helpful. You don't have to write down everything the teacher said. You should mark only necessary information. You can do it as a table or a diagramme — as you like. Look at my English notes!</p>	c)	<p>May, 29, 20 ... — St George coll — FCE — Mark Turner, 17 y.o. — smart, communicative, contact, confident ... handsome</p>		

Key: 1 b, 2 c, 3 a.

2. Vocabulary practice

Do ex. 1, p. 33.

Complete the text with the correct words from the box. Check your answers comparing with the others.

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

3. Grammar practice

Do ex. 2, p. 34.

In pairs, look through the interview and complete it with the verbs in brackets in the correct form. Act the interview out in pairs to the class.

Key: take; have passed; have done; will ... get; go; will be; will ... celebrate ... pass; will go; pass? are ... going to carry; to take; don't pass; will take.

4. Speaking

Do ex. 3, p. 36.

Students work in small groups, and there are opportunities for every student to participate. The teacher organises three teams, give the cards to the teams and explain the 3rd team's task.

Pros	Contras
1 Speaker introduces the topic: It is believed	1 Speaker restates the opponent's viewpoint: Many people assume my opponent believes that
2 Speaker disagrees: On the contrary	2 Speaker explains position (using evidence): For example
3 Speaker: On the other hand	3 Speaker: This is why
4 Speaker, 5 Speaker ...	4 Speaker, 5 Speaker ...
Final speaker conclude (including thesis): Therefore / As a result / Thus it can be seen	Final speaker conclude (including thesis): Therefore / As a result / Thus it can be seen

- Two teams represent two sides of a debatable question.
- Each team has a set amount of time (three to five minutes) to present its point of view.
- The third team should listen to both teams and decide whether to accept or reject the motion providing arguments for their decision. Before making the decision, the third team can put questions to both groups.
- The teams read the issue to be debated and then each team gets the opportunity to discuss its arguments in a team.
- One speaker from each team takes the floor and speaks for no more than one minute. That speaker must "tag" another member of the team to pick up the argument at the end of his time or before his minute is up. A team member who is eager to pick up a point or add to the team's argument can raise his hand to be tagged.
- No member of a team can be tagged twice until all members have had an opportunity to speak.
- After the teams have presented, the third team asks the questions and votes on the team made the best arguments.

5. Summary

Do ex. 3, p. 35.

In groups, students study the tips and the plan of presentation. Then, using the text from ex. 1, p. 33 they discuss the strategy of presentation. Make notes according to the plan with useful phrases.

6. Homework

Do ex. 3, p. 34–35.

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise the 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, 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 use of conditionals I / II, gerund, infinitive;
- understand by ear meaning of words, phrases and sentences in context;
- understand the total content and detailed information;
- to scan and skim texts to find certain information.

Procedure

1. Warm-up

Game "From love to hate"

It's believed Lewis Carroll, the author of "Alice in Wonderland", invented this game many years ago. How to get "dry" from "wet"?

Example: wet — met — mat — may — day — dry.

In small groups (3 to 5), students get the cards with two key words; they have to change one word into another by changing one letter a time as in the example. Groups of points mean the number of words between the key words.

Example cards:

Love — ... — ... — ... — ... — hate

Few — ... — ... — ... — lot

Give — ... — ... — ... — take

Boy — ... — ... — ... — ... — man

Road — ... — ... — ... — ... — lane

Expected answers:

Love — live — give — gave — gate — hate

Few — new — net — not — lot

Give — live — like — lake — take

Boy — toy — ton — ten — men — man

Road — read — lead — lend — land — lane

2. Vocabulary practice

Do ex. 1, p. 37.

Look through the sentences and complete them with the verbs from the boxes. Change their forms if necessary. Check your answers.

Key: 1 C, 2 A, 3 D, 4 B, 5 B, 6 D, 7 C, 8 A, 9 B, 10 A, 11 D (knows), 12 C.

3. Grammar practice

Do ex. 2, p. 37–38.

Complete the sentences by changing the verb in brackets into the First or Second Conditional form.

Key:

1) does not stop

2) would not lie

3) finish

4) won't lend

5) spoke / could speak

6) were

7) will have

4. Listening

Do ex. 3, p. 38.

Listen to the four international students talking about how they memorise words. Match them with the strategies they use.

5. Reading

Do ex. 4a, p. 38–39.

Skim the Greg's presentation; complete the table with the different learning styles advice.

In pairs, scan the text, define Greg's preferences of learning and explain his point of view according to the plan:

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

Expected answer:

Learning style	Advice
V — visual	you need to use charts and pictures, use colour highlighting in your notes, and stuff
A — auditory	you have to read aloud and listening will help you learn.
R — reading	you learn by reading
K — kinaesthetic	you need to move around while you learn; you should revise while standing up and walking around the room, for example

Do ex. 4b, p. 40.

In pairs, read the statements, discuss them and tick the correct answers.

Key: a) No, b) No, c) No, d) Yes, e) No, f) Yes, g) No, h) No, i) Yes.

6. Summary

In small groups, discuss and choose one of the learning styles to present it to the others.

Why is the problem of choosing one of the learning styles important for you? What problems do your peers have when they learn English? Do they use the same styles? 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.

7. Homework

To repeat the material on vocabulary and grammar.

UNIT 2. MAKE UP YOUR MIND!

Дата _____

Клас _____

Lesson 10. FILL IN YOUR GAP YEAR

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 skills of extensive reading;
- 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 discuss the questions showing agreement or disagreement;
- to scan and skim the article to find out the most essential and detailed information;
- comment on the passages read;
- to give the definitions of the words.

Procedure

1. Warm-up

Do Warm Up, p. 41.

In four groups, discuss and answer the questions in boxes (one problem for each group); add some information of yours; then, make a common decision and present it to the class.

2. Speaking

Do ex. 1, p. 42.

In three groups discuss the qualities (3 for each group) employers often look for when selecting candidates for a job. Do you think these qualities are acquired more at school or outside school? Exchange your thoughts.

3. Reading

Do ex. 2, p. 42–44.

Skim the article quickly and choose one of the messages (A, B or C) that reflects the main idea of the article better.

Key: A.

4. Reading & Speaking

Do ex. 3, p. 45.

Read the text (ex. 2, p. 42–44) paying attention to the words in bold. Try to understand it as full as you can.

Then, scan the article to decide which of the messages (a–g) is not included in it. Explain your choice.

Key: message "g".

5. Vocabulary practice

Do ex. 4, p. 45.

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.

Check your answers.

Key:

- Confidence — c
- Extended — h
- Faint-hearted — i
- Isolated — j
- To mature — a
- Overseas — e
- Persistence — d
- Tough — g
- To trust — f
- A volunteer — b

Do ex. 5, p. 46.

In pairs, use the previous article and find the words or phrases in it that mean the following. Try to add your own definitions to those ones where possible. Say your results to the class.

Key:

- a) to gain more skills
- b) an expedition to some remote corner of the earth
- c) to work on a conservation, like conducting an underwater survey of a coral reef
- d) to work on an environmental project, like monitoring endangered species
- e) get insight into a very different way of life / gain valuable experience and practical skills in their chosen field / real sense of achievement and a new perspective on life
- f) faint-hearted
- g) in the middle of nowhere, feeling isolated
- h) are falling over

6. Summary

Do ex. 6, p. 46.

In pairs, look for five types of gap year activities in paragraph 3 of the article. Ask and answer the questions. Compare your results with the others.

7. Homework

Teacher gives the topics and the instructions to each student.

Read the topic sentences and choose one of them.

1. Is having a gap year a good idea?
2. Why taking a gap year can be important?
3. Is taking a gap year worth it for you personally?

Think of advantages and disadvantages of a gap year for you. Would you like to take a gap year? Why? Why not? Give your reasons and write a brief “For and against” passage about.

Organise your work in some paragraphs:

1. Introduction (set a problem).
2. Your arguments for (to get money, to get insight into a very different way of life , ... others).
3. Your arguments against (difficult work, cultural shock , ... others).
4. Conclusion.

Also, use linking words.

Lesson 11. DEVELOP YOUR VOCABULARY

Дата _____

Клас _____

Objectives:

- to introduce and practise the words; to revise previously taught vocabulary on the topic; to improve students' vocabulary and word formation skills;
- to develop students' communicative competence; to activate thinking imagination; to broaden students' vocabulary;
- to encourage students' 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 explain and understand the difference between the words connected in meaning with the word "work";
- to give definitions of the words.

Procedure

1. Warm-up

Work in pairs. Do you remember 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 (one topic word to each pair):

Work, job, career, possibility, occasion, opportunity etc.

Occupation	one noun	a title (topic word)
Interesting, boring	two adjectives	describe the title
To teach, build, treat	three verbs	give more information about the title
Brings pleasure and money	four-word sentence	describes your emotions about the title
Job	one word	the title synonym or a very similar word

2. Vocabulary

Do "Vocabulary Links" box, p. 47.

In two groups, study the piece of information and find out the difference between *job* and *work* (for the 1st group) and *possibility, occasion* and *opportunity* (for the 2nd group). Exchange information after studying and explain the difference.

3. Vocabulary practice

Do ex. 1, p. 47.

Read the sentences attentively. Choose the correct word to complete each sentence.

Key: 1 work, 2 job, 3 job ... jobs, 4 opportunity, 5 occasions.

4. Listening

There are 4 words on the blackboard: *employment occupation job work*.

First, teacher reads the definitions from the cards, and students have to match the words to their definitions. Then, explain their choice.

Card 1

- a) an activity, such as a job, that a person uses physical or mental effort to do, usually for money;
- b) a place where a person goes specially to do their job.

Card 2

The regular work that a person does to earn money.

Card 3

The fact of someone being paid to work for a company or organisation.

Card 4

- a) a person's job; b) a regular activity

Key: 1 work, 2 job, 3 employment, 4 occupation.

Second, students fill in the gaps with one of the words: employment occupation job work.

1. I don't like my ... It's not well-paid. What is more, it's exhausting and boring.
2. I go to ... every day, including Saturday.
3. You must write your name, age and ... on the application form.
4. Have you finished your ... for today?
5. All high school graduates must be provided with equal career and ... opportunities.
6. Your ... is badly done. Come to me after you redo it.
7. I haven't been able to find a ... for the last three months.
8. If you can't find a job, apply to the state ... office.
9. She is a tour guide by ...
10. My present ... doesn't satisfy me financially, so I'm going to quit.

Key: 1 job, 2 work, 3 occupation, 4 work, 5 employment, 6 work, 7 job, 8 employment, 9 occupation, 10 job.

5. Vocabulary

Do "Vocabulary Links" box', p. 48.

Study the words from the "Vocabulary Links" box. Explain information in your own words.

6. Vocabulary practice

Do ex. 2, p. 48.

Brush up your vocabulary. Choose the best word to complete each sentence. Use a dictionary to help you.

Key: 1 career, 2 salary, 3 pay, 4 employment, 5 occupation.

7. Vocabulary

Study the word formation table. Think and say what suffixes/prefixes are used there. What parts of speech do the suffixes refer to? Explain to the class.

8. Summary

In pairs, look through the sentences and choose the correct option.

1. You will be required to (assist) Mrs Smith in preparing a report.
2. His monthly salary is paid in the bank by his (employ).
3. Our firm stands to lose a lot of money if the deal is (success).
4. He (retire) from the business when he was 60.
5. Agricultural work is traditionally seen as a male (occupation / job / work).
6. In addition to a competitive salary, the company offers attractive (employ) benefits.
7. Roger's (work / job) involves a lot of travelling.
8. The company has offered a high (pay / salary).
9. I have a suit but I only wear it on special (opportunities / occasions / possibilities).

Key: 1 assist, 2 employer, 3 unsuccessful, 4 retired, 5 occupation, 6 employee, 7 work, 8 salary, 9 occasions.

9. Homework

Do ex. 3, p. 48-49.

Lesson 12. BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to introduce and practise the grammar points; to focus students on the use of Reported Speech and Future-in the-Past; to improve students' grammar 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 use of Reported Speech;
- to analyse and understand the situations of use of the Future-in the-Past;
- to change Direct Speech into Reported Speech by retelling / reporting information;
- to use the Future-in the-Past to speak about actions.

Procedure

1. Warm-up

Look at the table and compare the two columns:

1	2
Peter. "I work in the garden"	Peter said he worked in the garden
Peter. "I worked in the garden"	Peter said he had worked in the garden
Peter. "I have worked in the garden"	
Peter. "I am working in the garden"	Peter said he was working in the garden

What can you say about the difference between the columns? How can we name the 1st column? The 2nd? Compare your answers.

Expected answer: 1 Direct Speech; 2 Reported (Indirect) Speech.

2. Grammar

Do "Grammar Links" box, p. 49.

Study the information from the box and answer the questions:

1. What is Direct Speech? When do we use it? What are the features of direct speech in writing?
2. What is Reported (or Indirect) Speech? How is it expressed? What words do we usually use to preface Reported Speech? What changes happen in this case?

3. Grammar practice

Do ex. 1, p. 49–50.

Study the examples and then write "say" or "tell" in correct form in the blanks to complete the sentences.

Key: 1 said, 2 told, 3 said, 4 told, 5 said, 6 told, 7 said, 8 told.

4. Grammar

Do "Grammar Links" box, p. 50.

Study the "Grammar Links" box to understand changing in Tenses and sentences structure.

Direct Speech	Reported Speech
Present Simple	Past Simple (-ed)
Past Simple (-ed)	Past Perfect (had)
Present Perfect (have / has)	
Past Perfect (had)	
will	would

Progressive (Continuous) forms	
am / is / are	was / were
was / were	had been
has been	
had been	

“Note” box, p. 51.

Study the “Note” box to understand changing in pronouns.

5. Reading & Grammar practice

Do ex. 2, p. 51.

Read the text; then tell about everything Natasha said about her experience. Use the Reported Speech. Pay attention to the changing of tenses and pronouns.

Key:

- Natasha said she had not got grades; she had needed for the university.
- Natasha said she would take her exams again the following June.
- Natasha said at first she hadn't known what to do, but after ... of doing nothing and feeling bad about herself, she had contacted a gap year agency and then there she was, far from home.
- Natasha said she had been there for five weeks so far.
- Natasha said she had been helping build a water system, working alongside professionals.
- Natasha said they were based in a ... camp, but for the previous two weeks, she had been staying in a small camp some distance from the main one.
- Natasha said it was all very exciting.
- Natasha said before she had come there, she had just been sitting ... and getting boring.
- Natasha said she had learned so much while she had been there.
- Natasha said she had been learning Spanish since she had arrived and that ... useful for her later.
- Natasha said she had met so many interesting people.
- Natasha said she had got to know the locals and to understand their point of view.
- Natasha said she had realized how much of what she had thought had been true had been just the way her particular culture viewed the world.
- Natasha said that, in fact, she then had got a whole new way of looking at the world.
- Natasha said it wasn't only that. Then she felt much more confident about herself.

6. Grammar

Do “Grammar Links” box', p. 52.

Read the “Grammar Links” box to understand the use of Future-in-the-Past tense.

Do ex. 3, p. 52.

7. Grammar & Grammar practice

Do “Grammar Links” box, p. 54.

Study the “Grammar Links” box to understand the use of “told” and “asked” in Reported Speech.

Do ex. 5, p. 54.

Check your answers and explain your choice.

8. Summary

Do ex. 4, p. 52–53.

Study the table (p. 53). In pairs, role-play the situations. First, read what Charlie says. Then, report his statements to the others.

9. Homework

Do ex. 6, p. 54; ex. 7, p. 55.

Lesson 13. WHY STUDY ABROAD

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about reasons for studying abroad and new opportunities that it gives;
- to motivate students for becoming independent listeners; to develop students' personal and social skills; to activate linguistic guess; to broaden students' vocabulary and knowledge about English-speaking countries activity;
- 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 choice of other people.

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

- to talk about reasons of studying abroad and new opportunities;
- to compare different points of view;
- to estimate the necessity of different courses;
- to make a choice considering advantages and disadvantages of studying abroad and in home country;
- to talk about future job.

Procedure

1. Warm-up

Do ex. 1, p. 55.

In pairs, study the mind-map and think of reasons of studying abroad. Complete the mind-map.

Answer the question:

- ◆ Why some young people would like to study abroad?
Share your thoughts with the other pairs.

2. Listening

Do ex. 2, p. 56.

Listen to the information about what each of the five English-speaking countries has to offer for students who are thinking of going overseas to study and answer the following questions in no more than three words. Make notes if you need.

3. Vocabulary

Do ex. 3, p. 56.

Do "Words for you" box, p. 56.

In pairs, read definitions and look through the box; then match definitions to the words from the box. Compare your results with the other pairs.

Key: 1 renowned, 2 appealing, 3 freedom, 4 liberty, 5 diversity, 6 a graduate, 7 foundation course, 8 publicly funded, 9 to be well regarded (in).

4. Listening

Do ex. 4 a, p. 57.

Listen to the text one more time and decide which countries refer to the statements.

Key: 1 US, 2 UK, 3 AU, 4 CA, 5 NZ.

Do ex. 4 b, p. 57.

Tick the statements if they are true and agree with them.

Key: 1 true, 2 true, 3 true, 4 true, 5 false.

5. Reading

Do ex. 1, p. 58.

In three groups, first, read the ads (one ad to a group). Use the information and your own experience to answer the question how people can find information about jobs in Ukraine.

ADELINA CALL CENTER

We invite you to the team of the international company Adelina Call Center!
If you like to answer calls, you are interested in novelties and you want to try yourself in the field of communication with customers — welcome, please!

In order to become part of our team, you need to send your resume to the mail hr@jooble.com

Working with us you will receive:
work with modern technology stack;
attend specialized events, both within Ukraine and abroad;
adjust the work schedule under the most convenient rhythm;
the opportunity to learn English;
We are waiting for you in our team!

Our website: hiring.jooble.org

Jooble is a search engine for jobs on the Internet, included in the TOP-5 world leaders! Every day, more than 2 million people from all over the world are looking for and finding the job of their dreams with the help of Jooble, and our main goal is to help them with this. Using our service as a job seeker you will find all the current offers available on the labor market.

6. Speaking

Do ex. 2, p. 58.

In groups, discuss the questions.

Do ex. 3, p. 59.

In pairs, choose and complete the dialogue with your own endings; then dramatise it in class.

7. Summary

Do ex. 4, p. 59.

In pairs, interview your classmates about their future jobs. Use the questions below.

1. Have they already made decisions?
2. Do they realise what they particularly enjoy about their jobs?
3. Do they know what they should learn and be good at in order to be successful in their jobs?

8. Homework

Write a brief essay about studying abroad. Use the text-book information and other sources.

Teacher gives the instruction to each student:

1. Introduction
(To begin with... I would say that...)
2. Main part:
(I am sure... I am certain that... In my opinion... On the one hand... on the other hand... In addition...)
3. Conclusion
(In conclusion... /To sum up... It is/isn't worth... My view/opinion/belief/impression is that... As for me...)

Lesson 14. FOCUS ON WRITING: LETTER OF APPLICATION

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on the differences of applying for courses and applying for job; to practise writing of an application letter;
- to develop students' transferable skills; personal and social skills; to broaden students' knowledge about the types of application 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 applications;
- to know the structure and features of application letter;
- to understand the goal of writing;
- to write an application letter.

Procedure

1. Warm-up

Do ex. 1, p. 59.

In two groups, read the letters. Compare the structure of both application types and define which of the applications is for courses and which is for job. What makes you think so? What features of structure are similar? What features are different? Exchange your results with the other group.

(Sample 1 and 2 see on p. 52)

2. Reading & Writing

Do ex. 2, p. 60.

Read the situation and make notes before writing a letter: think about your reason(s) for writing; your level of education; say if you have experience in similar job; describe your skills and personal qualities; think of closing remarks for formal letter.

Write a letter filling in the form.

3. Reading

Do ex. 3, p. 60–61.

Read the advertisement and put the extracts (a–i) from the application letter (p. 61) in the correct order. Share your results with the others.

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

4. 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 brief notes as in ex 2, p. 60. Exchange your notes and express your opinion.

5. Homework

Do ex. 4, p. 62.

Read the job advertisement and write the application letter on your own.

1. Before writing read the advertisement attentively.
2. Study the conditions and requirements for the applicant.
3. Say about the reason for your writing.
4. Persuade your receiver you are the best candidate for this job; describe your qualities and skills. Don't worry, if you do not have all the required qualities; just say about it honestly.
5. Express your hope for a positive answer.
6. Sign off / Say goodbye.
7. Put your signature and name.

Sample 1

Elizabeth Johnson
12 Jones Street, Portland, Maine 04101 555-555-5555
elizabethjohnson@emailaddress.com

January 14, 2018

Mark Smith
Human Resources Manager
Veggies to Go
238 Main Street
Portland, Maine 04101

Dear Mr. Smith,

I was so excited when my former coworker, Jay Lopez, told me about your opening for an administrative assistant. A long-time Veggies to Go customer and an experienced admin, I would love to help the company achieve its mission of making healthy produce.

I've worked for small companies for my career. In my latest role as an administrative assistant at Beauty Corp, I saved my employer thousands of dollars in temp workers by implementing a self-scheduling system for the customer service reps. I also learned web design, time sheet coding, and perfected my Excel skills.

I've attached my resume for your consideration and hope to speak with you soon.

Best Regards,
Handwritten Signature (for a hard copy letter)
Elizabeth Johnson

Sample 2

Bellerbys College Brighton
1 Billinton Way
Brighton
East Sussex
BN1 4LF

Dear Sir /Madame,

I am writing to apply for an English language Preparation course offered by your college.

I am 15 years old and I am a student of High school in Sumy, Ukraine.

I found your course very interesting. I have always been interested in learning English. As a student of a secondary school I passed on the English exam and I hold a certificate at A2 Level. I have enjoyed my summer job of a guide in museum, too. However, I feel I need to expand my knowledge of English and improve my writing, reading and speaking skills. I believe English language Preparation course would enable me to gain valuable knowledge and give me the opportunity to practise in everyday English.

I would be very grateful if you could inform me if there is a choice of clubs provided by your college. Finally, I would like to ask if I can pay for the course with a credit card.

I hope that you will consider me for admission to the course.

I look forward to hearing from you soon.

Yours faithfully,
Maria Saiko

Lesson 15. USE YOUR SKILLS: LET'S START UP

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' 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 Direct and Reported Speech is used;
- to read and understand total content and underlying meaning in the context;
- to talk about plans for future;
- to interpret facts and present their own examples;
- to estimate personal qualities and skills;
- to discuss problems of young people employment;
- to give reasonable arguments on the topic to support their ideas.

Procedure

1. Warm-up

Do ex. 1, p. 63.

In pairs, write the sentences using Reported Speech. Compare your results with other pairs.

Key:

1. I asked my friend to stay at school after the lessons.
2. I told my classmates not to talk at the lesson.
3. I asked a girl to pass me her textbook.
4. I asked the teacher to come up to me.
5. I told a boy to write the date on the blackboard.

2. Vocabulary

Do ex. 2, p. 63.

Read the sentences and choose the correct word to complete each sentence. Share your results with the others.

Key: **1** possibility, **2** occasions, **3** opportunity, **4** job, **5** work, **6** work.

3. Reading

Do ex. 3, p. 64.

Read the text paying attention to the gaps. Then fill in them choosing the correct variant from the table.

Key: **1** b) of; **2** c) because; **3** d) must; **4** a) run; **5** b) rather; **6** c) whether; **7** d) good; **8** a) at; **9** b) little; **10** c) answer.

4. Speaking

Do ex. 4, p. 65.

Teacher prepares cards for each speaker (for all groups). Students get the cards, read the task and prepare to role-play the situations in groups of three.

First, assign the roles and think about your own one: you (Y), your friend (F), and consultant (C). Choose your card and prepare for the dialogue. Make up short dialogues using the information from cards. Don't forget to discuss opportunities and make a decision together.

Card Y

Speaker Y answers Speaker C's questions and asks about:

- what jobs are in demand in the town; what jobs the centre can offer to a young man; what the salary of unskilled workers is;
- if the job requires a lot of skills (knowledge, education, practice, experience);
- what opportunities for vocational training the centre has; are the training courses paid or free; what their duration is;
- if the town authorities are obliged to assist young people in finding a job;
- what he / she advises to choose to your friend in such a situation.

Card C

Speaker C answers the Speaker Y's questions and asks about:

- what skills your friend got before (knowledge, education, practice, experience);
- what personal qualities your friend has;
- what preferences your friend has;

Card F

Speaker F answers the Speaker Y's questions and asks about:

- if the job requires a lot of skills (knowledge, education, practice, experience);
- what the official duties and responsibilities are;
- if the job is prestigious (dangerous, risky, stressful, responsible);
- whether the job is well-paid (low-paid);
- what opportunities for vocational training the centre has; if the training courses are paid or free; what their duration is;

5. Reading & Speaking

Do ex. 5, p. 65.

Read the text and then look through the questions. Think of them and, in small groups, discuss the problem of the advantages and disadvantages of studying not in a non-hometown:

- ◆ Do you want to live away from home?
- ◆ Do you want to live on campus?
- ◆ Are there societies which interest you?
- ◆ What is the cost of living in different areas of Ukraine?
- ◆ How quickly can you get home for weekends or holidays?

6. Summary

In pairs, look through the text and fill in the gaps with the appropriate words from the box:

is enough, allows, prestigious, is recognized, native, are attracted, employment, incomplete
--

To enter a university in England is not only (1) ... , but also very promising. Even foreigners with (2) ... secondary education can begin preparing for studies at universities in the country. To do this, it (3) ... to have well grades and speak English.

A lot of students (4) ... to England; British education (5) ... as one of the best in the world, and studying in this country (6) ... not only to speak English as a (7) ... speaker, but also to get the perfect preparation for (8)

Key: 1 prestigious, 2 incomplete, 3 is enough, 4 are attracted, 5 is recognized, 6 allows, 7 native, 8 employment.

7. Homework

Do ex. 6, p. 59.

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening, reading and speaking competence;
- to develop students' full individual potential; to develop communicative skills; to promote thinking and creative imagination; to be loyally to people with a different perspective; to motivate students to use English effectively for study purpose across the curriculum;
- 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 in which Direct and Reported Speech is used;
- to understand meaning of words, phrases and sentences in context;
- to talk about plans for future;
- to interpret facts and present their own examples;
- to estimate own skills and qualities;
- to discuss problems of young people employment.

Procedure

1. Warm-up

Students in groups get the cards with the questions. Students brainstorm on the questions and share their ideas with other groups.

1. What do you know about local job agency (-ies)? Have you ever been there?
2. Why do you think they are necessary?
3. What services do they provide?
4. Who can go there?

2. Grammar practice

Do ex. 1, p. 67.

Students read the sentences and turn them into Reported Speech.

Key:

1. My mother said I had to do my homework first.
2. George said Mimi always sat next to him.
3. The teacher said to us (told us) we were not going to have a test the next day.
4. Alice said she hadn't done her project yet.
5. Rob said to (told) Tom they wouldn't do the experiments on Monday.

3. Vocabulary

Do ex. 2, p. 67–68.

Skim the text and complete it with the words from the list. Share your variant to the class.

Key: **1 a)** of (in); **2 c)** then; **3 c)** course; **4 a)** worth; **5 b)** among; **6 d)** skills; **7 a)** straight; **8 b)** help; **9 b)** while; **10 c)** another; **11 a)** get.

4. Listening & Speaking

Do ex. 3, p. 68.

Listen to the speaker attentively and complete the sentences with no more than two words for each gap. What kind of information is it?

In pairs, use the information as the plan and tell about your school asking and answering the questions make up a brief dialogue and present it to the class.

Example:

- ◆ Who should be able to answer my questions?
Students on duty can help you to get information about our school etc.

5. Reading

Do ex. 4, p. 69–70.

Read the text and the statements below it. Then mark the statements which fully correspond to the text.

Key: 1 yes; 2 no; 3 yes; 4 yes; 5 no; 6 yes; 7 no; 8 yes; 9 no; 10 no.

6. Summary

In small groups, scan the text and make up a plan to it. Make brief notes to each of the plan points. Compare your group's plan with the other groups. Then, individually, expand the plan as you see fit.

Meet the University of Sydney through its Foundation Program. For 20 years the University has been helping ambitious international students progress to the University of Sydney — one of the best universities in Australia, and the world.

The University of Sydney Foundation Program provides a strong academic stepping stone for successful study. At Taylors College Sydney, students can develop the skills they need to succeed. The Foundation Programme offers students a choice of start dates and course lengths to suit their academic and English language skills. Students have the choice of Streams that they wish to study: Engineering and IT/Health Science/Commerce/Arts and Media/Visual Art and Design/English language. Standard and Intensive programmes are available for you.

Any young man or woman can take the opportunity to live and study in one of the world's best places. Taylors College Sydney campus is located in the inner-city suburb of Waterloo, just 20 minutes from Sydney city centre by bus. Our address is 965 Bourke St, Waterloo NSW 2017 AUSTRALIA. If students prefer, we can help arrange accommodation with a local host family.

“Sydney is a great city to live in. The air is clean and the people are well mannered. My best friends are those who I met at university but sometimes I miss my family and former friends”, says 18-years old Kahaya Agri, a student from Indonesia.

Rough plan:

1. 20-years Foundation Program.
2. Taylors College Sydney is a step to success.
3. Advantages of programmes.
4. Who can study there?
5. The University of Sydney location.
5. Personal opinion.

7. Homework

Teacher gives students the cards with instruction.

Imagine you are an applicant of the Taylors College Sydney Foundation programme. You have to write a letter of application. Use the lesson plan and your notes to it. Indicate your:

Name & Family name; Age & Date of birth; Nationality; Place where you currently live; Your school; Previous education & English level; English test result (if it is: IELTS, TOEFL, PTE etc.); Programme you'd like & Type of Programme; Email & Telephone number; Preferred start Date. Also ask Health Cover and Financial Information.

Finish your letter.

UNIT 3. FAMILY RELATIONSHIP

Дата _____

Клас _____

Lesson 17. YOUTH SELF-IDENTIFICATION: TWO POINTS OF VIEW

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to introduce new functional language; to develop dictionary skills to improve students' reading (prediction / skimming / scanning / inferring) 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 personal attitude to their peers' behaviour;
- 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. 71.

In 4 groups think, discuss and make a joint opinion about discussed questions (one question to each group and 1–2 minutes for group work). Use information and the beginnings of the answers. Tell other groups briefly about:

1 group *Family Relationships*

- We can say that most of us (get on well / argue a lot...) but some of us...
- The last argument we had was about (coming late from a party / disco; bad mark at...; a lot of going out), but...
- They (told me off / were angry) ... (but later we made up / and we are still in a quarrel).

2 group *Personal Features You Prefer in Friends*

- Our friends are very (sincere / honest / easy-going / smart ...) guys.
- Sometimes they can be quite (lazy / moody / ...) but then they ... and are as ... as ever.
- In our friends we like ... because ...

3 group *Being an Only Child*

- We (don't want / would (not) like...) to be... because...
- We believe an only child (has / don't has) problems with... and...
- We can say that most of us are glad... but some of us prefer...

4 group *Reasons of Teens' Leaving Their Places*

- Nowadays kids leave parents... than in the past.
- The reason is they want to (study / travel / become)...
- Besides teens often leaves their families because of (misunderstanding / quarrels / family problems...)

2. Speaking

Do ex. 1, p. 72–73.

Imagine you are at the Question "on foot" Party. Stand up and walk around the class, approaching another student each time and asking a new question each time. Take notes and make a conclusion. Share your results with the class.

3. Reading

Do ex. 2, p. 73–75.

Read the newspaper article and match the comments (1–10) made by people with the parts (a–k) of the George’s story.

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

4. Vocabulary

Do “Words for you” box, p. 75.

Look through the article and the George’s story again and guess the meanings of the words from the “Words for you” box. In pairs, read the words, explain their meanings to your partner if you know them; if you don’t, find their definitions or translations in a dictionary. Check your work results.

Expected answers:

an adolescent	підліток	to remain	зберігатися, залишатися
to assault	нападати, діяти різко	to resent	ображатися, обурюватися
to blame	звинувачувати	inevitable	неминучий
to escape	втекти	rebellious	бунтівний, негідхильний
to interfere	втручатися	to be grounded	мати підстави
to obey	підкорятися	to be jailed	бути ув’язненим
to prevent	запобігати	to run out of	вибігти
to reject	відхилити	in order to	для того, щоб

5. Speaking

Do ex. 4, p. 76.

In pairs, in turns ask and answer each other and discuss the following:

1. How do you feel about the fact that George was jailed?
2. If you were Susie, would you have gone to the police? Why? Why not?
3. How would you have handled the situation if you had been in George’s shoes?
4. Why do you think George acted the way he did? Why do you think Susie acted the way she did? Justify your answer by referring to their characters, childhood and environment.

Make notes if necessary. Be ready to compare your answers with the opinions of other students.

6. Summary

Do ex. 5, p. 76.

In groups suppose you had the opportunity to talk to any of the people mentioned in the article, what questions you would ask them. Write some questions and then discuss with your mates how these people might answer them. Compare your answers with the others.

7. Homework

Do ex. 6, p. 76.

Brainstorm the main reasons of conflicts between “Dads” and “kids” (use your notes to ex. 1, p. 72–73; add your own ideas). Write down a brief essay. Don’t forget about an essay structure:

1. Introduction (gives your thesis statement (-s); moves from general idea to the specific one)
2. IBody (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 words' formation rules; 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 suffixes and prefixes correctly;
- to analyse and understand the situations in which the 3rd Conditional is used;
- to use the 3rd Conditional in written speech;
- to distinguish between the 1st, 2nd and 3rd Conditionals.

Procedure

1. Warm-up

Do ex. 1, p. 77.

In pairs, brush up some personality describing adjectives. Then, think and group up them into the appropriate columns.

Expected answer:

Usually positive	Usually negative	Could be either
tactful responsible polite tidy hard-working mature	fussy rude nervous tactless lazy	talkative strict quiet sensitive relaxed

Add one of these prefixes *un-*, *im-*, *ir-*, *in-* to each of the words from the box to make opposites. Check your results.

Critical, mature, polite, responsible, sensitive, tidy

Expected answer: uncritical, immature, impolite, irresponsible, insensitive, untidy.

2. Vocabulary practice

Do ex. 2a, p. 77.

Refresh your knowledge of word formation. Rewrite the sentences, adding the appropriate suffixes to the nouns in italics:

-ful, -ish, -less, -ly, -y

Example: Alec did it without care. Alec was careless.

Expected answer:

1. Don't be such a *fool*. Stop being foolish.
2. The magazine comes out every *week*. The magazine comes out weekly.
3. Look at all the *dirt* on your hands. Your hands are dirty.
4. The situation is without *hope*. The situation is hopeless.

3. Grammar

Do “Grammar Links” box, p. 78.

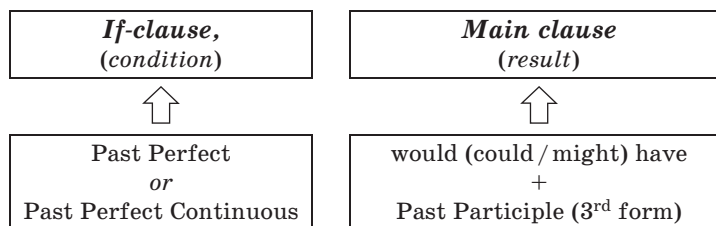
Study the box and find out the situations to use the 3rd Conditional sentences.

When do we use it?

Expected answer: 1) for imaginary unreal situations in the past.

Example: If it had been sunny, we should have gone sailing. (But it wasn't sunny so we didn't go sailing.)

Pay attention to the Conditional sentences structure:



4. Grammar practice

Do ex 1, p. 78–79.

Read each sentence (1–6). Write “T” for each true sentence or “F” for the false one (a–f).

Expected answer: 1 a True; 2 b False; 3 c False; 4 d False; 5 e True; 6 f False.

Do ex 2, p. 79.

Choose the correct form of the verbs to complete the 3rd Conditionals.

Key:

- 1) hadn't hit ... wouldn't have sunk
- 2) had defeated ... mightn't have conquered
- 3) would have happened ... had thought
- 4) hadn't shot ... mightn't have been
- 5) mightn't have been assassinated ... hadn't been travelling

Do ex 3, p. 79.

In pairs, write the sentences to complete the 3rd Conditionals.

Key:

2. If my alarm had not rung that morning, I would have been late for work.
3. If you had asked politely, I might have lent you my car.
4. If we had saved more money, we might have been able to afford a holiday abroad.
5. If you had read the instructions, you wouldn't have broken the washing machine.
6. If you had not reminded me, I could have forgotten to pay my tax bill.

Do ex 4, p. 80.

Complete the sentences to make them the 3rd Conditional ones. Present your result to the class.

5. Summary

Do ex. 6, p. 80.

Key: 2 would have been cleaned; 3 would let; 4 were / was; 5 had known; 6 would have sent; 7 hadn't got; 8 didn't have.

6. Homework

Do ex. 2b, p. 77, ex. 5, p. 80.

Lesson 19. EMOTIONAL AUTONOMY

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to expand students' vocabulary; to form the ability to interpret facts and present their own examples;
- to motivate students for becoming independent listeners; to develop students' personal and social transferable skills; to activate linguistic guess; to develop a sense of dignity and the ability to respect it in other people;
- 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 understand meaning of words, phrases and sentences in context;
- to grasp the substance and central idea of what is heard;
- to talk about family relationships;
- to compare different points of view;
- -to evaluate their own behaviour;
- to express motivated agreement and disagreement.

Procedure

1. Warm-up

Do ex. 1, p. 81.

In pairs, play a game "Change places!"

Read the describing adjectives to refresh your knowledge. Imagine you are an adolescent and a mum / dad. Think and say about your attitude to each other using adjectives from ex. 1, p. 77 and the list of advice. Turn your thoughts into a dialogue.

Start like this:

1. — My mum / dad / parents think I...
— You are mistaken. / You are right because...
2. — I think my mum / dad / parents...
— You are mistaken. / You are right because...

List of advice:

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. Vocabulary practice

Do ex. 2a, b, p. 81.

In pairs, read the sentences and words in bold. Try to explain their meanings in your own words to each other. Check your results comparing with the other students' answers.

Expected answer:

approach, <i>n</i>	a way of doing something
judgement, <i>n</i>	an opinion about something that you form after thinking carefully
assume, <i>v</i>	to accept something to be true without question or proof
annoy, <i>v</i>	to make someone angry
bring up, <i>v</i>	to care for a child until it is an adult
irritating, <i>adj</i>	making you feel annoyed, annoying

intention, <i>n</i>	something that you want and plan to do
negotiation, <i>n</i>	the process of discussing something with someone in order to reach an agreement

3. Listening

Do ex. 3, p. 81.

Listen to the information about Penny Palmano and her book about teenagers.

Do you think she has a mostly positive or a mostly negative attitude to teenagers?

4. Vocabulary

Do the “Words for you” box, p. 82.

In pairs, read the words following transcription and give their Ukrainian equivalents.

Expected answer:

an approach	підхід, спосіб	to annoy	нервувати, дратувати
a generation	покоління	to assume	припускати, вважати
an intention	намір	to overcome	долати
a judgement	судження	irritating	дратівний
a negotiation	перемовини, обговорення умов	to bring up	виховувати, ростити

5. Listening

Do ex. 4, p. 82.

Listen to the text again and answer the questions.

6. Speaking

Do ex. 1, p. 82.

Individually, read the statement and give your opinion about it. Express your agreeing / disagreeing.

7. Speaking

Do ex. 2, p. 82.

In pairs, ask and answer the questions.

Do ex. 3, p. 83.

In groups, discuss the questions; then agree or disagree with the statements. Give your advice and share it with the other groups. Use the following expressions:

Agreeing	Partial agreeing	Disagreeing
You've got a point there	Not sure	I'd go along with that but...
I think so, too	Yes, but I don't agree...	I don't think so
	The problem's that...	
	You could say... but also...	
	It's true that... but...	

8. Summary

Do ex. 5, p. 84.

9. Homework

Do ex. 4, p. 83.

Write an essay expressing your understanding / misunderstanding and agreeing / disagreeing.

Lesson 20. FORMAL LETTER AS AN OPENED DISCUSSION

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on writing a formal letter; to develop the ability to think logically and creatively study the educational material;
- to develop students' personal and social skills; to broaden students' knowledge about the types of letters; to develop the ability to pick the necessary material independently; 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 goal of writing;
- to use correct punctuation marks and capital letters;
- to know the official letter structure;
- to identify different parts of an official writing;
- to write a formal letter.

Procedure

1. Warm-up

The teacher gives students *Sample Letter* cards. Students work in pairs and match the parts of the letter to their titles. Then check their results comparing with the other pairs' answers.

Sample Letter

1. Teen Ink Box 30 Newton, MA 02461 US <i>Teen INK</i> Editor	a) Body: introduction
2. November 30, 2020	b) Complimentary Close
3. Dear Sir /Madame,	c) Salutation
4. This is with reference to your advertisement in the "Teen INK" for poetry classes	d) Signature / Name of the Sender
5. I am the editor-in-chief of our school magazine. I have already passed courses of publishing and editorial business for adolescents and have got a certificate of them. But I write poetry and I am keen on joining programme you proposed	e) Date
6. Kindly let me know about the procedure of applying for the qualifying test and its date. I would also like to know the duration of the programme, the duration and the number of classes per week. Information about the fees payable and the study materials is highly appreciated. Could you please send me a copy of your prospectus?	f) Name / Designation of Addressee
7. I would like to enroll as soon as possible. Your early response will enable me to decide fast	g) Subject
8. Thanking you. With kind regards	h) content
9. Ashley S. Simpson	i) conclusion

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

2. Speaking

Do the "Writing Point" box, p. 85.

Look through the box and decide if the letter you've read is correct. Refresh your knowledge about formal letter structure. Check your results.

3. Reading & Speaking

Do ex. 1, p. 85–86.

Read the letter paying attention to the structure. Then, answer the question after it. Express your opinion giving your reasons.

4. Speaking

Do ex. 2, p. 86.

In groups, discuss the question. Work out a common opinion and explain your point of view.

What's your view on the balance between discipline and tolerance that Dr Haster mentions? Where would you draw the line?

5. Reading & Writing

Do ex. 3, p. 87.

In pairs, read the situation and make notes to prepare materials for writing the letter.

Think it over and write down:

- the subject of your letter;
- information for introduction (reasons for writing);
- your position on this issue (some reasons and facts to support your point of view);
- your conclusion (possible solution);
- polite ending.

6. Summary

Do ex. 4, p. 87.

In pairs, look back at the Dr Haster's letter and answer the questions. Take your notes to each question.

First, identify the main idea or purpose of each letter paragraph.

Then, find examples to support writer's opinion.

Identify transitional phrases:

- transitions between sentences;
- transitional words for location, comparison, contrast, time, clarify, summarising, emphasize a point;
- transitions between paragraphs.

What expressive means does the author use for accurate and emotional writing?

7. Homework

Do ex. 5, p. 87.

Write an answer to Margaret Haster. Follow the instructions carefully. Use the following transitions:

Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as; on the contrary, contrarily, in despite of, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.

Lesson 21. USE YOUR SKILLS: IS IT A GENERATION GAP?

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' individual potential; to develop communicative skills; to form a culture of speech; to form the ability to interpret facts and present their own examples; to promote thinking and creative imagination;
- 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 3rd Conditional sentences are used;
- to read and understand information about family relationships;
- to ask for opinions in dialogues;
- to express agreement and disagreement on topic supporting own ideas;
- to create an individual project on the topic.

Procedure

1. Warm-up

Play the game "One lie and the truth". Students write down two sentences about his / her family relationships. One of them is false and another is truthful towards him / her. Then, students read their statements in turn and others try to guess which can be truth and explain the choice in 1–2 sentences.

2. Vocabulary practice

Do ex. 1, p. 88.

In pairs, look through the text and fill in the gaps to complete it. Answer the question:

- ♦ How do you think what are the most common causes of conflicts? Which can help avoid conflict situations?

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

3. Grammar practice

Do ex. 2, p. 88–89.

Rewrite the sentences using the 3rd Conditional. Pay attention to the structure and punctuation in Conditionals. Compare your results with the others; explain your choice.

Expected answer:

2. If she hadn't saved up her dinner school money, she mightn't have bought a boat.
3. She wouldn't have become a sailor if she had decided to study to be a vet.
4. She couldn't have won the Young Sailor of the Year Award if she hadn't sailed around Britain single-handed.
5. If she hadn't had a good boat, she couldn't have broken the round-the-world record by 31 hours.
6. If the boat's generator had failed, the navigational equipment wouldn't have worked.

4. Grammar practice

Do ex. 3, p. 89.

Put the verbs in brackets into the correct forms (tenses).

Expected answer:

1. If you find a skeleton in the cellar don't mention it to anyone.

2. If you pass your examination we will have a celebration.
3. What will happen if I press this button?
4. I should have voted for her if I had had a vote then.
5. If you go to Paris where will you stay?
6. If someone offered to buy you one of those rings, which would you choose?
7. The flight may be cancelled if the fog gets thick.
8. If the milkman comes, tell him to leave two pints.
9. Someone will sit on your glasses if you leave them there.
10. You would play better bridge if you did not talk so much.
11. What will I do if I hear the burglar alarm?
12. If you had read the instructions carefully you wouldn't have answered the wrong question.

5. Speaking & Writing

Do ex. 5, p. 90.

In two groups, write the list of the ways to describe:

- successful relationships (1st group)
- unsuccessful relationships (2nd group)

The winner is the group with the longest list.

6. Reading & Speaking

Do ex. 4, p. 90.

Teacher gives students Questions cards. In the same groups, read the Bells' charter; first, discuss the rules and answer the questions. Then, prepare to defend your opinion "pro" (for the 1st group) and "contra" (for the 2nd one). Also, add facts from your own experience. Present your opinion to the other group. Give reasonable arguments to support your ideas.

Questions card

1. Why do you think all members of the family must (don't have to) do an equal share of the housework according to their age and ability? Why do they need to have a list of duties for each week?
2. What does free time mean for kids and for adults in this family?
3. How do parents relate to "unsuitable" friends of their children?
4. Is the fixed bedtime for kids a violation of their rights?
5. Are rules for parents (with N.B.) good for kids' bringing up?
6. Why are these rules (not) acceptable to your family?

7. Speaking

Do ex. 6, p. 90–91.

In pairs, read the situation and roleplay it. Think of your behaviour and reasons; try to predict the parents' reaction and words.

8. Summary

Do ex. 7, p. 91.

In small groups, study the questions and make notes of your answers. Express your opinion using your notes and tips on p. 35 and p. 85–86.

9. Homework

Do ex. 8, p. 91.

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 3rd Conditional;
- to read /listen and understand information about family relationships;
- to talk about generation gap and adolescents' behaviour
- to discuss the way of solving conflicts between young people and their parents;
- to express their own opinions.

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:

Parents, Date, Teenager, Youth, Hope, Love etc.

- Adolescent *one* noun as a title
- Carefree, thoughtless *two* adjectives describing the title
- Quarrelling, arguing, loving *three* verbs giving more information about the title
- Lone racer on tracks *four-word* sentence describing your emotions about the title
- Teenager. *one* word, mostly the title synonym or a very similar word.

2. Vocabulary practice

Do ex. 1, p. 92.

In pairs, check your partner's knowledge. First, match the words and their definitions individually; then, compare your answers. Explain your choice if your results are different.

Key: 1 d, 2 g, 3 c, 4 a, 5 f, 6 b, 7 without pair.

3. Grammar practice

Do ex. 2, p. 92.

Use the verbs in brackets in the correct forms to complete the student memories.

Key:

1. I might have gone to university a year earlier if I'd passed my exams.
2. You could have passed your exams if you'd worked a bit harder.
3. What would you have studied if you hadn't studied history?
I don't know. I would have studied politics.
4. If I had known the course was going to be so dull, I would have gone somewhere else.
5. If you had not recommended that university to me, I would have tried to get a place at Cambridge University.
6. If you had gone somewhere else, you couldn't have met your wife!

4. Listening

Do ex. 3, p. 93.

Listen to the conversation and name the person for each statement. Who does the following?

5. Reading

Do ex. 4, p. 93–94.

In groups of three, read the article and refer the headings (a–e) to the appropriate paragraphs (1–5).

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

6. Summary

Teacher gives the cards with one fact about teenagers to each pair of students. In pairs, read the text, discuss with your partner how much interesting it is and share the information with the other pairs.

SURPRISING SCIENTIFIC FACTS ABOUT TEENS (ADVICE FOR PARENTS)

1. The Teen Brain Shuts Down When You Nag

Ever feel like the lectures go in one ear and out the other? It may be right. Certain key areas of the teen brain shut down while listening to criticism and that throws a wrench in their ability to process what parents telling them.

2. Be Grateful if a Teen Talks Back

Kids who argue with their parents may actually end up better off than those who don't. Teens who can disagree and say "no" to Mum and Dad are also more likely to have the courage to say "no" to friends, and not cave to peer pressure to do drugs, have sex, or engage in other risky behaviour.

3. They're Online Way More Than You Think

Parents think their teens spend two hours a day online. The reality? Teens spend five hours a day online surfing who knows what. And while half of parents think their kids tell them everything they do online, 44 percent of teens visit websites their parents disapprove of, and 23 percent lie about it.

4. Teens Don't Hold Up TV Stars as Role Models

Stop worrying about television role models. It turns out teens don't blindly follow in the footsteps of the reality stars they see on TV. Instead, teens see them as cautionary tales. In other words, kids saw what was happening on screen and decided, "Ugh, beautiful but unsafe, no thanks".

5. They're Not As Badly Behaved As You Think

"Juvenioia" is the belief among older adults that their kids are more spoiled, ungrateful, badly behaved, and sexually depraved than ever before. Some experts say these fears are overblown. Incidents of youth violence are about half of what they were 20 years ago.

6. Single-parent families

Today's teens grow up in small families with 45 % having one or no other siblings. One in three has parents who never married or who are no longer married. Most listen to their parents, but they also agree that it's healthy to have different opinions or beliefs from their parents.

7. Bullying

Bullying is still one of the biggest concerns for young people. Online bullying of teenage girls has increased massively. Most bullying of boys occurs at school.

8. They like to help.

Eighty-one per cent of teens say they would like to volunteer their time to help others. The harder edge to this is that most admit volunteering would look on the resume.

After Judy Dutton, psychologist

7. Homework

Choose one of the facts you've read or listen to. Write down an essay to present to your classmates.

UNIT 4. EATING OUT

Дата _____

Клас _____

Lesson 23. UKRAINIAN CUISINE

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 develop prediction, skimming, scanning, inferring while reading; to encourage understanding and tolerance to others;
- to broaden student's outlook; to encourage students' interest to traditions and novelties in meal; 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 understand the total content and locate significant points and features of the text;
- to understand labels, menus and written instructions;
- to give definitions of the words.

Procedure

1. Warm-up

Do "Warm up" activity, p. 95.

Listen to the text and study the charts while listening.

How does the text you've listened fit the patterns in your textbook? Find the difference, take your notes and make a plan.

Text for listening

They say "We are what we eat". I think so, too. Healthy eating habits help us to stay healthy, of course. Eating meat and fish, dairy products, fresh fruit and vegetables, drinking pure water, herbal tea and juices is much healthier than eating junk food and drinking cola, soda or other fizzy drinks.

Normally I have an omelette or boiled eggs with ham for breakfast and drink a cup of cocoa. But my Mum prefers a pack of fruit yoghurt and green tea without sugar; as for Dad, he likes plain yoghurt and fresh fruit with a cup of strong coffee.

My family likes Ukrainian cuisine, but in the recent years a lot of foreign cuisine restaurants appear in our country. Sometimes we eat out and then we go to Japanese, Italian or French restaurant. There we can try dishes of national cuisine of these countries, such as sushi and rolls, pizza and risotto, fondue and foie gras.

In Ukraine, there is a huge choice of places where you can eat, depending on the amount of money. There are restaurants, cafeterias, snack-bars, fast-food and take-away restaurants. As for drinks, there are cafes, chocolate and beer houses and many others. They are very popular places among Ukrainians and guests of our country.

2. Speaking

Do ex. 1, p. 96.

In chain, ask and answer the 1st and 2nd questions. Then in the whole class (group) answer the other ones. Do it quickly!

3. Reading

Do ex. 2, p. 96–98.

Read the text and match the headings (A–F) to the paragraphs (1–5). Be attentive: there is an extra-heading!

Key: 1 F, 2 C, 3 A, 4 E, 5 D; B — is extra.

4. Vocabulary

Do the “Words for you” box, p. 97.

Translate into Ukrainian or explain the words in English.

Expected answers:

a fixed price	a price that will not change after it is agreed	фіксована ціна
a quality	a high standard; how good or bad something is	якість
abundant	more than enough	багато
customary	usual, habitual	звичайний
distinctive	easy to recognize because of its difference from other things	відмінний, самобутній
garnished	food decorated with a small amount of different food	гарнірований, прикрашений
inferior	not good, or not as good as someone or something else	гірший, нижчий (за матеріальним становищем, рівнем)
interior	the inside part of something	внутрішня частина, інтер'єр
minced	food cut into small pieces in a machine	рублений, січений
relatively	quite, when compared to other things or people	відносно, щодо, порівняно
rapidly	happening or moving very quickly	швидко

5. Reading

Do ex. 3, p. 98.

Read the text again and say if the statements below are true or false.

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

6. Speaking

Do ex. 4a, p. 99.

In pairs, look at the menus below and guess where they come from (1–4).

Expected answer: menu # 1 — a British pub; menu # 2 — a business-class flight.

Do ex. 4b, p. 99.

Work in pairs. Look at the menus again and say what you would order to eat in each place. Explain your choice.

7. Summary

Do ex. 5, p. 99.

Read the words and match the dishes names to their ingredients; explain your choice to the other students.

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

8. Homework

Use “Warm up” charts, p. 95, your notes and your plan to the 1st task of the lesson to describe your eating habits. Write your text down.

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 Reported Speech;
- 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 words connected to the notion "food";
- to give definitions of the words;
- to describe food and dishes;
- to analyse and understand the use of the Reported Speech;
- to use the Reported Speech in monologues and Direct Speech in dialogues.

Procedure

1. Warm-up

In pairs, answer the questions briefly. Then share your variants with your partner.

For the 1st student: Name your favourite Ukrainian dish and its ingredients. — It is made from

For the 2nd student (one cuisine on your choice): Name your favourite English / Italian / Chinese / Japanese / French / Hungarian / ... dish. What are the main ingredients for it? — It is made from

2. Vocabulary

Do the "Vocabulary Links" box, p. 100.

Study the box carefully and make a conclusion: when we use the words "food", "dish", "meal". Identify the difference between them.

Pay attention:

- The word "dish" has two definitions — not only prepared food, but a container for eating or serving food (as a plate, a pot, a bowl, a tray etc.).
- "The dishes" — dirty plates, pots, bowls, trays etc.

3. Vocabulary practice

Do ex. 1, p. 100.

Choose "food", "dish" or "meal" and complete the sentences. Check your results.

Key: a 2 meal; b 3 food, 4 dishes; c 5 meal.

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

Do ex. 2, p. 100.

Match the verbs with the phrases. Use a dictionary to help you. Compare your results with the other students.

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

Do ex. 3, p. 100–101.

Complete the text with the words from the box.

Choice, vegetarian, food, Japanese, restaurants, request

Key: 1 food, 2 restaurants, 3 choice, 4 Japanese, 5 vegetarian, 6 request.

4. Grammar

Do the “Grammar Links” box, p. 94.

Work in pairs. Before studying the “Grammar Links” box, students back to the text from the previous exercise. Read the first sentence and tell what the author said. Then, ask your partner to retell it to his / her neighbour.

Expected answer: The author said “French food is one of the reasons a great many people come to Paris”. — The author said (that) French food was one of the reasons a great many people came to Paris.

Study the box and find out the **situations of use the Reported Speech**. When do we use it?

1. If we want to report a statement, *we use...*
2. If we want to report a question, *we use...*
3. If you want to report an order, a request or a piece of advice, *we use...*

Identify the difference between verbs tenses in statements / questions and sentences where we report orders, requests, and pieces of advice.

Remember the sequence of tenses in reported Speech (for statements and questions):

Direct Speech	Reported Speech
Present Simple	Past Simple (-ed)
Past Simple (-ed)	Past Perfect (had)
Present Perfect (have / has)	
Past Perfect (had)	
will	would
Progressive (Continuous) forms	
am / is / are	was / were
was / were	had been
has been	
had been	

5. Grammar practice

Do ex. 1, p. 102.

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

Key: 1 had been, 2 would go, 3 I had seen, 4 drinks, 5 ate.

6. Summary

Do ex. 4a, b, p. 102–103.

In three groups, do the task:

- 1 — make up the dialogue transforming the text into the Direct Speech;
- 2, 3 — report the dialogues using the Reported Speech.

7. Homework

Do ex. 5, 3, p. 102.

Lesson 25. EATING OUT: CHOOSE THE RESTAURANT

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about food and dishes in different restaurants, about restaurant service;
- 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 listen to and understand information about different types of restaurants;
- to talk about eating out;
- to make an order in restaurants.

Procedure

1. Warm-up

Teacher gives the cards with the words to the groups of students. In 4 groups students, write down a story (not less than 3 and not more than six sentences) with the words in a card. You may add other words if necessary. Read your stories out and invite the class for comments.

Example:

1 group	2 group	3 group	4 group
pork	pancakes	prawns	to grill
national cuisine	sour cream	to cook	smoked salmon
to include	sugar	boiled eggs	to make sandwich
beetroot	flour	squids and octopuses	specialty
sour cream	jam	lettuce	tuna
garlic sauce	to consist	breakfast	course

2. Speaking & Writing

Do ex. 1, p. 103.

In pairs, answer the questions; then exchange your works.

1. Which kind of restaurants do you like to go to?
(Expensive restaurants / small, local restaurants / family restaurants / fast food restaurants / self-service restaurants)
2. What do you usually eat when you go out for a meal?

3. Listening

Do ex. 2a, p. 104.

Listen to a man's story about his visit to a restaurant and tick (✓) the information that he provides.

Do ex. 2b, p. 104.

Listen again and describe your own experience if eating out to your partner.

4. Speaking

Do the "Words for you" box, p. 104.

In pairs, study the box and give translations to the words. If you know the definitions, try to explain them to your partner in English. If you don't know, use the dictionary to help you.

Expected answer:

1) a bistro	a) a small informal restaurant or bar, especially one in France or one in a French style	бістро, закусточна
-------------	--	--------------------

2) a dressing	b) a sauce, often containing oil, vinegar, and herbs, added to food, especially salads	заправка для салату, приправа
3) a reservation	c) a seat at a restaurant is kept for you	попереднє замовлення
4) staff	d) the people who work for an organization	персонал, робітники
5) veggie	e) who doesn't eat meat or dairy products	вегетаріанець
6) sophisticated	f) experienced, elegant	досвідчений, витончений
7) undercooked	g) not cooked enough	приготований недостатньо

5. Listening

Do ex. 3a, p. 104.

Listen and choose the right word for each item of the review.

Do ex. 3b, p. 105.

Listen again and complete the food critic's notes. Compare your variant to the other students.

6. Speaking

Do ex. 1, p. 106.

In pairs, speak on the items. Give your answers briefly.

7. Reading & Speaking

Do the "Words for you" box, p. 106

Give the definitions of the words in English / translate the words into Ukrainian. Use the dictionary.

a customer	a person who buys goods or a service	покупець, клієнт
nutritious	the food that you eat	їжа, харчування
a passion	strong feeling of liking something	пристрасне захоплення
canned	food conserved in metal vacuum can / tin	консервовані продукти
enthusiastic	showing enthusiasm	сповнений ентузіазму
beforehand	before a particular time or event	заздалегідь

Do ex. 2, p. 106–107.

In groups of three, read and dramatise the conversation.

8. Summary

Do ex. 4a, b, p. 105.

In pairs, read the questions (a–h) and think when a waiter might ask them: before or during meal?

Do it in turns. Then, complete the table, arranging the questions into a proper column.

Expected answer: Before the meal: a, c, d, f. During the meal: b, e, g, h.

Do ex. 3, p. 107.

Study the "Useful language" box and roleplay the situation in groups of four using the phrases from the box and the phrases from ex. 4a, 4b, p. 105.

9. Homework

Do ex. 4, p. 107.

Make a project.

1. Imagine you are the owner of a restaurant (café) in your city / town / village. Name it.
2. Create a menu including starters, main courses, side dishes, salads, desserts and drinks (3 items for each meal) and draw it up on a separate sheet A-4.

Lesson 26. HOW TO WRITE A REPORT

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on the types of reports; on a paragraph as the basic unit of writing; to practise writing a report;
- to develop students' ability to independently pick the necessary material; to develop the ability to think logically and creatively; 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 know the kinds of reports;
- to understand the goal of writing;
- to know and use useful phrases in writing;
- to write a report.

Procedure

1. Warm-up

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

Example:

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

2. Reading & Speaking

Do the "Writing Point" box, p. 108.

In pairs, get some information studying the box. Study it and try to explain each other in their own words:

- 1) what an assessment report is;
- 2) what a proposal report is;
- 3) what a survey report is;

Discuss the questions with your partner.

Expected answer:

1. An *assessment report* is usually written for someone in authority. It presents and evaluates the positive and negative qualities of a place, person, etc. in order to make some kind of judgment or recommendation. Reports always contain factual information.
2. A *proposal report* is written for a specific purpose and audience. It consists of an analysis of a situation or problem and recommends solution for it. Proposals offer a course of action in response to it.
3. The purpose of writing a *survey report* is to study a research topic thoroughly, and to summarize the existing studies in an organized manner.

3. Speaking

Do ex. 1, p. 108.

Read and match the parts of a report and their contents. What makes you think so?

Key: 1 b, 2 c, a.

4. Reading

Do the “Useful language” box, p. 108.

Teacher gives printed cards with detailed information and useful phrases to the students. In two groups, read the information on the cards (one card to the group) paying attention to the details. Answer the questions: What information can we include into our reports? What phrases can we use? What kind of writing is?

Useful Phrases and Structures for Writing Reports

Introduction	The aim of this report is to... It is based on... as well as... It also provides recommendations for...
Quoting People	It is clear from employee feedback... / It has been mentioned that...
Observations	It has been noted... / It has been observed... / Another point to mention is...
Possible Results	This could lead to... / One possible outcome of this could be..
Causes of Problems	This could be due to (the fact that)... / This could be the result of...
Suggesting ideas	It would (not) be advisable / practical to... / ...must be taken into account...
Suggesting Solutions	One solution to this problem could be... / This could be prevented by...; To improve this situation, it is suggested that...; ...would be an effective way of dealing with this problem; It is therefore believed that... / If this is to improve, it is vital...

Introduction	The purpose / aim of the report is to present / give a brief comment / sum up the... This report contains the relevant details concerning the problem as you required It's based on my observations / the feedback from participants...
Findings	I suggest... as it would result in... It would be prudent / inadvisable / advisable to... on the grounds that... It would be mutually advantageous to... therefore... Another problem was...
Conclusions	The obvious conclusion to be drawn from these facts is that... I would strongly recommend... I hope / believe / trust the proposal will be given due consideration / the proposal will receive due consideration

5. Reading & Speaking

Do ex. 2, p. 109.

In pairs, identify, analyse the plans for writing both types of the reports and speak on the difference between them.

6. Summary

Do ex. 3, p. 109–110.

In groups, read the situation and analyse the information. Pay attention to the form of the report. Discuss writing of the report. Try to write your report as you were a teacher using the information from the textbook and the cards. Present your works to the class and compare them.

7. Homework

Do ex. 4, p. 111.

Write a report following instructions. Be ready to present your work to your classmates.

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 and the ability to think logically; 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 Reported Speech;
- to read and understand information about diversity of world's restaurants;
- to role-play the situation in a dialogue giving reasonable arguments to support certain ideas;
- to hold "for" and "against" debate.

Procedure

1. Warm-up

Game "Give me a Reported Speech sentence, please!"

In pairs, remember the types of food processing (*to boil, to fry, to roast, to grill, to bake, to steam*) and the use of Reported speech; make up sentences.

For example:

Student 1. (Ann), boil potatoes, please.

Student 2. (Dan) asked me to boil potatoes.

Student 2. Americans often grill meat and vegetables at the picnics.

Student 1. (Ann) said Americans often grilled meat and vegetables at the picnics.

2. Reading & Vocabulary practice

Do ex. 1a, p. 112.

Complete the tour guide information with the words in the box.

Key: **1** baked, **2** steamed, **3** sliced, **4** grilled, **5** fried ... served, **6** poached, **7** garnished.

3. Speaking

Do ex. 1b, p. 113.

In pairs, ask your partner about his / her eating preferences and find out which of the French dishes he / she would or wouldn't like to try and why. Exchange your opinions.

4. Grammar practice

Do ex. 2, p. 113.

Remember the Reported Speech structure and rewrite the sentences using it. Use the Past Simple for the verbs in brackets. Change verb tense forms in sentences. Check your results and explain your choice.

Expected answer:

1. Robert threatened he would tell the teacher.
2. James advised Cheryl to see a doctor.
3. Charles refused to lend his Walkman to Ben.
4. Michael apologized (that) he had broken the window.
5. Colin admitted (that) he had gone out with Jennifer on Saturday
6. Mark accused Eliza of taking his pen.

4. Reading & Speaking

Do ex. 3a, p. 113.

In groups, read information and discuss the problem.

5. Speaking

Do ex. 3b, p. 113–114.

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

Expected answer (for the 3rd question):

For starters: snail, frogs' legs — France; pigs feet — USA, Mexico, Czech Republic and Scandinavian cuisine; shellfish — Japan; caviar — Russia, Iran; 100-year-old eggs, birds' nest soup, shark fin soup — China; tripe (cow's stomach) — Bulgaria, Serbia, Germany (Bavaria, Saxony); Black pudding (made from blood) — England, Scotland; sea-weed soup — Korea.

For main courses: brains — France, Pakistan, Bangladesh, India; whole stuffed camel — the Emirates; grilled songbirds — Italia, France, Cyprus; roast snake — Vietnam, Southern Africa; bat stew — Asian and Pacific region countries; horsemeat — Kazakhstan; kangaroo — Australia; whale — Iceland, Japan, Norway, Western Europe; pork, beef, lamb, veal — are eaten all over the world (but pork aren't eaten in Muslim countries and beef aren't eaten in India and Pakistan).

Fish: jellied eels — England; octopus — Korea;

Dessert: chocolate-covered ants — Mexico, Brazil, USA, Ghana, China, the Netherlands; salad of flower petals — USA, Middle Eastern countries, India.

Do ex. 4, p. 114.

In small groups, roleplay the situation. In each group, imagine you are in a restaurant. Think about:

- the country;
- the type of “your” restaurant: traditional, fast food or national cuisine restaurant; pub, cafe, canteen, bistro;
- make a possible menu (in depending on the type of the restaurant);
- include: starter dishes; salads; dishes for the main course; fish and sea-food dishes; desserts; drinks (hot, cold, fizzy, alcohol);
- choose a waiter and make an order.

Then, show your work to the other groups.

6. Summary

Do ex. 5, p. 114.

In two groups, read the statements “for” and “against” and argue about fast food restaurants. Express your opinion using the reasons of agreeing or disagreeing.

7. Homework

Do ex. 6, p. 114.

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 Reported Speech;
- to listen and understand information about eating habits;
- to read and understand information from advertising;
- to answer the questions about diversity of world's restaurants.

Procedure

1. Warm-up

Listen to the questions and answer them quickly.

1. Name the types of restaurants you know. (Traditional; Family Style; Caf ; Bistrot; Fast Food; Food Truck etc.)
2. Name one or two dishes of
 - Chinese cuisine;
 - Ukrainian cuisine;
 - Italian cuisine;
 - English cuisine.
3. What's the main difference between eating at McDonalds and classical (traditional) restaurant?
4. What other fast food restaurants do you know? (Taco Bell, KFC, Burger King, Dairy Queen)
5. Name the country of origin of such restaurants as:
 - pizzeria (Italia)
 - bistro (France)
 - fast food (the USA)
 - bar (England)
 - pub (Britain)
 - snack bar (the USA)
 - cafeteria (the USA)
 - canteen (France)
 - buffet (France).

2. Reading & Vocabulary

Do ex. 1, p. 115.

Read the sentences and complete them with the words "food", "meal" and "dish" in a correct form. Check and compare your results.

Key: 1 food, 2 dishes, 3 meals, 4 dish, 5 food, 6 food, 7 food, 8 meal.

3. Grammar

Do ex. 2, p. 115.

Use the Reported Speech to complete the sentences. Remember the Reported Speech sentence structure and change the verbs in brackets.

Key:

1. The boss ordered them *not to go* home until the job *was* done.
2. My friend says that he *has been working* for that company since 1996.
3. Joanna told me that she *didn't want* anything from me.
4. She reported that they *were having* dinner then.

5. They told me that they *had read* that novel the year before.
6. The class repeated that they *had made* up their mind and they would travel to Spain.
7. She asked me if I *had seen* him.
8. He wanted to know what I *was doing* that night.

4. Speaking

Pre-listening work

Teacher gives the texts to the pairs of students. Then, students read the short dialogue to remember the useful phrases.

W a i t e r. Hello.

J a m i e. Hi. A table for two, please.

W a i t e r. Of course. Over here, please. Here's the menu.

S a l l y. Thank you.

W a i t e r. Are you ready to order?

S a l l y. Yes, we are.

W a i t e r. What would you like for your starter?

J a m i e. We'd like ... , please.

W a i t e r. And for your main course?

S a l l y. Mmm, I'm not sure. We'd prefer and

W a i t e r. So that's one ... and What would you like to drink?

J a m i e. I'll have ...

S a l l y. I'd like some ... , please.

W a i t e r. OK, thank you.

5. Listening

Do ex. 3, p. 116.

Listen to the dialogue and answer the questions after listening.

6. Reading

Do ex. 4, p. 117.

Read the text about the restaurant carefully and say what the type of information is. (Advertising)

7. Summary

Do ex. 4, p. 118.

Choose the correct item to each question after reading. Check your results.

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

8. Homework

Think of the type of the restaurant, its name, offers and rules. Think of specialties, starters, main course dishes, drinks and desserts. Write a brief advertisement of "your" restaurant.

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

Procedure

1. Test

Read the article and do the tasks.

FIND YOUR PERFECT RESTAURANT

I've just arranged to go out for supper with my former schoolmate tomorrow night and now I have the thrilled task of finding somewhere to eat. Honestly, life is just too hard sometimes. I mean, why it's so tricky to find somewhere to eat when I just have a few criteria that the venue absolutely must have? My dream restaurant has good food. I mean, that goes without saying. A Michelin star would be nice from time to time but sometimes all you want is a burger and friendly atmosphere. My dream restaurant has a great atmosphere that's conducive to conversation but not so loud that we have to start yelling "what?" to each other. Whether you are looking for somewhere special to go next weekend or you are going to meet your old friend like me, it's almost impossible task. Where is the solution? I am diving online and surfing the net. Not that, not that again... And suddenly — all at once — I'm reading "Do you want to try something new? Check out one of these hot new restaurants" and there is a list of nice places to relax and eat. Well, let's see?

Last Days of the Raj. A centrally located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany. Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Caff. Remember when cafés served full English breakfasts — sausages, beans, fried bread, bacon and eggs — with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 2000s.

The Lemon Tree. This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cheesy Bites. A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast Best. Fast food doesn't have to be junk food, as this caf proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.

The Chocolate Box. The owner of this small caf used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

Musical Chairs. Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

I. Answer the questions.

1. What is the author's reason to look for a good restaurant?
 - a) lunch with his former schoolmate;
 - b) supper with his schoolmate;
 - c) supper with his old friend.
2. What criteria does the author have regarding the restaurant?
 - a) good food and a Michelin star;
 - b) good food and a great atmosphere;
 - c) a burger and good conversation.
3. What helps the author to choose the restaurant?
 - a) the Internet;
 - b) surfing;
 - c) diving.

Key: 1 c, 2 b, 3 a.

II. Match the people with the best restaurant for them.

The Chocolate Box	The Lemon Tree	A Taste of Tuscany
Fast Best	Last Days of the Raj	Your Local Caff

1. "My girlfriend and I are vegetarian. Could you recommend a suitable restaurant for us?" *Tom, aged 18*
2. "My friend has a sweet tooth and I want to take her somewhere special this weekend". *Lucy, aged 16*
3. "My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight?" *Dino, aged 21*
4. "I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat?" *Melissa, aged 27*
5. "Breakfast is the most important meal of the day in *my opinion*. Do you know anywhere that serves a good brekkie?" *Micky, aged 38*
6. "We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italians near here?" *Momo, aged 22*

Key: 1 The Lemon Tree; 2 The Chocolate Box; 3 Last Days of the Raj; 4 Fast Best; 5 Your Local Caff; 6 A Taste of Tuscany.

III. Read the questions and choose the correct restaurant.

Last Days of the Raj	Your Local Caff	Cheesy Bites	The Chocolate Box
A Taste of Tuscany	The Lemon Tree	Fast Best	Musical Chairs

1. Which restaurant serves hot and spicy food?
2. Which restaurant only has desserts and sweets?
3. In which two restaurants can you listen to some great music?
4. Which restaurant is good for people who don't eat meat?
5. Which restaurant employs staff trained in Europe?
6. Which restaurant serves an all-day breakfast including sausages, bacon and eggs?

Key: 1 Last Days of the Raj; 2 The Chocolate Box; 3 Your Local Caff and Musical Chairs; 4 The Lemon Tree; 5 A Taste of Tuscany; 6 Your Local Caff.

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

Listen to the text and do the tasks.

Teacher writes on the blackboard the name of the text.

You are going to listen to five different speakers' opinions about important people in their lives.

Text for listening

IMPORTANT PEOPLE IN MY LIFE

A (Girl) She lives next door and she's always been really important in my life. When we were little and my mum was working she used to look after us. She'd tell us stories about her childhood. It was like listening to fairy stories; life was so different when she was a child. In her kitchen she used to keep a special dish with sweets for us, and she was always baking cakes and pies. Now she doesn't bake so much. She's started eating more healthily in her old age, salads and vegetables. It's funny how she's changed. She also goes to this special gym class for old people, it's amazing. I don't see her so often now, but she's always the same person however much in her lifestyle changes.

B (Boy) He's four years older than me and that seemed like a huge amount when we were children. When we were at the same school we'd never talk to each other during school hours. But now we're older it's a lot better, although I'll always be the little one, and that's annoying sometimes. He's taken me to rock concerts that I wouldn't have gone to otherwise and when he was at uni I went to stay with him sometimes. That was really cool. It was great to see what real student life was like when I was still at school. Now that he's working he's really busy, but we still hang out sometimes. We go to football matches together because we both support our home team. It's always good to see him.

C (Girl) We've known each other since we were five and we've always got on really well. Well, apart from that time when we fell out because we both liked the same boy. But he went off with Heather Jenkins, so we made friends again quite quickly! We both like the same kind of music and going dancing at the weekend, and when we were younger we went out on our bikes together. At school we're good at different things. I'm good at languages and Laura's good at Maths. That's good though — it means that we can help each other with our homework. Next year I'm probably going to study in London and she's going to Manchester, but I'm sure our relationship won't change.

D (Boy) His family moved in just a few houses down from us when I was about ten, and I still remember how excited I felt when I found out there was another boy on the street. I'd been the only boy, you see. The others were all girls. We were good friends from the beginning because we were into the same things: computers and football, mostly. But we had quite a few of the same hobbies for a while. I remember making lots of models of airplanes one year. Another year we took up fishing. We had all the equipment and everything and we'd spend ages down by the river. I never go fishing now. His family moved away a couple of years ago. We're still friends on Facebook but we don't really have much contact.

E (Girl) I can remember all the details of when we met. I was wearing a red dress and I'd just had my hair cut. I can even remember what music was playing the

first time I saw him. I knew he was special from the beginning, and I was right. We've been together ever since. Well, it's only been eighteen months, and some people say that isn't very long, but it seems like ages to me. We've got such similar personalities and so much in common. I'm sure we'll stay together forever.

I. Fill the gaps with the correct word from the box.

Childhood friend, boyfriend, best friend, brother, next-door neighbour
--

1. S p e a k e r A is talking about her...
2. S p e a k e r B is talking about his...
3. S p e a k e r C is talking about her...
4. S p e a k e r D is talking about his...
5. S p e a k e r E is talking about her...

Key: **1** next-door neighbour; **2** brother; **3** best friend; **4** childhood friend; **5** boyfriend.

II. Match the phrases with the correct definition and write (a–f) next to the numbers (1–6).

- | | |
|-------------------------------|---|
| 1. She looked after me. | a) We have a good, friendly relationship. |
| 2. We hang out a lot. | b) She took care of me. |
| 3. We get on well. | c) He likes the same things as me. |
| 4. We fell out. | d) We have many similarities. |
| 5. We have a lot in common. | e) We stopped being friends (Especially after an argument.) |
| 6. He's into the same things. | f) We spend a lot of time together. |

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

III. Listen to the text one more time and decide are the sentences true or false? Pay attention to the speakers' designation (A, B, C, D, E).

A — Her next-door neighbour also worked with her mum.

A — Her next-door neighbour has a healthier lifestyle now.

B — He didn't see his brother after he went to university.

B — He supports the same football team as his brother.

C — She and her friend argued about a boy.

C — She is going to go to the same university as her friend.

D — He didn't have much in common with his friend when they were young.

D — He still sees his friend regularly.

E — She didn't like the look of her boyfriend at first.

E — She thinks their relationship will last for a long time.

Key: **1** False; **2** True; **3** False; **4** True; **5** True; **6** False; **7** False; **8** False; **9** False; **10** True.

2. Homework

To 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

1. Choose one of the following topics in a random way. Speak on it briefly.

I. Being a student

1. Do you agree learning is a precious gift to be treasured always? What makes you think so?
2. How do you organise your learning process? Are you a motivated learner or you are forced to learn? Do you maintain focus on your mistakes or on the end result? Do you agree with the saying "language is not to be taught, language is to be learnt"?
3. What strategies of learning do you know? Which of them do you use? Why, do you think, your study skills as the key to achievement of your dreams?
4. Why do you need to know English? List the reasons you know. What does the saying mean that learning English is like learning to swim?
5. Do you have any opportunity to speak English outside the class? How often do you write in English? How do you understand the saying "to acquire the ability to use a language automatically"? What advantages does independent language learning have?
6. Is the problem of choosing one of the learning styles important for you? How much time do you need to do English tasks? What does it mean "the process of habit formation"?

II. Make up your mind!

1. What is the "gap-year"? Would you like to try the gap-year after school? Which of the types of gap year activities would interest you? Why?
2. What career do you plan? When were you able to give a definite answer about your future profession? Who helped you to make your choice?
3. What should a young boy (girl) do to be well suited for a chosen job? Do you know what you should learn and be good at in order to be successful in your future job?
4. Name the reasons why young people choose studying abroad. What university preparation courses do they usually prefer? What countries propose studying in their universities for foreign students? What advantages and disadvantages of studying abroad?
5. Can you explain why new jobs are constantly appearing? What might be especially attractive in a new job?
6. Read the job advertisement and estimate your chance to get the job. Prove your ability to do the work in the best way.

Wanted: We are currently looking for a talented Animator to the mall-center for kid mixed-aged groups. The applicant must be a native speaker of Ukrainian and be able to speak English fluently. Ability to get along well with children, to solve problems independently, to work creatively, and solid understanding of work principles is welcome. Send your resume to... Company, Personnel Department.

III. Family relationships

1. What are relationships between your parents and you? Do you get on well with your parents? Does ability to be a good parent comes naturally or people should be taught certain rules?
2. What are the possible conflicts between children and parents? What would you do if you were in your parents' place? Would you behave the same way or differently?

3. To what extent do you think a conflict is inevitable? How can it be avoided? What does “a good child” mean? What parents shouldn’t do to be successful?
4. Can you imagine a situation, in which you and your parents exchange the roles? What would be the same, and what would be different? Can you compare your relationship with your parents to their relationship with their parents?
5. What would you prefer in your family relationships: strict discipline or tolerant attitude? What’s your view on the balance between discipline and tolerance? Where would you draw the line?
6. Do members of a family must (don’t have to) do an equal share of the housework according to their age and ability? How should parents relate to “unsuitable” friends of their children? Are rules for parents good for kids’ bringing up?

IV. Eating out

1. Which kind of restaurants do you like to go to? What do you usually eat when you go out for a meal? What are some of the advantages of cooking your food at home? How about the disadvantages?
2. What kinds of restaurants do you know? Which of them do you usually prefer?
3. What’s the main difference between eating at McDonalds and classical (traditional) restaurant?
What other fast food restaurants do you know? Why is fast food so popular? Does fast food taste good or bad? Why?
4. Imagine you are a chef of a restaurant (café) in your city / town / village. Create a menu including starters, main courses, side dishes, salads, desserts and drinks (3 items for each meal): *If I would a chef, I would include..., because... etc.*
5. Express your opinion on regular restaurants and self-served restaurants. Which is generally less expensive? Why do self-service cafes become more and more popular?
6. Imagine you are in a restaurant of your dream. Say about: — the type of “your” restaurant; — a possible menu; — atmosphere; — why did you choose it.

2. Read the task / problem and role-play one of the situations in pairs (choose it in a random way)

1. **Speakers.** Student and his / her Parent.
Situation: Your family is very close and you always do things together. You’d like to spend more time with your friends, especially at weekends. But your parents always organise family activities and say you’re too young to go out on your own. What way can you solve this problem?
2. **Speakers.** Student and his / her Parent.
Situation: Every summer your family goes to your house by the lake. Your girl- / boyfriend wants to spent this holiday with you. You don’t want to upset or disappoint neither your parents nor your friend. How can you solve the problem?
3. **Speakers.** Customer and Waiter.
Situation:
C u s t o m e . You are at a restaurant. Ask about the dishes on the menu and decide what to have. Unfortunately, the meal is not very good, so you will need to complain.
W a i t e r . Welcome your customer. Explain the dishes on the menu, take their order and serve the food. Deal with any problems and try to keep the customer happy!
4. **Speakers.** two Friends.
Situation: You have just met your old friend. You would like to chat in a pleasant place. Discuss and choose the restaurant you’d like to go. One of you is vegetarian.

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

1. Test

1. Choose one of the following situations and write about it.

Read the article and write down the summary.

Remember: the summary is a brief writing of the main theses.

LANGUAGE LEARNING STRATEGIES FOR THE INDEPENDENT LEARNER

Trainee teachers are often guided by a set of principles when designing learning materials. There is no reason to use them by students wishing to improve their independent study techniques.

Adapt it! If you find an exercise interesting and effective, but it doesn't work for you, adapt it to better suit your learning style.

Replace it! If you are using a textbook, don't be afraid to find alternatives to sections that you find ineffective. The key to it is to be systematic and focus on your learning goals — try to maintain the overall structure of the course. Choose source materials — some of the most useful information can often be found in the most unlikely sources like packaging and advertisements; songs are a good source of material, too.

Complete it! As you gain confidence as an independent learner, you will find that once useful resources might become redundant — your focus now being on progressing to new levels. Keep exercises that have been helpful — you can expand them with new material that fits your current learning needs.

Build your approach! The journey through independent language learning is a challenging process; however, with a little guidance it can be effective. These principles are a starting point of your own learning style and discover your personal preferences.

Adapted from <https://learnoasis.com/language-learning-strategies/>

2. Read the instructions below and write a letter.

You've just finished a summer language course in the Kent University. You are writing a letter to your English-speaking friend. Tell him/her about your time-table, out-of-class activities, free time and your impressions. Mention about your group mates and your relationships.

3. You've found a job ad in the newspaper. Read it and write the application letter for the job. Give information about yourself, making sure you show your qualities and motivation. Prove that you are the best candidate for this job. Organise your paragraphs.

Wanted: energetic young people

We are currently looking for a talented Animator to the mall-center for kid mixed-aged groups. The applicant:

- should be over 16;
- must be a native speaker of Ukrainian;
- be able to speak English fluently

Ability to get along well with children, to solve problems independently, to work creatively, and solid understanding of work principles is welcome

Send your resume to ... Company, Personnel Department

4. Read the article and write down the opinion letter (the letter to an editor). Express your thoughts on the problem and your attitude to Ivan's story. Use the table of the official letter structure; use transitions and linking words.

Formal greeting
Introductory paragraph: stating reason(s) for writing & your opinion
Body paragraphs: Presenting the problem (causes and effects) or arguments; Supporting your opinion; Giving suggestions or opposing already published views
Concluding paragraph: Summarising or restating your opinion & writing; Closing remarks
Formal ending

BEING 17: THE LIFE OF A TEENAGER IN UKRAINE

Being 17 is a series created by the BBC World Service and Radio 1 Newsbeat looking at how 17-year-olds all over the world spend their Saturdays.

We spend a day with Ivan as he shows us what it's like being 17 in Kiev.

Journalist: Abdujalil Abdurasulov

I would introduce Kyiv as a place with amazing sights that can capture you. You can just walk and think or listen to music. You can always find a quiet place even though this is the biggest city in Ukraine. As many seventeen-year-old boys I want to find a girlfriend. It's good to have someone near you that you can tell about your problems. And she can tell about hers. That's normal. I would really like to have a girlfriend but then so do all teenagers. I went to a musical school but didn't finish it. It's a shame. I could easily finish it now. When you go to some parties with a guitar, all attention is on you and I love attention. And a lot of people ask you, "Can you play this song?" I'm in love with volleyball but this sport stays as a hobby. However, I would really love to become a professional athlete. Because playing on the same field or playing against professional volleyball players, that's cool! My dream as the dream of thousands of my peers is to move to the US or somewhere. I can explain: because this is a country of opportunities and it has everything you need. I don't want to stay in Ukraine. As soon as I have a chance, I will go. Because I'm tired of seeing my parents and acquaintances all the time. I'm tired of listening to their questions, harsh criticism and assessments. I want changes.

<https://www.bbc.com/news>

5. Read the task and write a report on the topic. In your report, mention:

Possible addressee (*School council / Committee of Educations / Parents' Committee*)

Your full name

The content and the aim of your writing

Detailed presentation of suggestions (*your reasons, attitude and assessment of the situation*)

Summarizing proposals and recommendations.

There are number of *vending machines** sold junk foods and sugary drinks near your school building. You have noticed students go there instead of visiting the school canteen during their breaks. You know junk food is very harmful for everyday eating, especially for young people. You propose to improve your school canteen service; to increase schoolchildren's activity by construction of playgrounds, gyms and other exercise facilities; to decrease the number of vending machines next to school.

* A vending machine is an automated machine that provides items such as snacks, fizzy drinks or cigarettes after money is received.

II SEMESTER

Дата _____

Клас _____

UNIT 5. INVENTIONS AND LIFESTYLE

Lesson 33. MORE ABOUT YOUR SMART PHONE

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 student's skills of working on the Internet.

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 understand problems that arise when working on the Internet;
- to show the ability of reading for the specific information.

Procedure

1. Warm-up

Do the "Warm up" activity, p. 119.

In pairs, complete the brief monologue on the questions. Make your notes, if necessary. Then, show your work to the class (some pairs).

Example:

Studying science allows people to change their lives. We should study science at school to succeed in the modern world. My favourite science subject is physics because I like to learn something new and understand the operation of various devices. As for me, I can't imagine my life without my smartphone and the digital camera. A lot of people use their mobile phones with a dozen different functions for work and in private life. The Internet gives us the possibility to read news, to find information, to communicate, to learn what we want, to do shopping and many others.

2. Reading & Speaking

Do ex. 1a, p. 120.

Individually, read the poem and answer the questions below. Make a list of top ten objects you really need.

Do ex. 1b, p. 121.

In pairs, compare your lists, discuss them and write a poem about your "bare necessities". Read your poem to the class.

3. Reading

Do ex. 2, p. 121.

Read the text about mobile phones. Choose the best variant (A, B, C or D) to fill in the gaps and complete the text. Explain your choice.

Key: 1 B, 2 B, 3 A, 4 C, 5 C, 6 A, 7 D, 8 C, 9 B, 10 C, 11 A, 12 C, 13 B, 14 B, 15 D.

4. Vocabulary

Do the “Words for you” box, p. 122.

In pairs, explain the definitions of the words in English to each other. Consult a dictionary if you need and give the Ukrainian equivalents of these words.

Expected answer:

a consumer	a person who buys goods or services for their own use	споживач
a handset	a mobile phone	мобільник (слухавка)
a range	a line; the goods made by one company	асортимент, лінійка (товарів, послуг)
stuff	things around us; things in general	речі, що нас оточують
a victim	someone harmed, damaged or suffered	жертва
to enable	to allow or make possible	давати змогу, робити можливим
average	like the most common type	середній, типовий
cellular	a phone system that sends signals by radio instead of by a wire	стільниковий
digital	showing information in the form of an electronic image	цифровий
sophisticated	made in a complicated way	позбавлений простоти
emergency service	organisations that deal with accidents and urgent problems	аварійна служба
to install software	to put a computer program onto a computer	встановити програмне забезпечення

5. Speaking

Do ex. 3a, p. 122.

In pairs, read the question and discuss it before reading the article.

- ◆ Can the Internet affect all aspects of our life?

6. Reading & Writing

Do ex. 3b, p. 122–123.

Scan the article and match the aspects (A–I) with the problems (1–9).

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

Think about the questions you can ask to each part of the text and write them down. In pairs, find out if your partner is addicted to the Internet or his/her mobile phone asking your questions in turn. Then, share your results with the other class.

7. Summary

Do ex. 3c, p. 123.

In pairs, discuss the questions briefly.

Individually, think and say if you are so addicted to the Internet as your partner. Explain and prove your opinion.

8. Homework

Teacher gives students an instruction to their home task.

Write a brief essay about your attitude to electronic devices and the use of the Internet; which stuff we can give up and which are essential. Think if the modern society is too consumer and materialistic. Express your thoughts whether modern people need too much. Give your reasons and support your mind.

Lesson 34. **DEVELOP YOUR VOCABULARY:**
SCIENCE AND INVENTIONS

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 science innovations 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 sciences in English;
- to read and understand information about inventions;
- to speak about inventions;
- to give definitions of the words.

Procedure

1. Warm-up

Do ex. 1, p. 124.

Read the lists of sciences in four minutes. Then, close your textbook and try to remember the names of different sciences and their branches speaking them in turn. Who will be the last?

2. Vocabulary & Speaking

Do ex. 2, p. 124–125.

Match the science with its definition and explain your choice. What do you know about these sciences?

Key: 1 civil engineering, 2 cryogenics, 3 cybernetics, 4 ergonomics, 5 astrophysics, 6 geopolitics, 7 astronautics, 8 ethnology.

3. Vocabulary practice

Do ex. 3, p. 125.

Read the words in the box and remember their meanings. Complete the sentences with the suitable names of inventions. Explain your choice.

Expected answer: 1 machine, 2 appliances, 3 machinery, 4 device, 5 gadgets, 6 motor.

Do ex. 4, p. 125.

Look through the sentences and variants to complete them. Choose the correct option to fill in the gaps. Explain your choice.

Key: 1 died, 2 cut, 3 down, 4 extension, 5 spanner.

4. Reading & Speaking

Teacher says that in the 21st century, there are thousands of scientific breakthroughs. These have helped in improving our way of living while some are the key to greater innovation in the future.

In five groups, read your texts, discuss them and say how they are important to humanity in general and each person in particular. Whether these inventions have a good or bad effect on people's lifestyles? Share your information.

Texts for reading

1. YouTube

YouTube arrived on our screens in 2005 — just over a decade ago. To think that YouTube has changed the face of media consumption in such a short space is

incredible. For everything from how — to videos, to comedy show catch ups, viral videos and marketing campaigns, YouTube is to go — to whenever a video element is needed.

2. Water as Fuel

German Cleantech Company has developed a futuristic machine that converts water into fuel. Through Power-to-Liquid Technology, they can convert water and carbon dioxide into synthetic diesel, petrol, and kerosene. This technology was based on the process which converts electricity to steam. In 2017, Joint Center for Artificial Photosynthesis also devised a technology that turns sunlight, water, and carbon dioxide into fuel which can be a source of power, replacing coal, oil and other fossil fuels.

3. Creation of Human Organs

The Stem Cell research has paved the way to greater access to organs, instead of waiting for donors or taking harsh medications. Scientists have discovered how to regenerate the function of human organs through stem cells. This is associated with the regenerative nature of living organisms. Recently, various researches all around the world enable growing heart, brain, lung, and kidney, among others through stem cells.

4. Artificial Intelligence

Sci-fi movies from older times feature talking robots and computers that can think for themselves. These things still feature in movies, but artificial intelligence is becoming a real “thing”. In 2011, for instance, a computer system called IBM Watson competed on and won American quiz-show Jeopardy, beating two all-time champions in the process. Though we’re not at a stage where robots are uprising and taking over the world, the capability to develop full artificial intelligence can’t be too far off.

5. Detection of Gravitational Waves

Scientists considered this as the greatest discovery of the 21st century. Albert Einstein first predicted in his theory of relativity that time travel will be possible. Now, it has been proven by the recent findings. The LIGO project has detected gravitational waves that could allow scientists to develop a time machine and travel to the earliest and darkest parts of the universe. This was the first time that the witnessed the “ripples in the fabric of space-time”.

After <https://www.jacarandafm.com> and <https://www.isbglasgow.com>

5. Summary

Do ex. 5, p. 125–126.

In pairs, match the words from p. 125 to their definitions on p. 126. Check your results and compare them to the other pairs.

Key: 1 chat room, 2 newsgroup, 3 attachment, 4 spam, 5 database, 6 megabyte, 7 RAM, 8 spreadsheet, 9 template, 10 CD-ROM, 11 server, 12 terminal, 13 palm-top, 14 Scanner.

6. Homework

Teacher gives students an instruction to their home task.

Write a brief review about:

- an invention you think the most important / pleasant / interesting / intriguing / useful / useless;
- name the author of this invention;
- give a brief description of this invention;
- explain how it attracts you;
- what is the benefit or harm of it.

Use the vocabulary words.

Lesson 35. **BUILD UP YOUR GRAMMAR:**
ADVERB CLAUSES OF TIME

Дата _____

Клас _____

Objectives:

- to revise previously taught grammar (verbs tenses); to improve students' grammar and cognitive skills; to introduce and practise adverb clauses of time; to focus students on the use of adverb clauses of time;
- 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 adverb clauses of time in writing speech;
- to analyse and understand the use of adverb clauses of time;
- to use different verb tenses in the sentences with adverb clauses;
- to correct mistakes and explain corrections.

Procedure

1. Warm-up

Teacher gives the cards (or writes at the blackboard).

In pairs, students look at the sentences paying attention to the parts in bold and answer the questions.

— I always take a bath before I go to bed. — Before I go to bed, I always take a bath.

— Do not disturb me when I am busy with my work. — When I am busy with my work, do not disturb me.

— Will you wait here until I am ready?

1. What do the parts in bold show?

(Time, when something happens.)

2. Which words introduce them?

(Before, when, until — time adverbs.)

3. What other time adverbs do you know?

(After, as, while, as soon as, till, since, no sooner than, as long as etc.)

4. Can we use the sentences with them on their own?

(No, they are subordinate clauses; they must be attached to independent clauses.)

2. Grammar

Do the "Grammar Links" box, p. 126.

Read the box information and check your answers.

Read the sentences and compare them with the previous ones. Answer the question.

— *Before I go to bed*, I always take a bath.

— *When I am busy with my work*, do not disturb me.

— Will you wait here *until I am ready*?

- ♦ What can you say about the use of comma in the pairs of the sentences? (*When an adverb clause comes before the main clause, we usually separate it with a comma. Commas are not necessary when the adverb clause goes after the main clause.*)

Do the "Note" box, p. 127.

Read information and check your answers.

Lesson 36. MODERN GADGETS HAVE CHANGED US

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 listen and understand information about modern gadgets;
- to show the ability of listening for the main and specific information.
- to talk about their advantages and disadvantages;
- to compare different points of view;
- to evaluate effects of modern devices giving reasons.

Procedure

1. Warm-up

Remember writing of a cinquain. Read the instruction and make up your own cinquain about a mobile phone, CD-player, computer or any other electronic device. Share you results with the other students.

Example:

<i>one</i> noun as a title	Internet
<i>two</i> adjectives describing the title	Informative, exciting
<i>three</i> verbs giving information about the title	Provides, develops, communicates
<i>a four-word</i> sentence describing your emotions about the title	Resource for smart brains
<i>one</i> word, mostly the title synonym or a very similar word	Web

2. Speaking

Do ex. 1, p. 129.

In pairs, look at the photos of five speakers and read their ideas about mobile phones. Are these thoughts close to you? Choose one of the ideas and ask and answer each other in turns.

Expected dialogue:

- Can you really do so many useful things with them?
- I can communicate with my friends (relatives) via Viber, etc.

3. Listening

Do ex. 1, p. 129.

Listen to the speakers and find out their main ideas. Match these ideas to the speakers. One of the thoughts is an extra.

4. Vocabulary

Do the "Words for you" box, p. 129.

In pairs, read the words in the box and try to explain their definitions in your own words in English. Then, the partner gives the Ukrainian equivalents. Help each other. Use a dictionary if you need.

Expected answer:

evolution	a process of change and development	еволюція, розвиток
highlight	the best or most important piece of something	яскраве висвітлення, виділення

manufacturer	a company that produces goods	виробник, постачальник
to appeal	to make a formal request, especially to the public	закликати, робити запит
to store	to keep things in a special place for use in the future	запасати
approximately	not exactly / close to a particular number or time	приблизно, близько
offline	directly controlled by a central system, or not connected to the internet	не підключений до інтернету

5. Listening & Reading

Do ex. 2a, 130.

Listen to the first part of the text and read it while listening. Fill in the gaps after listening; use 1 to three words for each gap. Check your results.

Expected answer: 1 most recent; 2 consumers; 3 cassette tapes; 4 convenience; 5 hand or pocket; 6 thousands of songs; 7 device; 8 advantage; 9 factors; 10 cell phone and Internet.

Do ex. 2b, 130–131.

Listen to the second part of the text and fill in the missing numbers. Compare your results to the other students.

Expected answer: 1 — 1990s; 2 about 4; 3 — 40; 4 — 4; 5 — 64; 6 one billion B / 1000 MB.

6. Listening

Do ex. 3, p. 131.

Listen to the radio programme and choose the best option to each question.

7. Speaking

Do ex. 1, p. 132.

Choose ten top inventions from the box below. In pairs, explain and discuss your choice. Then, try to prove your point of view.

Do ex. 2a, p. 132.

In small groups, look at the photos and say whether these inventions have had a good or bad effect on people's lifestyles. Think of arguments that give different points of view about each invention.

8. Reading & Speaking

Do ex. 4, p. 133–134.

9. Summary

Do ex. 3, p. 133.

In two groups, study the list content; define if all of these items are really useless. The 1st group has to prove why the following inventions would be useful; the 2nd group — why they are totally useless.

10. Homework

Do ex. 5, p. 134.

Work individually, express your attitude to the surfing the Internet.

Answer the questions:

1. Have our lives really been improved with the Internet? Have we become too passive?
2. Are we too dependent on technology? How dangerous could it be?

Use the useful phrases for giving advice: *Make sure you...; be careful you don't...; never...; always...; you should / shouldn't...*

Lesson 37. ARTICLES: PURPOSE, TYPE, STYLE

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention to writing different types of articles; to practise listening skills; to practise writing articles;
- 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 importance of writing articles;
- to read and understand information about gadgets;
- -to understand the listening information;
- to write an article (formal / informal).

Procedure

1. Warm-up

Teacher gives cards to students. They have to read the four pieces of texts and decide what article types they have read. What of them are formal? Informal?

1. As computers advance, society is coming together through the use of the Internet. We interact with one another. We use it as a source of information for work and study... But how do we determine what is good or bad when it comes to security, hackers, spam, viruses?
2. My response to film I have just watched...
3. Bitcoin is currently a craze. It is a cryptocurrency, or electronic cash. It is marked by its decentralized nature without a central bank or administrator...
4. My mother is my sole support system. Whenever something exciting happens or there is a crisis in my life, she is the first person I turn to. I have seen many friends come and go in my life, but my mother is different.

Expected answer: 1 discursive article; 2 opinion article; 3) descriptive article; 4 narrative article.

2. Reading

Do the "Writing Point" box, p. 135.

In pairs, read information and check your answers.

3. Reading & Speaking

Do ex. 1, p. 135.

Teacher gives students some copies of English newspapers and magazines (one copy for each group). Then, in groups, students have to look through their copies and choose three or four articles with appealing or provoking headlines. Skim through the articles and answer the questions from the exercise.

1. What are the articles about?
2. What is their purpose?
3. In your opinion, are they good articles? What makes you think so?

Do ex. 2, p. 135.

Read the information and look at the picture. What gadget is this information about? Have these modern gadgets changed our world and made it a better place or have they turned us into slaves?

4. Writing

Do ex. 3, p. 136.

In small groups, study the instruction to writing article. Think of the questions, make notes and divide structure points between the group members. Use the template to write down your article. Share your work to the other groups.

Lesson 38. USE YOUR SKILLS: DIGITAL WORLD

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' 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 verbs in correct forms according to appropriate situations;
- to understand and use computer vocabulary;
- to ask and answer questions in a dialogue making a choice and giving opinions and reasons;
- to know advantages and disadvantages of use computers and the Internet.

Procedure

1. Warm-up

You know we have become closer through the use of the Internet. We interact via Net. We get information for work and study ... But how do we know where is benefit and where is risk when it comes to security, hackers, spam, viruses?

There are some safety rules in the Internet. Match the halves of the sentences to check your knowledge. Compare your results to the other students.

6 Top Internet safety rules

- | | |
|------------------|--|
| 1. Keep personal | a) privacy settings on. |
| 2. Keep your own | b) what you download. |
| 3. Practise | c) information professional and limited. |
| 4. Make sure | d) strong passwords. |
| 5. Be careful | e) safe browsing. |
| 6. Choose | h) your Internet connection is secure. |

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

2. Grammar practice

Do ex. 1, p. 137.

Fill in the gaps choosing the correct verb forms.

Key: 1 won't be able ... is changed; 2 will tell ... returns; 3 won't pay ... get; 4 won't talk ... apologises; 5 rings ... will pick up; 6 are ... will stay.

3. Vocabulary practice

Do ex. 2, p. 137.

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

Key: 1 file, 2 corrections, 3 switch, 4 laptop, 5 highlight, 6 icons, 7 drive, 8 delete, 9 paste, 10 store.

Do ex. 3, p. 137–138.

In pairs, read the messages and their main ideas. Match them to each other. Pay attention to an extra idea.

Expected answer: 1 g, 2 f, 3 e, 4 c, 5 b, 6 d; a is an extra idea.

4. Listening

Do ex. 4, p. 138.

Read the part of the ad about the Summer Science School. Listen to the radio programme fragment. Fill in the gaps with words and numbers. Present your results to the others.

5. Writing

Do ex. 6, p. 139.

1. In pairs, read question 1 and list the advantages and disadvantages of computers and the Internet. Which list is longer? Compare your lists with the others.
2. In pairs, read question 4 and make a list of inventions ranking them according to their importance: from less important to more important, as you think.
Airplane, assembly line (conveyer), telephone, car, television, radio, mobile phone, computer, penicillin, nylon, atomic bomb, Internet, printing press.
Explain your choice.

6. Speaking

Do ex. 6, p. 139; “Useful language” box, p. 139.

In groups, discuss question 3.

Which modern inventions help most to make your life easier? Choose three inventions (for your group) and give your reasons.

7. Summary

Do ex. 5, p. 138–139.

In groups, role play the situation. Discuss “pros” and “cons” of each of the gifts and decide which of them fits your brother best.

Use phrases from the “Useful language” box:

Talking about pros	Talking about cons	Giving opinions
The main benefit of... is...	On the other hand,...	I believe /I don't believe...
One positive aspect of... is...	As for the disadvantages,...	In my view /opinion,...
...is a good thing because...	...is not a good idea because...	Personally, I believe...
Certainly, because...	I wouldn't say that... because...	I agree with /I disagree with...

8. Homework

Do ex. 6, p. 139, question 2.

Teacher gives students an instruction to the home task writing:

How to Write a Discursive Article

Remember it is a piece of argumentative writing. You have to explore two opposing sides and come to a conclusion regarding the validity. Use formal style.

1. Explore your article topic. Determine what you would like your argument to be.
2. Gather evidence for both sides of your argument.
3. Write your introduction. Include facts about the opposing sides.
4. Write your body paragraphs (2–3).
5. Write your conclusion. This should be a paragraph in which you briefly summarise the main points of your article. Write which side of the argument you find to be more factual and why.
6. Check the grammar, spelling and content of your article for accuracy and logic.

Objectives:

- to motivate students for the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' listening, reading 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 understand and use different verb tenses;
- to listen, read and understand information about / from the Internet;
- to estimate own skills and qualities;
- to find useful information on the Internet.

Procedure

1. Warm-up

In small groups, look through the questions and answer them. Make your group decision and prove your group opinion.

What things do you look for in a new desktop or laptop computer? Using your criteria, search for a computer salesman in newspaper / magazines advertisements or online stores. Be prepared to explain your reasons, including price, quality, and service, for selecting the company and computer you settled on.

2. Vocabulary practice

Do ex. 1, p. 140.

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

Key: **1** browse the Web, **2** surf the net, **3** download information, **4** upload information, **5** bounce an e-mail, **6** encode, **7** install software, **8** hack into a computer.

3. Grammar practice

Do ex. 2, p. 140.

Choose the correct answer to complete the sentences. Then check and compare you results.

Expected answer: **1** b (have registered); **2** c; **3** a; **4** b; **5** b; **6** c; **7** b; **8** c.

4. Listening

Do ex. 3, p. 141.

Listen to the information about one of the most important inventions and complete the sentences the questions.

Text for listening (with expected answers)

Electricity completely surrounds us. For most of us, modern life would *be impossible without it*.

Throughout your house, you probably find *electric outlets* (where you can plug in *all sorts of electrical appliances*).

Most portable devices contain batteries, which *produce varying amounts of electricity*.

It is easy to create electricity from *sunlight* or *the chemical energy*.

So what is this mysterious stuff that we call electricity?

The electricity that we get from power outlets and batteries can power many *devices*.

The fact is that electricity can be used *in a thousand different ways*.

For example:

Electric motors turn electricity *into motion*.

Light bulbs, fluorescent lamps and LEDs turn electricity *into light*.

Computers turn electricity into *information*.

Telephones turn electricity into *communication*.

TVs turn electricity into *moving pictures*.

5. Summary

Teacher prepares printed copies to each pair of students.

In today's world, is a smartphone a necessity for people of all ages, or is it just a luxury item? Why or why not? How do people who grew up without mobile phones feel about this?

In pairs, read the dialogue and answer the questions.

SMART PHONE

W o m a n. Hey, you look really unhappy. What's going on? Well, tell me, but just quickly. I hurry.

Y o u n g M a n. No, wait. You see, my parents really don't love me.

W o m a n. What do you mean? When I met them last week, they seemed really caring.

Y o u n g M a n. Uh, you don't understand! You see, I want a new smart phone... I mean, I need one, and my parents won't buy me a new one!

W o m a n. Excuse me, but don't you already have an iPhone?

Y o u n g M a n. Ma'am, yeah, but it's three months old, and it has a small scratch on it.

W o m a n. Where? Let me see. I don't see a scratch.

Y o u n g M a n. Look, look right here! That! Do you see it?

W o m a n. It's just a speck of dust.

Y o u n g M a n. Anyway. And my other phone...

W o m a n. You have two phones?

Y o u n g M a n. That's beside the point.

W o m a n. So, so, did your parents give you a reason for not buying you a new phone?

Y o u n g M a n. Not a good one. Only something about being self-reliant and not being so entitled, or something like that. And now they want me to work... on the neighbor's farm to pay for it. It's not fair.

W o m a n. Hey, good idea! I think I know the problem. Take a look in the mirror. You'll see both, the problem and the solution.

Y o u n g M a n. Are you kidding me?

1. The young man needs a new phone because
 - a) his phone is an older model;
 - b) someone stole his last one;
 - c) his parents took his last one.
2. How many phones does the young man already have?
 - a) four;
 - b) three;
 - c) two.
3. According to the conversation, what are the young man's parents like?
 - a) kind;
 - b) friendly;
 - c) generous.
4. What do his parents want their son to do to get a phone?
 - a) ask his brother if he can use an old phone;
 - b) find a job and work to earn money;
 - c) take out money from his bank account.
5. What is the BEST word to describe the young man's personality?
 - a) self-centered;
 - b) mean;
 - c) talkative.

6. Homework

Do ex. 4, p. 141–144.

UNIT 6. NATURE AND THE ENVIRONMENT

Дата _____

Клас _____

Lesson 40. NATURAL PARKS

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 parks and reserves; 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 read and understand information for general and detailed features;
- to give definitions of the words.

Procedure

1. Warm-up

Do the "Warm up" activity, p. 145.

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 in nature under people's influence?
3. What do you know about natural disasters? What way do they connect with people's activity?
4. How can people improve the ecological situation?
5. Name some ways of saving nature.

2. Vocabulary practice

Do ex. 1, p. 146.

Remember, what you know about national parks and reserves. In pairs, match the halves of the sentences in both columns below. Explain your choice. Give your own definition to the term "national park". Explain your mind.

Expected answer: 1 for conservation purposes, 2 symbol of national pride, 3 type of protected areas, 4 for outdoor recreation and camping, 5 the natural wonders of the land in which the national park is located.

3. Vocabulary

Do the "Words for you" box, p. 147.

In pairs, study the words in the box and give your own definition to each of the words in turns. Then give the Ukrainian equivalents to your partner in turns, too. Use a dictionary if necessary.

Expected answer:

conservation	the protection of plants and animals, natural areas	зберігання, збереження
heritage	something (nature, values) reserved for next generations	спадщина, насліддя
recreation	a place for rest	місце для відпочинку

reproduction	the process of producing of endangered species	відтворення
reserve	a protected area kept in its natural state for wild animals	заповідник
value	non-material worth and importance	цінність, цінний
virgin	pure, untouched, not affected, explored or visited	незайманий
to admire	to regard with wonder, pleasure; to feel or express admiration	захоплюватися, милуватися
to constitute	to establish, to create	засновувати
to preserve	to keep safe from harm; to keep in existence	зберігати, оберігати
precious	of high price or great value	дорогоцінний
invaluable	precious, priceless, highly esteemed for some nonmaterial quality	безцінний, неоціненний
varying	Changeable; showing diversity or difference	різні, різноманітні

4. Reading

Do ex. 2a, p. 146–149.

Scan the text about national wonders of Ukraine and find the territories of the described areas on the map of Ukraine. In six groups, answer the questions (one point to each group) and share your information to the others.

1. What are the main distinguishing features of Askania-Nova reserve? Where is it situated? When was it organised?
2. Where is the Dzharylhach National Nature Park situated? What features has it got? What can you say about its water sources?
3. When was the Shatskiy National Nature Park established? What are the main objects of this park? Where is it situated? What other countries have similar natural conditions? Which lake is considered to be one of the Seven Natural Wonders of Ukraine? What species have been noted in the park?
4. Which Ukrainian reserve is Europe's largest wetland? Why is Vylkovo settlement considered as "Ukrainian Venice"?
5. Where is the Museum of Forest Ecology situated? Does the Carpathian Biosphere Reserve have only local significance? What do you know about Rakhiv?
6. What is the largest Ukrainian Nature Park of Ukraine? What can you say about water springs of Carpathian National Natural Park?

5. Reading & Speaking

Do ex. 2b, p. 149.

Look through the article one more time and complete the sentences.

Expected answers: 1 Shatskiy National Nature Park, 2 Shatsk Lakes, 3 Carpathian Biosphere Reserve, 4 Askania Nova Reserve, 5 Dzharylhach National Nature Park, 6 Carpathian National Natural Park, 7 Danube Delta Biosphere Reserve.

6. Summary

Do ex. 3, p. 149.

In groups discuss the question: Why are the national parks so important? Use the phrases from the box below and vocabulary of the lesson.

7. Homework

Do ex. 4, p. 149.

Make a project (computer presentation or poster) and 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 grammar point; to focus students on the use of Relative Clauses;
- 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 "protect", "avoid" and "prevent";
- to identify the difference between defining and non-defining relatives;
- to give definitions of the words;
- to know and describe environmental problems;
- to analyse and understand the use of defining and non-defining relatives;
- to use relative clauses in oral speech.

Procedure

1. Warm-up

In pairs, look at the words and word-expressions; remember their definitions. Divide the words into two groups. What principle of division do you use? Which of them can you put into both columns?

Floods; global warming; climate change; earthquakes; deforestation; avalanches; blizzards; droughts; tsunami; volcanic eruptions; fires; endangered species.

Expected answer:

Natural disasters	Man-made environmental issues	Both
floods blizzards droughts volcanic eruptions	global warming climate change deforestation endangered species	earthquakes avalanches tsunami fires

2. Vocabulary

Do the "Vocabulary Links" box, p. 150.

In pairs, study the box carefully. Explain the word meanings and the cases of their use to each other. Give your own examples and share them with the others.

3. Vocabulary practice

Do ex. 1, p. 150.

Read the sentences with the missing verbs and complete the sentences. Change their forms if necessary. Check your answers and compare with the other students. Explain your choice.

Key: 1 prevent, 2 protecting, 3 prevents, 4 avoid, 5 protect.

Do ex. 2, p. 150–151.

Read the definitions of phenomena and events; then match them (a–k) with the words (1–11).

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

4. Grammar

Do "Grammar Links" box, p. 152.

Study the first box and remember what you know about relative pronouns. What cases do we use each of them?

In two groups, study the “Defining clauses” and “Non-defining clauses” boxes (one box for each group). Note the main points:

- what kind of information is given;
- the use of “that”;
- add your group examples.

Change half of group participants and explain to another group (and vice versa) the rules of the box.

5. Vocabulary & Grammar practice

Do ex. 1, p. 153.

In pairs, answer the questions and compare them with your partner. Then, check your results of the article “Natural Wonders of Ukraine”.

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

6. Grammar practice

Do ex. 2, p. 153.

Read the questions from ex. 1 one more time and decide which the category their relative pronouns refer to: things, time, people, place. Explain your choice.

Key: 1 time (when); 2 people (who); 3 place (where); 4 thing (that for object); 5 thing (which).

7. Grammar & Vocabulary practice

Do ex. 3, p. 154.

Read the sentences and complete the statements. There is more than one correct answer.

Expected answer: 1 which / that; 2 whose; 3 where; 4 which / that; 5 where; 6 when.

Do ex. 4, p. 154.

Choose all the possible options for each sentence. Compare your results to the others.

Expected answer: 1 who / that; 2 which / that; 3 who / that; 4 which / that; 5 which.

Do ex. 5, p. 154.

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

Do ex. 6, p. 155.

Key:

1. Askania Nova Reserve is a beautiful place *where* people can find all types of birds.
2. There was a time *when* dinosaurs dominated our planet.
3. Shatsk lake group *where* there are over thirty lakes covers a large area.
4. I like the article about environmental problems *which / that* you wrote.
5. That is the man *whose* first novel about wild nature became a best-seller.

8. Summary

Do ex. 7, p. 155.

Key:

1. In our town, there were many people *who / that* did not care about the environment.
2. I enjoyed visiting the nature park *which / that* you recommended.
3. I still remember the man *who / that* taught me to climb trees when I was a little boy.
4. The scientists *who / that* appear on national TV are often amateurs.
5. People *who / that* work for the hunger program say...
6. ... he took many pictures of zebras *which / that* were roaming in the steppe.

9. Homework

Do ex. 3, p. 151; ex. 8, p. 155–156.

Lesson 42. ENVIRONMENTAL TROUBLES: PROBLEMS AND CAUSES

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on talking about natural and man-made 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 harmful effects of people activity;
- to talk about ecological problems;
- to assess the degree of danger.

Procedure

1. Warm-up

Do the "Warm up" activity (ex. 1, p. 156).

In pairs, think how the phenomena in both of the columns can be connected.

Comment on this information and use the words: *destruction; damage; extensive risk; to predict hazards; the earth's surface; landslides; volcano eruptions; wildfires.*

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

2. Vocabulary

Do the "Words for you" box, p. 156.

In pairs, read the words and remember their definitions. Explain the word meanings to your partner in English or in Ukrainian and fill in the table.

Expected answer:

acid rain	harmful rain contains high concentrations of chemicals	кислотний дощ
extinction	a situation when a type of animals no longer exists	вимирання
a particle	a very small piece of something	частинка
shortage	something is not enough	дефіцит, нестача
waste disposal	throwing things are not wanted away	утилізація відходів
to escape	to avoid a dangerous	рятуватися, втікати
to react	to act in response to influence	впливати, реагувати
damaging	causing damages; harmful	пошкодження

3. Listening

Do ex. 2a, p. 156.

Listen to the text about one of the environmental troubles and say what problem it causes.

Key: about acid rains.

Do ex. 2b, p. 157.

Listen to the text again and complete the sentences.

Expected answer: 1 of air pollution; 2 soil, trees, buildings and water; 3 fuels and produce polluting gases; 4 the tiny droplets of water in clouds to form acid rains;

5 snow, mists and dry dusts; 6 spend more money on pollution control/invest in researching different ways to produce energy; 7 when less electricity is being used, pollution from power plants decreases.

4. Speaking

Do ex. 3, p. 157.

Choose one of the problems and discuss it in pairs. Make notes if necessary. Explain to your partner:

- 1) why you find this problem urgent;
- 2) what possible attitudes to this problem can exist;
- 3) if there is anything possible to do to change the situation for better;
- 4) what in particular you think can be done.

5. Reading

Do ex. 4, p. 158.

Read the information and find out the reasons of greenhouse effect.

6. Speaking

Do ex. 1, p. 158.

In pairs, read the list of the environmental problems and speak what you have notes about what you have already known about them (in turns).

7. Vocabulary

Do “Words for you” box, p. 158.

In pairs, match the words to their translations:

1) an interference	a) переконати	6) to persuade	f) пестициди
2) pesticides	b) вмовляти	7) to remind	g) копати
3) to complain	c) поновлюваний	8) harmful	h) жалітися
4) to convince	d) втручання	9) renewable	i) стійкий
5) to dig	e) шкідливий	10) sustainable	j) нагадати

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

8. Reading

Do ex. 2, p. 158–160.

In pairs, read the brief dialogues and act one of them out. Present your work to the class.

9. Summary

Do ex. 3, p. 160.

Ask and answer the questions in pairs.

10. Homework

Do ex. 4, p. 160.

Write a brief paragraph “Environmental problems in Ukraine”. Think what 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.

Lesson 43. STAGES OF WRITING PROCESS: OPINION ESSAY

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on the writing stages; to practise writing opinion essay;
- to develop students' ability to work in groups, listen, communicate, to be loyal to people with a different perspective; to enlarge students' knowledge about writing; to engage students in searching ideas; to form the ability to interpret facts and present their own examples; 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 group and pair work.

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

- to know the stages of writing;
- to use some methods of generating ideas for writing;
- to use a suitable dictionary and follow sequence of ideas, facts etc;
- -to use notes and make summarise;
- write coherently in more than one paragraph;
- to write an essay / article.

Procedure

1. Warm-up

Do the quiz.

Answer the questions and note your answers (more than one answer may be correct). Check your results.

1. Which of the following words are natural disasters?
a) flood
b) gas explosion
c) airplane crash
d) typhoon
2. Put the most frequent natural disasters in Ukraine from most to least frequent.
a) earthquakes
b) fires
c) floods
d) volcanic eruptions
3. If a country doesn't have rain for a very long period, we say it suffers from ...
a) floods
b) drought
c) earthquakes
d) tornadoes
4. What's the international request for help used by ship captains and airplane pilots if they are having problems?
a) marchday
b) aprilday
c) mayday
d) juneday
5. The new law ... people from hunting and fishing in the protected areas.
a) protects
b) avoids
c) allows
d) prevents.

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

2. Reading

Do ex. 1, p. 161.

Do the "Writing Point" box, p. 161.

In pairs, read the box information and discuss it. What are the features of an opinion essay / article?

Familiarise yourselves with the opinion essay structure in the textbook and in the card:

1. Explore your article topic. Determine what you would like your argument to be.
2. Gather evidence for both sides of your argument.
3. Write your introduction. Include facts about the opposing sides.

4. Write your body paragraphs (2–3).
5. Write your conclusion. This should be a paragraph in which you briefly summarise the main points of your article. Write which side of the argument you find to be more factual and why.
6. Check the grammar, spelling and content of your article for accuracy and logic.

3. Speaking

Do ex. 2a, p. 161.

In pairs, read the statement and agree or disagree with it. Explain your view-point. Briefly note down the main reasons for your opinion.

4. Writing

Do ex. 2b, p. 162.

Complete the plan for the essay by writing down your ideas according to the topic sentence (ex. 2a, p. 161).

Do ex. 2c, p. 162.

In pairs, make a list of words connected with the environment that you could use when writing the essay. Use information which will help you to avoid mistakes in your writing.

5. Reading

Do ex. 3a, p. 162.

In small groups, read the sample essay. Don't pay attention to the gaps. Compare the plan to the essay with the plan you've made in the previous task (ex. 2a, p. 161). Exchange your thoughts.

6. Speaking & Writing

Do ex. 3b, p. 163.

Find useful vocabulary in the sample essay and write down it to your list (ex. 2c, p. 162).

Do ex. 3c, p. 163.

In pairs, complete the sample essay with the words or phrases from the box.

Expected answer: 1 despite; 2 this reason; 3 the first; 4 result; 5 the second aspect; 6 consequently; 7 in my opinion; 8 unless we do so.

7. Reading & Writing

Do ex. 4, p. 163.

In groups, read the thesis statement and write a plan of a possible essay:

- discuss some of these problems and give your opinion on how they should be dealt with;
- brainstorm on them and arrange your ideas;
- compare your results with the other groups.

8. Summary

Do ex. 5a, p. 163.

Giving Opinion

I'd go along with that...	The way I see it...
In my opinion / point of view...	I (fully) agree / disagree that... because...
It's true that... but at the same time...	I am inclined to believe that...
That's right, because...	I wouldn't say that... because...
It is my belief / view / opinion...	I am (not) convinced...

9. Homework

Do ex. 5b, p. 163.

Use your notes from the lesson and the tables of useful phrases.

Lesson 44. USE YOUR SKILLS: LET'S DISCUSS

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar and reading skills: prediction, skimming, scanning, and inferring; 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 encourage creating a relaxed, non-threatening atmosphere in the classroom; 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 Relative Clauses;
- to read and understand information about environmental problems;
- to talk about ecological problems;
- to suggest their own solutions for environmental problems;
- to give reasonable arguments to support their ideas.

Procedure

1. Warm-up

Do ex. 2, p. 164.

In pairs, skim the texts and choose the verb that expresses the author's purpose in the best and exact way. Exchange your results with the others. Explain your choice.

Key: 1 suggest, 2 explain, 3 recommend.

2. Grammar practice

Do ex. 1, p. 164.

Complete the sentences using appropriate relative pronouns. Check your answers.

Expected answer: 1 which / that; 2 whose; 3 where; 4 who / that; 5 where; 6 when.

3. Writing & Speaking

Do ex. 3, p. 165.

1. In two groups, read the situation. One of the groups is "for" McDonald's and the other group is "against".
2. Think of your "pros" and "cons" arguments and reasons and Role-play the situation.

"FOR" group: You are common McDonald's lovers. You like burgers, French fries, milk shakes, mild ice-cream, cocktails ... You come there because ... You aren't interested in...

Note your reasons to argue.

"AGAINST" group: You are worried about people's health. You'd like to stop McDonald's lovers. What will you say to them?

Note your reasons to argue.

5. Reading & Speaking

Do ex. 4, p. 165.

Read the text and name the problem.

Answer the questions while reading:

1. What is the main difference between nature objects and humans?
2. What problem do people have?
3. How do you understand the words "problems cause new problems"?
4. Name benefits for supermarkets of the sale of GM crops.

5. Name risks of eating GM crops. Can we know exactly the effect of GM food on our health?
6. Could we say GM food is a great idea to feed the whole world?
7. Could we say GM food is the worst idea to feed the whole world?
8. Can we answer the questions in the last part of the article?
9. Do you know what are scientists doing to confirm or disprove people's fears? Assess risks of the use of GM crops.

In two groups write down "pros" and "cons" arguments, exchange them. Then, regroup yourselves and discuss the problem. Use your answers the questions.

5. Reading

Before making ex. 5, read the tips to writing an opinion essay. Use the tips during your next work.

WRITING AN OPINION ESSAY

You may write an essay that is based on your own personal opinion. To create a great essay, the author must form a solid introduction, thesis statement, body, and conclusion.

Collect research to support your opinion

Make sure your supporting statements include examples and evidence as well as arguments for and against.

Opinions and arguments

Look for the arguments from different sources and decide how your point of view is similar or different from them.

Use transitions

Transition statements show how your opinion adds to the argument. Follow up with a statement that expresses your opinion.

Be careful not to be too sarcastic

Such statements contain a bit of a bad note. It would only make your argument less professional.

Use supporting evidence to back up your position

It is important to avoid emotional language and any language that expresses an accusation. Use only factual statements that are supported by sound evidence.

6. Summary

Do ex. 5-1, p. 166.

In groups prepare to make a project (leaflet).

1. Read the text of situation and do the part 1.
2. Discuss and decide what you can include into the following points of your leaflet:
 - point out the increasing number of people taking part in such activities;
 - present the project briefly;
 - explain what way people can participate;
 - say how this project will help the environment.
3. Make your notes and expand the content of your leaflet by adding your own information.
4. Do the class pre-writing work:
 - choose a catchy title (writing hook);
 - find informative, concise and convincing facts;
 - think of subheadings for clarity and assign responsibilities to the group.

7. Homework

Do ex. 5-2, p. 166.

Write you variant of the leaflet. Prepare to present your work in class with your group.

Lesson 45. 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 ability to work in groups, listen and communicate; to promote thinking and creative imagination; to encourage understanding the importance of knowledge about nature; to form a culture of speech;
- 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 the use of defining and non-defining relative clauses;
- to listen and understand harmful effects of human activities;
- to discuss and understand ways of improving our environment;
- to express agreement and disagreement on the topic supporting their ideas.

Procedure

1. Warm-up

Do ex. 5–2, p. 166.

In groups (the same ones as at the previous lesson) coordinate your home writings to avoid repetitions, put your materials in the leaflet/poster and present your project to the other groups.

2. Vocabulary practice

Do ex. 1a, p. 167.

In pairs, combine the words from the box to get expressions.

Expected answer:

endangered species	tropical forests	irreparable damage
natural resources	ecological balance	green politics
climatic changes	sustainable development	bottle bank
demographic projections	tidal energy	shrinking habitats

Do ex. 1b, p. 167.

Complete the sentences using the expressions from the first part of exercise.

Key:

- 1) demographic projections;
- 2) ecological balance;
- 3) climatic changes;
- 4) tidal energy;
- 5) bottle bank;
- 6) shrinking habitats.

3. Grammar practice

Do ex. 2, p. 168.

Choose the correct relative pronoun to complete the sentences. Compare and check your results with the others and explain your choice.

Key: **1** who (non-defining), **2** which (non-defining), **3** that (defining; also may use “which”), **4** which (defining; also may use “that”), **5** which (non-defining), **6** that (defining; also may use “which”).

4. Listening

Do ex. 3, p. 168.

Nowadays humanity lives under specific conditions. Our life quality and span depend on our environment, but we waste our world by ourselves. Tons of garbage, thousands of oil tankers, millions of plants and factories, billions of cars lead not

only to pollution and destruction of nature but also to a variety of human diseases. There are a lot of companies and organisations that oppose these phenomena and fight to reduce pollutions.

Listen to the interview with the representative of one of such organisations and answer the questions.

Key:

- 1) Green California organisation;
- 2) traffic in Los Angeles;
- 3) 520 000 cars per day;
- 4) the first is from air pollution: asthma, bronchitis and other breathing problems; the second is from stress: in traffic jams people get angry and depressed and they smoke more; the third is from accidents: a lot of people die on the roads or end up in hospitals;
- 5) cars get faster, but traffic gets slower; the traffic goes slower than 40 years ago.

5. Reading & Speaking

In pairs, read the names of ecological problems and match them to their possible solutions.

Problems	Solutions
1) water pollution	a) plants shouldn't dump chemical wastes into atmosphere; the number of cars should be reduced; concentration of smoke in the air should be controlled
2) air pollution	b) we should stop killing animals; national reserves should be established
3) land pollution	c) concentration of smoke in the air should be controlled; the number of cars should be reduced
4) endangered species	d) plants shouldn't dump chemical wastes into rivers
5) global warming	e) plants shouldn't dump chemical wastes on land; people shouldn't leave litter in the streets

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

6. Summary

Do ex. 4, p. 169–170.

In groups, read the article and answer the questions. Make notes while listening answers.

1. What problems mention in the text?
2. What are causes and effects of greenhouse effect?
3. What are the types of pollutions due to human activity? What way they influence on nature and environment?
4. Is climate change cause or effect by human activity?
5. Can we think them harmful for people, flora and fauna? Could we call them unpredictable? Explain you mind.

7. Homework

Do ex. 4, p. 170.

Complete the table according to the text. Use your lesson notes.

UNIT 7. SPEAKING ABOUT ART...

Дата _____

Клас _____

Lesson 46. THE STORY OF ONE GIRL

Objectives:

- to introduce and practise the new topic; to revise previously taught vocabulary on the topic; to introduce new functional language; to improve students' reading skills: prediction, skimming, scanning, inferring;
- to develop students' free speaking and communicative competence; to activate thinking and creative imagination; to form the ability to interpret facts and present their own examples;
- to broaden students' outlook; to develop students' cognitive skills; to encourage students' interest in artistic traditions of different countries; to form a culture of speech; 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 artists and their works;
- to give definitions of the words;
- to express their personal attitude to paintings and art;
- to discuss the questions expressing their opinion.

Procedure

1. Warm-up

Do the "Warm up" activity, p. 171.

In pairs, read the information on p. 171. Say your partner at least 4 sentences about your attitude to different kinds of art. Then, listen to his/her variant.

2. Speaking

Do ex. 1, p. 172.

In pairs, write as many names of actors and actresses as you can. Set time limits no more than 1 minute. Compare your results. The longest list should be compared with the other pairs work.

Do ex. 2, p. 172.

Unite in groups and remember words connected with painting (trends, styles, etc.) you've learnt in the tenth form. Set time limits no more than 1 minute. Compare the groups' results and define the winner.

Do ex. 3, p. 172.

Ask and answer the following questions in pairs.

1. Are you interested in art? What art in particular?
2. Painting and sculpture are visual arts, aren't they?
Which of them do you think is more exciting for you?
3. What world-famous artists do you know / like?
4. Who is your favourite painter? Why?
5. Which of the two genres — portrait or landscape painting — attracts you more? Do you know any well known portraitists / landscapists?

3. Listening

Do ex. 4a, p. 172–174.

Listen to the text and follow it while listening. Answer the question:

What of a greater interest for the girl is: the stories, she imagines watching pictures, or technical things, the painters use in their works?

4. Vocabulary

Do ex. 4b, p. 174.

Do “Words for you” box, p. 175.

Scan the text paying attention to the words in bold; find out their definitions from the table.

1) an arrangement	a) жертва	9) significant	i) захоплено заглиблюватися у щось
2) a shadow	b) плісти	10) to catch somebody's breath	j) випадати з поля зору
3) a victim	c) впливати	11) to feel a lump in somebody's throat	к) дисгармонія
4) to absorb	d) чистий, явний	12) to make somebody gasp	л) істотний, значний
5) to affect	e) композиція, розташування	13) to pore over something with delight	м) відчувати грудку в горлі
6) to enliven	f) тінь	14) to put into words	н) ловити (чись) дихання
7) to float	g) оживати	15) to be sinking out of sight	о) передати словами
8) sheer	h) увібрати	16) discord	р) перехоплювати дихання

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

5. Reading

Do ex. 4b, p. 172–174.

Read the text quickly. Then, answer the questions finding information in the appropriate paragraphs.

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

6. Vocabulary practice

Do ex. 5, p. 175–176.

In the text, find the words which have the same or similar meanings that the expressions from the list have.

Do ex. 6, p. 176.

In pairs, read the list, think and say to your partner: what cases people have similar feelings or behave in the following way.

7. Summary

Do ex. 7a, p. 176; ex 8, p. 170.

In groups, speak and discuss the items from the exercise. Prove your points with the information from ex. 4a, p. 166–168.

8. Homework

Do ex. 7b, c, p. 176.

Write an essay about strong impression a particular picture once made on you. Prepare an oral story about artists and pictures mentioned in the text.

Lesson 47. **DEVELOP YOUR VOCABULARY.**
BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to revise to revise and reinforce structure already learnt; to introduce and practise the new grammar point; to contrast grammatical points; to focus students on use of Participle;
- 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 identify and describe different kinds of art;
- to speak about art influence on people;
- to identify the difference in the use of participle;
- to use Present, Past and Perfect Participle in oral speech.

Procedure

1. Warm-up

Read the saying "Art speaks where words are unable to explain". How do you understand this saying? Do you agree or disagree with it? Express your opinion.

2. Vocabulary

Study the "Vocabulary Links" box, p. 177.

Read the words definitions; use a dictionary if necessary. Try to explain them on your own.

Possible answer:

Art — a) the making of objects, images, music, etc. that are beautiful or that express feelings; b) an activity through which people express particular ideas; c) the making or doing of something whose purpose is to bring pleasure to people through their enjoyment of what is beautiful and interesting.

Work of art — a) paintings, drawings, sculptures etc. produced by people; b) things often made for the purpose to bring pleasure to people, such as paintings, drawings, sculptures, buildings; c) the class of objects that meet to aesthetic and ethical criteria; works of art collectively, as paintings, sculptures, drawings etc.

3. Vocabulary practice

Do ex. 1a, b, p. 177.

Look at the words and guess their meanings from the given options; compare them with the others' results.

Key: 1 b, 2 c, 3 a.

Do ex. 2, p. 178.

Read the passages (A–D) and guess what entertainment they describe.

Key: A music hall, B ballet, C musical, D mime.

4. Vocabulary practice & Speaking

Do ex. 3, p. 178.

In pairs, group the words and expressions into two columns. Compare your results with the other pairs' answers. Give your sample sentences with these words and expressions.

Possible answer:

Positive	Negative
heartwarming well acted lots of twists and turns very surprising gripping utterly believable original	too long a bit boring predictable

Do ex. 4, p. 178.

In pairs, read the definitions and match them to the words in box. Explain your choice.

Expected answer: 1 cast; 2 star; 3 director; 4 soundtrack; 5 plot; 6 scene; 7 audience; 8 sequel; 9 special effects; 10 script; 11 subtitles.

5. Grammar

Study the “Grammar Links” box, p. 179–180.

What forms of participles have you learnt about? What are the functions of the Participle?

Do ex. 1, p. 180.

In pairs, study the table with the forms of the Participle. Say, what way non-finite form of the verbs change. Give your own sample sentences using the table.

6. Grammar practice

Do ex. 2a, p. 180–181.

Scan the text and write out all participle forms of the verb. Define their functions.

Expected answer: 1 approaching (Participle I; означення по відношенню до іменника); 2 looking (Participle I; вказує на одночасність дії з дією присудка); 3 coming (Participle I; означення по відношенню до іменника); 4 overcast (Participle II; вказує на одночасність дії з дією присудка); 5 huddling (Participle I; означення по відношенню до іменника); 6 seeking (Participle I; означення по відношенню до іменника).

Do ex. 2b, p. 180–181.

Look at the picture and describe it close to the text using participle forms of the verbs.

Do ex. 3, p. 181.

In pairs, match the examples (a–e) with the names of different participle forms.

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

Do ex. 4, p. 181.

In pairs, open the brackets using the Present Participle or Perfect Participle form.

Key: 1 having written, 2 living, 3 having heard, 4 having looked, 5 drinking, 6 going, 7 having thrown.

7. Summary

Do ex. 6, p. 182.

Key: 1 having been seen, 2 carried out, 3 covering, 4 asked, 5 recorded.

8. Homework

Do ex. 5, p. 179; ex. 5, 7, 182.

Lesson 48. LANGUAGE OF ART

Дата _____

Клас _____

Objectives:

- to improve students' listening skills: prediction /gist/ for specific information /inference; to develop students' free speaking; to introducing new functional language; to focus students on talking about cinema and theatre;
- to motivate students for becoming independent listeners; to develop students' personal and social skills; to activate linguistic guess; to promote interest in the culture;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to bring up a sense of pride in the past of Ukrainian people.

Outcomes:

 by the end of the lesson students will be able:

- to talk about cinema and theatre;
- to listen and understand information about films and theatre performances;
- to distinguish the necessity of objects of art in our life;
- to describe a painting.

Procedure

1. Warm-up

Do the "Words for you" box, p. 183.

In pairs, read the words from the box and say the meanings you known to each other. Find out the definitions of unknown words. Use a dictionary if you need.

Expected answer:

an approval	схвалення	meaningless	безглуздий
a fiction film	художній фільм	striking	дивовижний
to blend together	змішувати	unfavourable	неприємний
recognition	визнання	a must-see movie	фільм, що вкрай необхідно переглянути
heartwarming	душевний		

2. Reading & Speaking

Do ex. 1, p. 183.

In pairs, ask each other the questions in turns. Express your point of view and explain the reasons. Use the words from the box. Find out, do you have similar or different tastes?

3. Listening

Do ex. 2, p. 184.

Listen to a film critic, then note down who the people are. Talk about a new film giving opinion. Use the information from the "Useful language" box, p. 184.

4. Listening & Speaking

Do ex. 3, p. 184.

Look at the statements below. Mark the appropriate column for "True", "False" or "Don't know". Then, listen again and check how you right were.

5. Speaking

Do ex. 4a, p. 185.

Look at the pictures and say which of the words in the box you would use to describe each of these pictures: *attractive, ugly, interesting, beautiful, silly, meaningless.*

Do ex. 4b, p. 185.

6. Listening

Do ex. 5, p. 186.

Listen to someone talking about paintings, and then match the paintings (A–F) with the following comments about them (1–6).

Listen again and decide which pictures he would put on the wall in his home.

Work in pairs. Check each other's answers.

7. Speaking

Do ex. 1, p. 186.

Think of a film you like. Look at the questions below and make notes.

My favourite film

- ◆ What is the plot?
- ◆ Who are the main characters?
- ◆ How does the film end?
- ◆ Who was it directed by?
- ◆ Can you remember any of the actors?
- ◆ Is it well acted?
- ◆ Were there any special effects?
- ◆ Do you like the soundtrack?
- ◆ Why do you like this film?

In pairs, tell each other about the films you like. Use the template.

Do ex. 2, p. 187.

In pairs, study the advertisements on p. 187–188 and discuss what you would choose to see in the theatre. Explain your reasons.

Do ex. 3, p. 189.

Look at the works by Ukrainian painters and say what genres they are painted in. Compare your answers to the others.

In groups, briefly speak about each picture. Use the phrases from the “Useful language” box, p. 190.

8. Summary

Do ex. 4, p. 190–191.

In groups, speak on the statements (1–6) on page 191. Highlight the following points about each of them.

9. Homework

Use the phrases from the “Useful language” box, p. 190 to write a brief paragraph about one of the pictures you've chosen. Don't forget to mention:

- its name and location (museum / gallery);
- the subject (that is represented or depicted);
- the composition (how the space of the picture is used);
- the colours (how different colours are handled);
- the details (what they are and how they are related to the subject);
- the general impression the picture makes / your own impressions.

Lesson 49. WRITING A REVIEW

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on the writing points and on linking devices; to practise writing of a review;
- 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 read and accept information;
- use appropriate vocabulary and correct grammatical items;
- to locate significant points and features;
- to follow sequence of ideas, facts etc;
- make and expand notes;
- give their opinion and summarise.

Procedure

1. Warm-up

Answer the questions and present your results to the class.

1. What is a review?
2. What purposes of writing reviews can be?
3. In your opinion, what should you do to start writing a review?

2. Reading & Speaking

Do ex. 1, p. 191.

Read the information and check your answers. Write down 6–8 questions to highlight the most important points of the article.

Possible questions:

1. What is a review? What types and types of review do you know? Where they are usually published?
2. What should you focus on when you write the first draft?
3. What parts does a review consist of?
4. What does an introduction state?
5. How many paragraphs are usually in the body part? Name the features of each paragraph.
6. What does conclusion include?
7. What are the particular qualities of grammar and vocabulary?

In pairs, use your questions and ask and answer each other.

3. Speaking

Do ex. 2, p. 192.

Match the review parts (1–3) with their contents (a–c). Compare your results with the others.

Key: 1 c; 2 a; 3 b.

4. Reading & Speaking

Do ex. 3, p. 192.

Scan the information quickly and put the parts of the review into the correct order. Explain your reasons.

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

In pairs, make sure that you know all necessary vocabulary for writing film reviews. Study the information in the table and check how the film description (from the review) matches the table:

movie / year / country	action, horror, thriller, comedy, romance, sci-fi, western, musical, drama, family, animation, fantasy, western
characters	lead role, hero, male (female) character, cast
plot	brief description
scenes	opening scene, ending, action scene, romantic scene... a boat, a mountain, in space, on another planet...
general descriptive phrases	good /bad acting, camera work, too much violence, soundtrack, visual effects, directing...

What would you like to change? Why? Explain your point of view. Make you pair's conclusion and share it to the other pairs.

5. Speaking

In pairs, study the points of the review structure and speak about a film you both have seen not long ago.

1. The film ... was made in ... (country), in ... (year), by ...
2. It's a
3. Action takes place in
4. The main character(-s) is /are ... (name(-s)). He /she (They) is /are ... (features).
5. The most ... scenes are
4. The ending is
5. The idea of the film is And the film, in general, is
6. The film has /hasn't quite a great success because
7. Make sure you don't miss it. /This movie (isn't) worth watching. /I would (not) recommend it if

6. Reading & Speaking

Do ex. 4, p. 193.

In groups, read the "Useful language" box, p.192 and the list of transitional 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.

7. Summary

Choose the film /book all of you've recently seen /read. Discuss and make you notes to each of the review writing points. Complete and coordinate your parts into whole work. Present it to the class.

8. Homework

Write a film /book review. Use the tables from the lesson, linking words list and the structure scheme. Don't forget check grammar and vocabulary of your writing.

Lesson 50. USE YOUR SKILLS: DIVERSITY OF ARTS

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 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 the Participle;
- to talk about films giving opinion;
- to talk about exhibitions;
- to answer questions in a dialogue expressing agreement or disagreement;
- to explain their choice.

Procedure

1. Warm-up

Answer the questions:

1. Do you like modern art?
2. Have you ever thought some of arts is not really art? What do you think about action art?

In two groups, discuss the following and share your mind with the other group.

1 group: When you see a picture what do you pay attention to: colour, composition, things, people faces?

2 group: True art elevates the mind and soul of people. Can that be said of abstractionism, which is still fashionable?

2. Vocabulary practice

Do ex. 1, p. 194.

Complete the text with the words from the box. Check your answers.

Key: 0 *emotions*; 1 realistic; 2 Cubism; 3 arrangement; 4 surrealists; 5 scenes; 6 shapes; 7 images; 8 colours; 9 effect.

3. Grammar practice

Do ex. 2, p. 195.

Complete the text using the verbs from the box in the correct form.

Expected answer: 0 *being*; 1 having lost; 2 checking; 3 drawn; 4 Seeing; 5 dressed up; 6 trying; 7 being tired; 8 feeling; 9 Having found; 10 crying; 11 pushing; 12 crawling; 13 whispering.

4. Reading & Vocabulary

Do ex. 3, p. 196–197.

Scan the e-mail and answer the questions after it. Then, exchange your results.

Possible answer:

1. Andrew Adamson.
2. Shrek 2.
3. Cartoon.
4. Shrek, ogre, and Princess Fiona.
5. They are green and ugly.
6. The point of the film is that if you love someone, it doesn't matter about colour of his / her skin or look; the film is about love and loyalty.

7. The film raises the problem of matching the appearance of a person and his/her inner world.
8. Mandy loves this film because it's full of humour and fun.
9. The film shows that matters are the character of the person.
10. The animation is unbelievable; the facial expressions of the cartoon characters are very realistic and believable.
11. It is interesting, memorable, entertaining because of plenty of moments which leave a smile on people faces.
12. Donkey has Eddie Murphy's voice and it's visually brilliant, too.
13. The main theme is interesting and catchy and the purpose is important and timely.
14. Yes, he did.
15. Mandy recommends the film to her friends.

5. Speaking

Do ex. 6, p. 199.

In groups, read the items and discuss them. Do you agree or disagree with them?

1. What makes good art? Do you think art can be great if it is not linked with people's lives, their interests and ideals? Give your reasons.
2. How does art help us understand the outside world?
3. What purpose does a true art serve?
4. Share your opinions about:
 - Real art appeals to the heart and mind of man,
 - To his feelings and ideals and it proclaims life.
 - Art is life, pretence of art is death.
5. True art elevates the mind and the soul of people.

6. Reading

Read the text and answer the question: Do you agree that digital art is a real art? What are its features? What way it is used in film making?

DIGITAL ART

The digital or computer art is widely used in creating websites, video games, clip arts, templates etc. Use of computer in the field of visual arts began in the 1960s. In today's digital art industry, animation is the buzzword. Use of 3D animation techniques is made in many different fields like filmmaking, TV advertising, web advertising, etc. Digital technology has given a boost to the art industry since newer and innovative tools have been developed.

7. Summary

Do ex. 5, p. 198–199.

In pairs, read the task and role play the situation. Imagine your friend and you are going to visit in the exhibition. Discuss the options and choose one of them. Present your dialogue to the class.

8. Homework

Do ex. 4, p. 198.

Use linking words to express your opinion. Don't forget about the review structure.

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 the ability to work in groups, to listen, communicate, and be loyally to people with a different perspective; 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 form the ability to interpret facts and present their own examples; to bring up students' sense of beauty.

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

- to understand and use Participles in speech;
- to read and understand texts about visual arts;
- to listen and identify certain facts about arts;
- to describe a painting;
- to estimate their own skills and qualities;
- to give their opinion supported with reasonable facts.

Procedure

1. Warm-up

Architecture, music, pictorial art, ... What other forms of art do we have in our culture?

Listen to the text and in three groups and make a list of arts mentioned in the text. What kinds of Ukrainian applied art do you know? Compare your results to the other groups.

TEXT UKRAINIAN ART

Ukrainian art, having strong cultural heritage, is closely related to traditions of European artistic styles. Ukraine's art galleries feature beautiful *visual art, graphic art, design, sculpting, crafting* and *photography objects*. An important *religious art* form is the icon, a highly stylized image of a religious figure or event known from 988. *Architecture* in Ukraine ranges from buildings dating back to the 11th century to modern structures. *Cinema* is one of the most popular arts. More than 20 state and private film studios work in our country. *Theatrical art*, arose from ancient folk plays and songs, offers a marvellous way of entertainment. Ukrainian people enjoy their culture in the form of *traditional dances*. The Cossack dance Hopak is referred as the National Dance of Ukraine. Ukrainian *folk art* is rich and colourful. The tradition of the Easter eggs, so called Pysanky, is widely spread all the territory of Ukraine. Traditional clothes are decorated with intricate red and black *embroidery*. *Weaving, woodcarving, pottery* and *ceramics* are also important in Ukrainian art.

<http://www.justukraine.org/ukraine-art.asp>

Key: visual art, graphic art, design, sculpting, crafting, photography, religious art, architecture, cinema, theatrical art, traditional dances, folk art, embroidery, weaving, woodcarving, pottery ceramics.

2. Vocabulary practice

Do ex. 1, p. 200.

Scan the texts about films and complete it with the words in the box. Check your results in the class.

Key:

Text 1: 1 science fiction thriller; 2 stars; 3 minds; 4 special effects.

Text 2: 5 movies; 6 directed; 7 succeeded; 8 powerful; 9 true; 10 photography; 11 filmed.

3. Grammar practice

Do ex. 2, p. 201.

Put the verbs in brackets into the appropriate participle form to complete the description of the picture. Share your answers and check them.

Key: 1 painted, 2 standing, 3 playing, 4 following, 5 sailing, 6 having come.

4. Listening

Do ex. 3, p. 201.

Listen to the dialogue and complete the sentences.

5. Reading

Do ex. 4, p. 201–202.

In two groups, read short reviews (one text to each group) and exchange your information in turns. Then, answer the questions after the reviews and compare your results to understand how right you were.

Which film (A or B):

- 1) had three parts?
- 2) was based on a book?
- 3) was filmed in a wildlife park?
- 4) was set at the beginning of the 20th century?
- 5) was a romantic film?
- 6) was directed by a man born in New Zealand?
- 7) won more Oscars?

6. Summary

Listen to and answer the Film Quiz questions. How much do you know about films?

1. In which country is the largest number of films produced?
a) France; b) USA; c) India.
2. Which is the richest film industry in the world?
a) Bollywood (India); b) Hollywood (USA); c) Nihon Eiga (Japan).
3. What is the biggest movie company in the world?
a) Walt Disney Studios; b) Paramount Pictures; c) Warner Bros.
4. In the Harry Potter films, the role of Harry Potter is played by ...
a) Daniel Radcliffe; b) Orlando Blum; c) Robert Pattinson.
5. The Academy Award Ceremony (Oscars) is held in ...
a) New York; b) Cannes; c) Los Angeles.
6. The Chinese actor Fong Si-Lung is better known as ...
a) Chow Yun Fat; b) Bruce Lee; c) Jackie Chan;
7. What is the name of the planet where the Avatar films are set?
a) Diana b) Pandora c) Penelope
- 8) Which writer's works has been filmed most often?
a) William Shakespeare; b) Agatha Christie; c) Jerome Salinger.
9. The Avatar was directed by ...
a) Quentin Tarantino; b) James Cameron; c) Stephen Spielberg.
10. Which British prime-minister was awarded the Nobel Prize for Literature?
a) Winston Churchill; b) David Cameron; c) Margaret Thatcher.

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

7. Homework

Make up a quiz "Ukrainian art" with questions about cinema / visual art / folk art or something else on your choice (not less than 10 questions). Use *Multiple Choice* or *True-False tasks* or *Questionnaire* (with correct answers).

UNIT 8. YOUTH IN MIND

Дата _____

Клас _____

Lesson 52. YOUTH PROBLEMS

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' sense of dignity and the ability to respect it in other people; to develop self-esteem and a sense of respect for others; to create a relaxed, non-threatening atmosphere in the classroom.

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

- to use the words of the topic in oral speech;
- to develop the ability to evaluate personal qualities of people;
- 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. 203.

In groups of four, answer the four questions (one question to each of students) giving your minds on the topic of questions; make your notes while answering. Coordinate your results and retell the information to other groups.

2. Writing & Speaking

Do ex. 1, p. 204.

How to become a leader? Are we good citizens? Are these questions important? There are three questions answering which you can understand what you have to do to become a worthy citizen of our country.

In small groups, decide what activities can give us the opportunities to:

- develop independent thinking and independence of character
- develop responsibility for our own actions
- understand the value of help, advice and encouragement

Brainstorm on the activities and make a mind map or fill in the table. Compare your answers.

Possible answer:

To Become a Good Citizen

Develop independent thinking and independence of character	Develop responsibility for own actions	Understand the value of help, advice and encouragement
Reading other people's words exposes you to their thoughts	Cooperate with and help others	Don't find "spare time" — find ways to help
Identify the other argument. Play devil's advocate, and challenge your views	Do a real job	Even a little or random help is important — small changes can make a big difference
Interact with people who are different than you	Try to understand others putting yourself in the shoes of another	Carrying out good deeds doesn't even cost money

Travel	Don't say: "It's not my fault",	The more you do for others, the more you do for yourself
Focus on respect	Don't be afraid errors! Just fix them on time. This is experience, too	Find out more on volunteering opportunities

3. Reading

Do ex. 2, p. 204–206.

Scan the text and find out what young people say about citizenship projects they have been involved in (A–E) and refer each question (1–8) to the appropriate person. Why do you think the 1st question refers to all of the speakers?

Possible answer:

- 1) had very little equipment for the job? (A B C D E F);
- 2) benefited the local economy? (A);
- 3) was part of normal school lessons? (B);
- 4) deals with a problem largely caused by local people? (A);
- 5) requires being taught skills? (C D);
- 6) involved cooperation with businesses? (F);
- 7) can involve helping injured people? (C);
- 8) seasonal? (A E)

4. Reading & Speaking

Do ex. 3, p. 206.

Skim the text again and find out which person say or do the following.

Expected answer: learnt about the project in a newspaper? *Naz*

had previously been helped by the project? <i>Francis</i>	went on the project after leaving school? <i>Naz</i>
found the project different from what they had expected? <i>Naz</i>	says you can learn from those you help? <i>Tony</i>
says the project was physically demanding? <i>Gary</i>	says they have developed as a person? <i>Naz, Francis</i>

5. Vocabulary

Do the "Words for you" box, p. 207.

Expected answers:

an addict	хтось залежний	to handle	обробляти
a citizen	громадянин	exhausting	виснажливий
drug	наркотик, препарат	non-existent	неіснуючий
government	уряд	worldwide	всесвітній
hardship	труднощі	to get dumped	викидати
a participant	учасник	to get training (on)	тренуватися
a pregnancy	вагітність	to raise money	збирати гроші
to benefit	отримувати користь		

6. Summary

Do ex. 4, p. 207.

1. Work in pairs. Pay attention to the words in bold in task 2 and guess their meanings.
2. Match the words with their definitions.
Key: 1 d, 2 a, 3 e, 4 c, 5 b.

7. Homework

Do ex. 5, p. 207.

Lesson 53. DEVELOP YOUR VOCABULARY: I MYSELF...

Дата _____

Клас _____

Objectives:

- to revise and practise previously taught vocabulary material; to focus students on use of prefix "self"; to improve students' vocabulary skills;
- to interest students in learning new functional language; to develop students' ability to think logically and creatively study the educational material; to activate linguistic guess and 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; to form a culture of speech.

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

- to communicate effectively and appropriately in real life situation;
- to analyse and understand the use of the prefix "self" in speech;
- to use word-formation to create opposites of adjectives;
- to talk about problems of young people;
- discuss the ways of solving the youth problems.

Procedure

1. Warm-up

Do ex. 1, p. 208.

1. Guess the meanings of the following words (1–6) and match them with their definitions (a–f).

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

2. Say which of the characteristics above are positive and which are negative? Explain, what makes you think so.

Key:

- *positive* — self-disciplined, self-confident, self-educated, self-possessed;
- *negative* — selfish, self-interested.

2. Vocabulary

Do the box, p. 208.

In pairs, study the box information and make a conclusion. Compare your results with other pairs.

How do you understand the meaning of the prefix "self-" in different words? Give your examples.

3. Vocabulary practice

Do ex. 2, p. 209.

Find Ukrainian equivalents for these words and word combinations.

Key:

a self-addressed envelope	конверт із власною адресою	self-love	себелюбство
self-admiration	самозахоплення	self-made	зобов'язаний усім самому собі
self-centred	егоцентричний	self-mockery	насмішка над собою
self-coloured	природного забарвлення	self-neglect	самозабезпечення
self-discipline	самодисципліна	self-pity	жалість до самого себе
self-educated	той, що вчився самотужки	self-reproach	самоосудження
self-importance	самовеличання	self-sacrifice	самопожертва

Do ex. 3, p. 209.

Remember of word formation and form opposites of adjectives using prefixes or suffixes.

Key: **1** intolerant; **2** inflexible; **3** impatient; **4** untidy; **5** shameless / unashamed; **6** independent; **7** uncivilised; **8** uncontrolled; **9** unfair; **10** impolite; **11** unsupportive; **12** unreasonable; **13** unwilling; **14** immoral; **15** unbalanced.

4. Reading

In three groups, read the text about the youth. Write out the problems that youth faces into three lists (in groups): a) Common problems; b) Problems of privileged youth; 3) Problems of most ordinary youth. Share your results and compare problems.

TEXT PROBLEMS OF YOUTH

The youth of today consider itself too young to take responsibility and duties on their own shoulders and they are supposed themselves old enough to have rights as adults have. They aspire to take their own decisions for personal or social matters. The main problem is the communication gap between young people and their parents. Six out of every 10 young people are usually short-tempered and rude in their communication with parents.

It should be noted, today's youth is more outgoing, more extravagant in their desires and less into their studies; they are stubbornly aspire to a luxurious lifestyle and know nothing of hard work.

But this is completely true for privileged youth only. Unfortunately, there are many young people who remain undereducated and have to work from a young age. They usually have low self-esteem.

Sometimes, racism and discrimination against people of opposite language, gender, creed or religion makes them a victim of emotional disorders. Today's youth is less concerned with politics; they are vulnerable to be used in anti-social activities with false charms. They are taken hostages or turned into militants.

It can be justly said that this age is the most difficult part of life. The most common problem is peer pressure, so called bullying. Last but not least, are love issues which have dramatically been on rise since the past few years. The depression overpowers them and very few are able to cope up with it.

<http://www.youthincentives.org/>

Expected answer:

Group I. **1** supposed themselves old enough to have rights as adults have; **2** communication gap between young people and their parents; **3** less into their studies; **4** aspire to a luxurious lifestyle; **5** they are to be used in anti-social activities; **6** are taken hostages; **7** turned into militants; **8** bullying; **9** love issues depression.

Group II. **1** consider itself too young to take responsibility and duties on their own shoulders; **2** know nothing of hard work.

Group III. **1** many young people remain undereducated; **2** have to work from a young age; **3** low self-esteem racism and discrimination lead to emotional disorders.

5. Summary

Do ex. 4a, p. 209.

Work in pairs. Read and explain the meanings of the words in the list. Use the synonyms..

6. Homework

Do ex. 4b, p. 209.

Think of the question and write a brief essay about. Use the words from the part "a".

3. I asked him, but he pretended ... and didn't answer.
 a) read; b) to be read;
 c) to be reading.
4. It was impossible ... at his jokes.
 a) not laugh; b) not to laugh;
 c) to not laugh.
5. He is said ... for London already.
 a) to have left; b) to have been left;
 c) to leave.
6. He doesn't like ... while he is speaking.
 a) to be interrupted; b) to have interrupted;
 c) to have been interrupting.
- Key: 1 c, 2 b, 3 c, 4 b, 5 a, 6 a.

4. Grammar

Do the "Grammar links-2, 3" box, p. 210–211.

In two groups, study the boxes information (one box to each group). Find out the cases of use of the "to"-infinitive and the zero (bare) infinitive. Give your sample sentences. Then exchange information with the other group.

5. Grammar practice

Do ex. 2, p. 211.

Choose the correct verb form and explain your choice.

Key: 1 follow; 2 crashing; 3 to stay; 4 not to drop; 5 to understand; 6 avoiding; 7 noticing; 8 working; 9 going; 10 to stay ... seeing.

Do ex. 3, p. 212.

Complete the sentences with the correct forms of the verbs in brackets. Choose Infinitive or Gerund and explain your choice.

Key: 1 to do; 2 to give up smoking; 3 reading; 4 smiling; 5 seeing; 6 to choose; 7 to go shopping.

6. Reading & Speaking

In pairs, read the text and write out the phrases with infinitives. Explain the use of them to each other. Compare your results with the other pairs.

Teenagers face real problems on a daily basis. Teens are expected to cope with social and parental forces, studying and peers pressures, as well as love and work problems. The issues that teenagers face today vary but these issues can be dealt with easily if parents can understand the symptoms of their problems. Parents need to approach their children carefully and in a friendly manner to discuss the problem.

Key: 1 are expected to cope; 2 can be dealt; 3 can understand; 4 need to approach; 5 to discuss.

7. Summary

Do ex. 4, p. 212.

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

8. Homework

Do ex. 5, p. 212.

Lesson 55. HOW ARE YOU FEELING NOW?

Дата _____

Клас _____

Objectives:

- to improve students' speaking and listening skills; to focus students on talking about youth problems;
- to motivate students for becoming advanced listeners; to develop students' personal and social skills; to promote students to communicate effectively and appropriately in real life situation; to expand students' vocabulary; to activate linguistic guess;
- to create a relaxed, non-threatening atmosphere in the classroom; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form a culture of speech.

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

- to listen and understand text for specific information;
- understand meaning of words, phrases and sentences in context;
- to communicate in familiar social situations; and use expressions in appropriate ways;
- to explain the meanings of words and phrases.

Procedure

1. Warm-up

Do ex. 1, p. 213.

Read the task and play the game "How are you feeling now?"

In pairs, choose the nickname for you. It may be short enough (but not less than 3 letters). Think and write down sentences with appropriate adjectives that begin with each letter of your nickname. Your partner has to guess your nickname. Do it in turns.

For example:

- What is her nickname? She feels *terrible*. She's *irritated* and *nervous* a lot now. She is in an *awful* mood. — Tina.
- What is his nickname? He is a bit *sarcastic* at the moment, because he is *tired* and *excited*, but you want him to be *venturous* and *encouraging*. — Steve.

Use the sentences as examples

- I feel so *disappointed*.
- Life is *unfair* for me.
- I'm really *surprised* that he said such a thing.
- She is *calm* down now.
- I'm not quite *sure* about it.
- I take it *easy*.
- Don't get *upset*.
- How *disgusting*!

2. Listening

Do ex. 2a, p. 213.

Listen about dealing with emotions and decide which idea of the following ones (a-f) is not in the information. Then answer the question: What about other ideas?

3. Vocabulary

Do the "Words for you", p. 213.

In pairs, study the box and give the words' definitions/translation to each other. Check your results.

Expected answers:

anxiety	anticipation of misfortune	занепокоєння
envy	desire to have something that someone possesses	зздрість
handicap	the condition of being unable to do smth.	неспроможність
intelligence	the ability to understand and profit from experience	інтелект

illiteracy	ignorance resulting from not knowing	неписьменність
rage	feeling of intense anger	лють
response	reaction to a change in its environment	взаємне почуття, відгук
to stunt	to show courage	демонструвати сміливість
contented	satisfied or showing satisfaction	задоволений
vulnerable	susceptible to criticism or persuasion or temptation	уразливий
to carry away	removing from a certain place or emotional state	видаляти
to gain control	to get control	отримати контроль

4. Listening

Do ex. 2b, p. 213.

Listen to the article one more time and say which of the ideas in task (a) summarises the main message of the article in the best way.

5. Writing & Speaking

Do ex. 1, p. 215.

Look through the list of problems that may worry teenagers. Put them in order of importance from your point of view. Explain your choice. You can add your own items.

6. Vocabulary

Do the “Words for you” box, p. 215.

In pairs, read the words and try to explain them in English to each other. Then match them to their Ukrainian equivalents.

1) abuse	a) самогубство	7) to expose	g) захворювання
2) bullying	b) нехтувати	8) to frustrate	h) знуцання
3) a disease	c) виставляти напоказ	9) to neglect	i) бентежити
4) a disorder	d) зловживання	10) outrageous	j) сексуально
5) a suicide	e) засмучуватися	11) sexually	k) розлад
6) to embarrass	f) несамовитий		

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

7. Speaking

Do ex. 2, p. 215–216.

Speak on certain dangers and hardships that may occur in young people’s lives and discuss the problems in pairs.

8. Summary

Do ex. 3, p. 214.

Listen and sing along.

Do ex. 3, p. 216.

In pairs, try to describe a typical Ukrainian teenager.

9. Homework

Do ex. 2, p. 216.

Use the questions for writing an essay about Ukrainian teenagers’ life. Add your own ideas and conclusions from your own experience.

Lesson 56. **A DISCURSIVE ESSAY STRUCTURE:**
SOLUTION TO A PROBLEM ESSAY

Дата _____

Клас _____

Objectives:

- to develop students' writing skills; to focus students' attention on introductory and concluding paragraph parts; to practise writing of an essay;
- 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 use appropriate vocabulary;
- to use correct grammatical items;
- to express their attitude to problem that is solved;
- to put ideas in proper sequence;
- to write an essay.

Procedure

1. Warm-up

Do the "Writing Point" box, p. 217.

Study the box and answer the questions:

1. What is an Essay Suggesting Solutions to problems?
2. What are the features of such an essay?
3. What are the parts of an essay?
4. What does introduction / body / conclusion include?
5. What linking words (transitions) can we use for different parts of the essay?

2. Reading

Do ex. 1, p. 217.

In groups, read the situation and discuss the problems given in the table.

1. Look through possible solutions and expected results.
2. Give your opinion on the suggested solutions and results.
3. Will such decisions lead to the desired results?
4. What would you add to the solutions?
5. Could you propose better ways?

3. Reading & Writing

Teacher prints the texts including the Zero part to each text-card. In three groups, read the texts (one text for each group) and do the task:

1. Define the issue.
2. Expand the question from the particular case to the general problem.
3. Offer your solutions to the problem.
4. Think about results and decide whether such decisions lead to the desired results.

Make your brief notes, put the parts into the right order and present your work to the other groups.

Remember about useful phrases for more formal essay! Don't forget to use linking words!

- *It would seem that + your sentence* — use this when you support your opinion with evidence.
- *It could be argued that + your sentence* — when you want to challenge an existing opinion.
- *This suggests that + your sentence* — when you don't want to fully commit to an opinion.
- *This proves that + your sentence* — when you are confident with your opinion.
- *This supports the idea that + your sentence* — to support an opinion that you have already made.

<i>General explaining:</i> In order to ... (to introduce an explanation); In other words ... (to express something in a different way); That is to say ... (to add further detail to your explanation)
<i>Adding additional information:</i> Moreover / Furthermore (to add extra information); Likewise / Similarly (to talk about something that agrees with); As well as ... (instead of “also” or “and”)
<i>Demonstrating contrast:</i> However (to introduce a point that disagrees with what you’ve just said); On the other hand (an opposing opinion); By contrast / in comparison (to compare and contrast pieces of evidence)
<i>Giving examples:</i> For instance; To give an illustration
<i>Summarising:</i> In conclusion; Above all

Zero Text. *Teen Line* is an Internet site for young people who are in troubles. The motto of the site is “Need Help? TEEN LINE is here!” You may check out what other teens have been asking about.

Text 1. My dad often calls me “fat” and “useless”. It has begun since I was a kid and all my friends have started to call me the same “name”. I’ve told my mom about how I feel and how I want help, but she just tells me I’m the worst thing that has ever happened to her. My dad died, but the name from my father did not. I’m 16 now and I feel depressed when my classmates shout after me: “Hey, fatsu!” I have no talents and I’m not good at even the simple things. I want to kill myself with all my heart. *Daniel.*

Text 2. I am going through a really tough time, and I’m always so depressed. My boyfriend and I recently split. Then it turned out I’m pregnant, but I’m 16. I’m afraid. It has gotten to the point where I lay in bed and cry for hours. I can’t tell my parents and that’s why they think I crave attention. I don’t know what to do. I honestly have no idea. Help? *Sarah.*

Text 3. I was growing up without my father. I had a step father who would always put me down and hurt me. My mom raised me and has always been there for me. 3 months ago, I wrote the letter to my father, and he responded. I finally met him and my grandparents around the holiday and everything was going so well. Things changed when my mom forbade me to meet dad. I can’t understand it! I would leave home to live with him but mom said she would report to the Kid’s service and I would be taken to the foster house. I don’t know what to do. Please help. *Prince*

<https://teenlineonline.org/category/help-online/>

4. Speaking & Writing

Do ex. 2, p. 218.

In pairs, describe the community you live in. Answer the questions and complete the table.

1. Do you like living there?
2. In your opinion, what are the benefits of having a flat / house there?
3. Are there any problems you would like to point out?

5. Summary

Do ex. 3, p. 218.

In groups, choose one of the topics and discuss it. Propose your solutions and try to predict the results. Make your notes and complete the table (ex. 2). See the example in ex. 1.

Discuss the information answering how you can make your essay successful. Mention the ways of supporting ideas in your 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).

6. Homework

Do ex. 4, p. 218.

Lesson 57. USE YOUR SKILLS: SOCIAL MATURITY

Дата _____

Клас _____

Objectives:

- to motivate students for the learning activity; to train students' grammar skills; to revise vocabulary; to improve students' speaking and reading 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 understand and use the forms of Infinitive to speak about actions and thoughts;
- to read and understand information about emotions and mood;
- to discuss the ways of being a responsible citizen;
- to talk about youth problems;
- to give solutions of a problem.

Procedure

1. Warm-up

In pairs, look through the table and find the Ukrainian equivalents (or translation) to the idioms about mood or physical and moral health.

Positive expressions		Negative expressions	
1) like in the pink of (health)	a) ніг під собою не чути	1) be out of sorts	a) мені наплювати
2) full of beans	b) бути на сьомому небі від щастя	2) losing my grip	b) почуватися хворим
3) be on cloud nine	c) у розквіті	3) I'm not to care a fig	c) не контролювати себе
4) to dance on air	d) заспокоїтися	4) on pins and needles	d) бути не в душі
5) chilled out	e) сповнений сил	5) under the weather	e) нервувати

Key:

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

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

2. Reading & Vocabulary practice

Do ex. 1, p. 219.

Change the form of the words in the margin of the textbook to complete the sentences. Remember about word-formation.

Key: 1 emotionally, 2 breaks, 3 fight, 4 frustrating, 5 anger, 6 behaviour, 7 anxiety, 8 successful, 9 reality, 10 personal.

3. Grammar practice

Do ex. 2, p. 220.

In pairs, choose the correct forms of the verbs (Infinitive or Gerund). Complete the letter and check your results.

Key: 1 to go; 2 to fly; 3 saving / to save; 4 not travelling; 5 to come; 6 to see; 7 to get; 8 share; 9 to hear; 10 to book.

4. Speaking

Do ex. 3, p. 220–221.

Role-play the situation in pairs.

Perform your dialogue in class. Compare it with the dialogues made by other pairs. Discuss and vote for the best role-play.

5. Reading & Speaking

Do ex. 5, p. 217–218.

Choose one of the organisations from the list and give a presentation of it. Think of the purposes and activities based on their emblems and names.

1. The Boys' Brigade
2. The Boy Scouts
3. The Girl Guides
4. The Teddy Boys
5. The Mods
6. The Rockers
7. The Hippies
8. The Skinheads
9. The Punk Rockers

6. Listening

Listen to the text and express your opinion as for aims of youth organisations in Ukraine. Make a list of them. Add the names of the organisations that you know.

YOUTH ORGANISATIONS IN UKRAINE

Youth is the future of each nation. Our young people have begun to take a more people interest in the home and foreign policy of Ukraine. All Organisations for schoolchildren are not based in schools; they unite young people of different towns or district.

The strongest youth organisation is the Students Brotherhood. It unites students from all parts of Ukraine. This organisation is playing a very important role in democratic changes. Another youth organisation looks like the Boy Scouts is Plast. The organisation unites boys and girls from the age of 14 for education, sports and culture. The Plast educates its members to be faithful to God and Ukraine. The independent Ukrainian Youth League is very active in Ukraine, too. Its members organize pickets, strikes, and demonstrations. There are some other organisations whose aims are to revive the Ukrainian culture and traditions, to protect nature, and to maintain Ukraine. Numerous youth clubs unite music fans, sports fans, theatre-goers and others. Besides, there is the "All-Ukrainian Association of Young Businessmen", which tries to find its own way of raising the country out of the economic crisis.

7. Speaking

Do ex. 5, p. 221–222.

In pairs, read the situation; make your notes if necessary and role-play the situation.

You and your friend feel that you would like to join a youth movement. Discuss which of these organisations you would like to join.

Try to reach an agreement: don't quarrel; be polite; give reasonable arguments; make a common decision and follow the "Remember" part.

8. Summary

Do ex. 6, p. 222.

In groups, brainstorm the problems of youth and decide which is the most difficult. Then try to offer answers to that particular problem. Make a list of your propositions and discuss which ones will actually be effective. Make a guess what the results will be.

9. Homework

Do ex. 6, p. 222.

Use your list and your notes to ex. 6; write a brief essay about the problem you think is the most challenging.

Lesson 58. **CHECK YOUR ENGLISH:**
CONTROL YOURSELF AND KEEP CALM

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 tolerance and 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 understand and use the forms of Infinitive;
- to read and understand information about emotions and how to deal with them;
- to talk about emotions;
- to give solutions of a problem.

Procedure

1. Warm-up

Teacher prints enough copies of the texts (one text to a pair) and distributes among students.

In pairs, read the dialogues, define the problem in "your" dialogue and try to give an effective advice. What can you say about emotions speakers show? Share your results to the other pairs.

1

- It's me. Unlock the door, Pam! Can you give me your thoughts on my issue?
- Come in, Lisa. What's the matter? You are as on pins and needles! You seem to be nervous.
- You've got a point there. I escaped from home. Matt and I recently split because of his smoking.
- It's awful! Sure, the reason is not worth it ... What I mean is a lot of teens smoke...
- But my parents think I do. They think Matt has a bad influence on me and forbid to meet him.
- Poor you! I have no idea how to help you...
- Thanks for listening.

2

- Hallo, Ned! How are you feeling now? You look dreadfully!
- Dreadfully? I lost my grip! What would you look if your parents considered you a little baby?
- Is there something wrong with you?
- Problems... I have problems with my parents. But they say "We have problems. Our main problem is you". Me! What do they expect me to do? Listen, I've been working like a dog during holidays — I had full-time job — to get this money. I've dreamt of inviting Daisy to go to the ocean shore, and her parents agreed...
- And what's happened?
- But mine say they need new furniture to the kitchen and I have to help with money. They took the money from my bank card. Listen, trip with the girlfriend— and new furniture... Is it fair? I hate them!

3

- Hi, Don! What's up? You've got no colour!

- Thanks for asking. I'm dog-tired because of my newborn sister. She cried all night but dad is in his business trip. I just had to help my mom.
- I'd say you need to move to your girl-friend after your father returning.
- I'd go along with that, but Sarah has the same problem with her little nephew. She is placing at her sister's to help.

2. Vocabulary practice

Do ex. 1, p. 223.

Complete the text with the words from the box.

Key: **1** to survive; **2** interfere, **3** create, **4** cause, **5** control, **6** intelligent, **7** problem, **8** manage, **9** contented.

3. Grammar practice

Do ex. 2, p. 223.

Choose the correct verb form to complete each sentence.

Key: **1** to see; **2** visiting; **3** to refuse ... giving; **4** to betray; **5** to take; **6** to change; **7** shouting ... to study; **8** to talk; **9** telling; **10** giving.

4. Listening

Do ex. 3, p. 224.

Listen to the interview with Benjamin Wilkinson, a school official from York, England. Choose the most suitable option to complete the sentences.

5. Reading

Do ex. 4, p. 225–226.

1. Read and learn about emotional intelligence and some Mr Goleman's suggestions to control emotions.
2. Match the sentences (1–5) with five aspects of emotional intelligence. Check and compare your results with the other students' answers.
Key: **1** d, **2** a, **3** b, **4** e, **5** c.
3. Refer the sentences below to the suggestions in task 4a about how to control our emotions.
Key: **1** b, **2** d, **3** a, **4** c.

6. Summary

Answer the questions.

1. Should we repress our emotions?
2. What is the result of repressing emotions?
3. Do your emotions influence only people who are around you? What about yourself?
4. How should we express our emotions?
5. Have you got your own solutions for this problem?

7. Homework

Write down a brief paragraph about yourself. Use the following plan:

1. Do you usually show your emotions or keep them in?
2. Do people know how you feel?
3. What do you worry about? When you are worried, what do you do? How do you feel?
4. Tell about a time when you felt a very strong emotion (anger, happiness, guilt, sadness, love, fear, excitement, etc.)

UNIT 9. PEOPLE AND SOCIETY

Дата _____

Lesson 59. WORLD AND EUROPEAN ORGANISATIONS

Клас _____

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 place of Ukraine in the world; 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 read and understand the total content and underlying meaning in the context;
- to locate significant points and features of the text;
- to discuss the questions making decisions;
- to give definitions of the words.

Procedure

1. Warm-up

Do the "Warm up" activity box, p. 227.

In four groups, discuss the points and do the task using the information of your question boxes and the word-cloud. Answer the questions presenting the opinions of the majority. Exchange your thoughts.

Group 1: Tell in brief about your thoughts when you hear "Great Britain".

Group 2: Say to which world and European organisations Ukraine has joined.

Group 3: Discuss and say if you are interested in politics and why.

Group 4: Discuss whether you'd like to become a politician. What qualities should a politician demonstrate?

2. Speaking

Do ex. 1, p. 228.

In three groups, look at the table and brainstorm things, events or people that you associate with three countries. In your groups, make a list for each country. Then compare your results.

Country	Associations		
	Things	Events	People
Ukraine			
The United Kingdom			
The USA			

3. Reading & Writing

Do ex. 2, p. 228–229.

Read the article to add suitable phrases expanding information (about Ukraine) in your table from the previous exercise.

Expected answer:

- 1) co-founder of the UN;
- 2) successful integration into many international structures;
- 3) fighting against foreign aggression;
- 4) Ukrainians are young and old, Ukrainian-, Russian-, Hungarian- and other languages-speaking;
- 5) multinational population;
- 6) a large territory (the largest in Europe);
- 7) population is successful in farming, business and tourism;
- 8) our country is 33rd in the world for the IT start-ups at the moment.

4. Reading & Speaking

Do ex. 3, p. 229.

Scan t the article again and complete the sentences.

Key:

- 1) an independent Ukraine;
- 2) UN (UNO);
- 3) the Council of Europe, the OSCE and the WTO;
- 4) the rule of law, openness, and transparency;
- 5) the collapse of the Soviet Union;
- 6) farming, business and tourism;
- 7) the IT start-ups at the moment;
- 8) will fix our problems.

5. Vocabulary

Do the “Words for you” box, p. 230.

In pairs, study the words in the box and their pronunciation. Find out their translation.

Expected answers:

conscious — свідомий	security — безпека
in favour of — на користь	an issue — проблема, питання
nowadays — у наш час, сьогодні	are dedicated — віддані
an advantage — перевага	fundamental — фундаментальний
sovereign — суверенний	transparency — прозорість
a novice — новачок	to overcome — долати
a co-founder — співзасновник	collapse — крах, розпад
to integrate — інтегруватися, входити (до)	a ranking — рейтинг
to resolve — вирішувати (проблему тощо)	a start-up — запуск (проекту, бізнесу тощо)

6. Vocabulary practice

Do ex. 4, p. 230.

In the text, find the words which mean the following.

Key: 1 a co-founder; 2 to overcome; 3 a novice; 4 fundamental; 5 a start-up; 6 to integrate; 7 security; 8 transparency; 9 collapse.

7. Speaking Reading

Do ex. 5, p. 230–231.

1. Great Britain voted to leave the European Union. Say what you know about Brexit. Before reading, answer the three questions.
2. Read the text to check your answers.

Key: 1 a, 2 c, 3 b.

Do ex. 6, p. 231.

Read the text in task 5 again and say if the sentences below are true or false.

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

8. Summary

Do ex. 7, p. 231.

In groups, discuss the following questions.

9. Homework

How do you imagine our country in 50 years? What should we do to create a successful country with happy population? Who our future depends on? Design your own way of assessing contributions to society. Write a brief essay “Ukraine of the future”.

Lesson 60. DEVELOP YOUR VOCABULARY. BUILD UP YOUR GRAMMAR

Дата _____

Клас _____

Objectives:

- to revise and practise previously taught vocabulary and grammar material on the topic; to improve students' vocabulary and speaking skills; to focus students on expressing of non-finite verb forms;
- to develop students' communicative competence; to interest students in learning grammar; to expand students' vocabulary; to activate thinking imagination; to activate linguistic guess; to motivate error correction work;
- to broaden students' outlook; to encourage students' interest in the learning information about other countries; understanding the role of politics in everyday life; to develop self-esteem and a sense of respect for others; to inspire students to work in groups and pairs.

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

- to understand the words concerning politics and society;
- to understand the difference between non-finite verb forms;
- to analyse the use of different forms of non-finite verbs;
- 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. 232.

In pairs, study the box content; find out the meanings of the words "Brexit" and "referendum", "vote". Try to explain the words' meanings to each other giving examples to your partner.

3. Vocabulary practice

Do ex. 1, p. 232.

In pairs, read and choose the noun "vote" or "referendum" to complete the sentences. Put the nouns in the appropriate form where necessary. Check your answers and compare your results.

Key: 1 votes; 2 votes; 3 referendum; 4 vote; 5 referendum.

Do ex. 2, p. 232.

In pairs, match the synonyms and compare your answers to the other pairs.

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

Do ex. 3, p. 233.

In two groups, match the words to their definitions (one task to a group). Exchange your answers in the class.

Key

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

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

4. Grammar

Do ex. 1, p. 234.

Remember and name the forms of non-finite verbs. Identify the appropriate forms and explain your choice.

Key:

A Infinitive: a) Lose an hour in the morning, and you will spend all day looking for it. b) To be or not to be — that is the question

B Gerund: a) The best part of living is loving and giving.

C Participle: a) Lost time is never found again.

5. Grammar practice

Do ex. 2, p. 234.

Remember some non-finite forms can be similar to nouns. Think of the difference and group up the sentences according to the columns.

Key:

A Participle	B Gerund	C Noun
2, 6	3, 7, 8	1, 4, 5

6. Vocabulary & Speaking

Do ex. 4, p. 233.

Work in pairs.

Match the verbs on the left to the words on the right to word combinations.

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

Make up your own sentences with these word combinations.

7. Summary

In groups, discuss the questions and share your thoughts with the others.

1. Should political power be regional or centralised? Compare the situation in Ukraine and the USA.
2. Should important public services such as water, gas and electricity supply be under government or private ownership? How is it in our country? In Great Britain? In the USA?
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 our country? In Great Britain? In the USA?

8. Homework

Do ex. 3, p. 234.

APPENDIX

Think and say: what does it mean to be a good citizen? Use the given points and explain your choice. Add points of your own if necessary.

To take part in the life of the community; to obey the law; to be a good friend; to votes in every election; to make people happy; to supports charities; to join a political party; to work hard; to follow political issues in newspapers / on tv; to protest when something is wrong; to take part in politics.

Lesson 61. COUNCIL OF EUROPE AND EUROPEAN UNION

Дата _____

Клас _____

Objectives:

- to improve students' listening and speaking skills; to focus students on listening for information about European structures;
- 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 EU; to encourage students' interest in politics; to form students' logical thinking; to provide a stable and welcoming atmosphere in the class; to inspire students to work in groups and pairs.

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

- to listen and understand information on the topic;
- to evaluate the political situation in the country;
- to talk about independence and human rights;
- to use a suitable dictionary.

Procedure

1. Warm-up

Do ex. 1, p. 235.

In pairs, ask and answer the questions.

2. Listening

Do ex. 2, p. 235.

Listen to the information about the Council of Europe and name the main areas of its activity. Make notes if necessary.

Expected answer:

Main aims	Main areas
• protection of human rights	• labor migration issues
• promoting awareness and development of European cultural identity; • search for joint solutions to social problems	• health care
• development of political partnership with the new democratic countries of Europe	• cooperation in the fight against international crime (terrorism)
• assistance to the countries of Central and Eastern Europe in carrying out political, legislative and constitutional reforms	• cooperation in the field of education, science and culture; • sports, mass media, regional development, youth movements, environmental protection

Listen again, then copy and complete the table (teacher can print the table to each student). Compare your answers.

The Council of Europe is the organisation that unites...	
Its structure	
It works to	
It has created	
Its programmes	

3. Speaking

Do ex. 3, p. 235.

In groups, discuss the priority objectives of the Council of Europe and the activities it carries out.

4. Vocabulary

Do the “Words for you” box, p. 237.

In pairs, pronounce the words correctly paying attention to the stress of the words. Do you know the definitions of these words? Try to explain them to each other. Then, match them to their meanings. (Each pair gets the card.) Check your answers.

1) voluntary	a) активіст	8) a petition	h) член, учасник
2) a member	b) затверджувати	9) to raise	i) жертвувати
3) youth-led	c) благодійність	10) to volunteer	j) заохочувати
4) a suggestion	d) волонтерству- вати	11) to register	к) пропозиція
5) an activist	e) добровільний	12) to encourage	л) осуджувати, відкидати
6) to donate	f) піднімати, під- вищувати	13) to approve	м) петиція
7) charity	г) під проводом молоді	14) to disapprove	н) реєструвати

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

5. Speaking

Do ex. 1, p. 237.

In pairs, speak on the following questions. Discuss each of the questions. Make your notes and give your common opinion to the class briefly.

Do ex. 4, p. 236.

Look through the lyrics and listen to the song; say what its main idea is. What do you know about the author of the song?

6. Reading & Speaking

Do ex. 2a, p. 237.

Read the following examples of activities that young people may do to help solve problems in their country. Then answer the following questions in groups.

7. Reading

Do ex. 3, p. 238.

Read the information about the European Union and the criteria for accession to.

8. Summary

Do ex. 3, p. 238.

In pairs, read your role requirements, think of the points of your speaking and role play the situation. Present your work to the class.

9. Homework

Do ex. 2b, p. 237.

Think about the information you've discussed and write a brief essay expressing your opinion. Don't forget about the essays structure and linking words for each of the paragraphs. Use all available information to prove your mind.

Objectives:

- to develop students' writing skills; to focus students' attention on article features; to practise writing;
- 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 encourage understanding and tolerance to others; to develop students' personal and social skills; to develop self-esteem and mutual esteem; to provide a stable and welcoming atmosphere in the class; to form students' logical thinking.
- Outcomes: by the end of the 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 an article on social issue.

Procedure

1. Warm-up

In pairs, look through the card with transitions and linking words. Refer these words and expressions to the parts of your future article. Compare your results to the other pairs and check your answers.

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.

2. Reading & Speaking

In groups, read the text and define the parts of an article: introduction, body, conclusion (teacher prints the text to the groups **without words in bold and in italics**).

Students have to find transitions and linking words as well. Does this article meet the requirements of which it is written in?

**ARTICLE ABOUT HOW TO WRITE
AN ARTICLE ON SOCIAL ISSUES**

In order to write a perfect article, you will have to follow a few steps.

First of all, you have to choose your topic wisely. You should focus on something that will keep your audience interested. *Also*, it should be something that you can easily research so you should find enough evidence to support your ideas. Make sure your topic is demanded for nowadays.

Next, you have to choose your title and make it leading straight to the point. *Thus*, a title should be unexpected, short, precise, catchy, or thought-provoking. Keep your audience in mind when choosing a headline.

Further, spend time on research. You should always look for proved and reliable sources that you can use in your article. *That is*, don't list opinions without using enough logic proof.

In fact this is risky to rely on the media *because* the world of the media industry is affected by political influence.

Therefore, support your opinion and explanation with examples. *As long as* you are talking about a social topic, find relevant examples in daily life.

And finally, keep your article simple. *As it is* a chance to express your opinion, say what you believe about a current social issue. *This is why* you need to make sure that you have used the right words to express your point of view. Use simple words to explain what you mean.

In addition, revise your article; check spelling, grammar and punctuation mistakes. Such errors can alter the meaning of your sentences and confuse your readers. *As a result* you'll get an interesting article *as* a chance to show your knowledge of the world.

3. Reading & Speaking

Do the "Writing points" box, p. 239.

In pairs, check your answer and find out whether you were right.

Do ex. 1, p. 239.

Read and discuss the information in pairs. Decide how much this information coincides with the information from the text.

4. Reading

Do ex. 2, p. 239–240.

In pairs, read the sentences, discuss information and change them into attractive headlines applying the guidelines mentioned in ex. 1. Try to focus on the main information to create the best heading. Explain your reasons to use one or another headline. Be ready, your results will be very dissimilar or even contrary to each other because of the difference in perception.

Possible answer:

1. The President's safari holidays / President back from safari.
2. "Frost" elections / December elections announced.
3. Fatal accident / Two killed in a car crash.
4. Mysterious death in Malibu / Academy Award Winner found dead.
5. Is the "quiet suburb" of Chester really quiet? / Three apprehended by the Police.

5. Speaking

Do the "Useful tips" box, p. 240.

Read the info from the box. What additional information for writing is in the box?

6. Summary

Do ex. 3, p. 240.

In pairs, discuss the three issues in brief and choose one of the writing tasks. Remember, social issue is a problem that influences a considerable number of the individuals within a society.

Follow the steps:

1. Define your targeted audience and the purpose of your writing.
2. Think of the appropriate title (remember about requirements for it).
3. Create a hook idea for introduction.
4. Think of the points and examples of the body part.
5. Think of the conclusion.

Make the notes to the each part.

Then, make your article in draft.

7. Homework

Do ex. 3, p. 240; use your notes and printed lesson materials to write an article.

Lesson 63. USE YOUR SKILLS: PROVIDING A SEMINAR

Дата _____

Клас _____

Objectives:

- to motivate students to the learning activity; to check students' grammar skills; to revise vocabulary; to improve students' reading and speaking competence; to practise speaking;
- 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; to engage students in the group and pairs work.

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

- to understand and use non-finite forms of the verbs (Infinitive, Gerund, Participle);
- to read and understand information about social situation in a country;
- to estimate and express their attitude to the social situation;
- to discuss the importance of youth-led organisations and student activism.

Procedure

1. Warm-up

Do ex. 3, p. 241.

In pairs, discuss the following questions.

Share your viewpoints with other pairs.

2. Reading & Vocabulary

Do ex. 1, p. 240.

First, check your answers, finding out information in the text. Then check your vocabulary by filling in the gaps in the sentences with the words.

Key: 1 remains; 2 majority; 3 Tatars; 4 Hutsuls; 5 integrate, 6 independence, 7 issues, 8 conscious, 9 dedicated, 10 take part, 11 reform, 12 fundamental.

3. Grammar

Do ex. 2, p. 242.

Read the sentences and open the brackets using the Infinitive, Gerund or Participle with or without "to".

Key:

- | | |
|-------------------------------------|---|
| 1) come (Infinitive without "to"); | 5) to see (Infinitive with "to"); |
| 2) to smoke (Infinitive with "to"); | 6) to be attended (Past Participle, Passive). |
| 3) to speak (Infinitive with "to"); | |
| 4) operating (Gerund); | |

4. Reading & Speaking

Do ex. 4, p. 242.

In groups, read the statements about situations and problems in the world nowadays. Discuss them in groups. Expand on the following sentences making notes. Make a common decision and present it to the class.

5. Reading & Writing

Do ex. 5a, p. 243–244.

In pairs, complete the interview of a well-known journalist with the leader of the Independent Party, Mr N., with paragraphs (A–C).

Key: 1 B, 2 C, 3 A.

Answer the questions after the interview.

Possible answer:

1. He thinks it is a great honour He is thankful for this opportunity and is very optimistic about our chances of winning.

2. He wants to lead a political group that is trusted by their citizens.
3. Social — education, healthcare and law; political — dishonest and corrupt politicians.
4. Creating a different kind of party, reforming of police, education and health-care system.
5. They need to reform schools, hospitals and police.

6. Writing & Speaking

Do ex. 5b, p. 244.

In pairs, pretend one of you is a journalist (J) and another is Mr N. (N). Role-play the interview and present it to the class.

Task for J: Write down the questions you could ask Mr N.

Task for N: Study the Mr N.'s manner of speech and the problems of the country to answer the questions.

7. Reading

Do the "Useful tips" box, p. 246.

In groups, read and learn useful tips and find out what you have to do to prepare to a seminar.

Divide all the points into the content and manner ones.

8. Summary

Do ex. 6, p. 244–246.

In groups, choose one of the topics and learn the material given to it. Expand your topic with some materials from the Internet or other sources. Use linking words and the phrases from the table.

Welcome your audience (more or less formal)	Good morning / afternoon, ladies and gentlemen / everyone. Hi, everyone! Welcome to...
Introduce yourself (or other speakers)	Let me briefly introduce myself. My name is... I'm... from...
Introducing the topic	Today I'd like to talk to you about... I would like to take this opportunity to talk to you about
Explanation of goals	The purpose of this seminar is... My objective today is...
Structure	My talk is divided into ... parts. I'll start with ... / First, I will talk about ... / I'll begin with... ...then I will look at... And finally...
Starting point	Let me start with some general information on... I'd like to give you some background information about... I think everybody has heard about...
End of a section	That's all I have to say about... / We've looked at...
Conclusion	To sum up... Let's summarize briefly what we have looked at...
Questions	Does anyone have any questions or comments? I am happy to answer your questions now. If you have any questions, please don't hesitate to ask
Unknown answer	Good question. I really don't know! What do you think? Unfortunately, I'm not the best person to answer that. Now I will pass you over to my colleague...
Summary	Thank you all for listening. It was a pleasure being here today

9. Homework

Do ex. 6, p. 246. Choose a topic and write a seminar structure.

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 reading competence; to develop students' communicative skills;
- to develop students' full individual potential; 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 understand and use non-finite forms of the verbs (Infinitive, Gerund, Participle);
- to listen and understand texts for detailed information;
- to use the words of the topic in oral speech;
- to express their opinion of politics of our country;
- to discuss the questions making decisions.

Procedure

1. Warm-up

In pairs, read the questions and answer them briefly.

1. Why do we have laws? Would you like to be a lawmaker?
2. Do you think the laws in your country are similar to those in other countries?
3. What do you think of the idea of international laws that would replace all national laws?
4. What do you know about the political issues of your country?
5. How interested are you in politics?
6. Would you like to work in politics?
7. Should religion and politics mix?
8. Would you vote for an actor or actress who campaigns for a government position? Why or why not?
9. Do you think it's important for a country to have a strong military? Why or why not?
10. In your opinion, how much should governments contribute to university education?

2. Reading & Vocabulary

Do ex. 1, p. 247.

Complete the text with the words from the box. Compare your answers with the others.

Key: **1** referendum, **2** citizens, **3** influence, **4** formally, **5** the European Union, **6** work permit, **7** visa, **8** leave, **9** Brexit, **10** Prime Minister, **11** remain.

3. Grammar practice

Do ex. 2, p. 247–248.

Choose the Gerund, the Present Participle or the Infinitive with or without “to” to open the brackets and complete the sentences.

Key: **1** reading ... to read; **2** looking; **3** to solve ... looking; **4** seeing; **5** buying; **6** standing ... selling; **7** help ... (to solve); **8** want to see; **9** to see; **10** to think ... bought ... sold ... lending ... borrowing.

4. Listening

Do ex. 3, p. 248.

Listen to the text about Martin Luther King and say if the statements are true (T) or false (F).

Key: 1 F, 2 T, 3 T, 4 F/ NOT STATED, 5 F, 6 T, 7 T, 8 F, 9 F, 10 T / NOT STATED.

5. Reading

Do ex. 4, p. 248–250.

Scan the text and refer its paragraphs to the questions after it. Then, check your results in the class.

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

6. Summary

Do the quiz “European Union”.

Listen to the questions and choose one of the options (or write a word or mark True / False) to give the correct answer.

1. Which six countries were the founding members of the European Union (EU)?
 - a) Belgium, France, Italy, Luxembourg, the Netherlands & the United Kingdom
 - b) Belgium, France, Italy, the Netherlands, West-Germany & the United Kingdom
 - c) Belgium, France, Italy, Luxembourg, the Netherlands & West-Germany
 2. What is the Gaelic name of Ireland?
 - a) Airlann
 - b) Éire
 - c) Ulster
 3. Both Finland and Norway are members of the European Union.
 4. French is an official language in Belgium, Luxembourg, Monaco, and which other EU country?
 5. Tallinn is the capital of which EU country?
 - a) Latvia
 - b) Estonia
 - c) Finland
 6. What is the currency of Hungary?
 - a) Mark
 - b) Forint
 - c) Euro
 7. How many stars are there on the European Flag?
 - a) 9
 - b) 15
 - c) 12
 8. When you cross the border from Germany to the Netherlands without showing your passport you do so due to:
 - a) The Maastricht Treaty
 - b) The Schengen Agreement
 - c) The Brussels Agreement
 9. In terms of population, what is the largest city in the EU?
 - a) London, UK
 - b) Berlin, Germany
 - c) Madrid, Spain
 10. Which Member State is the smallest in area?
 - a) Latvia
 - b) Vatican City
 - c) Malta
 11. What is the anthem of the European Union?
 - a) Carmen (Bizet)
 - b) Ode an die Freude / Ode to Joy (Beethoven) — [ˈɔːdə ən di(ː) ˈfrɔɪdə] / [oud tə dʒɔɪ]
 - c) Salzburg Symphony (Mozart)
- Key: 1 c; 2 b; 3 False; 4 France; 5 b; 6 b; 7 c; 8 b; 9 a; 10 c; 11 b.

7. Homework

Repeat the vocabulary and grammar of the Starter and Units 1–9. Prepare for the reading test.

Objectives: check the level of students' listening comprehension.

Procedure

1. Test

Listen to the text about disasters and do the tasks.

DISASTERS: NATURAL AND MAN-MADE ONES

When disasters occur due to natural forces they are called natural disasters, over which man has hardly any control. Some common natural disasters are earthquakes, landslides, floods, droughts, cyclones, etc.

An earthquake, the shaking of the earth's surface, is one of the most destructive disasters, caused by rapid movement of the earth's outer layer. The position of the different continents and oceans that we see today has changed a number of times under numerous earthquakes. Shaking of the ground causes to destruction of buildings, bridges, roads, canals and other structures. Earthquakes of high intensity often trigger many landslides in the hilly regions. The shakings of the ground and building damage often break the gas pipes and electric lines that cause fires. The surface topography of a region and groundwater conditions are changed after an earthquake. Earthquakes on the ocean floor cause tsunamis and, often, underwater landslides and volcanic eruptions. Also, earthquakes can cause floods.

Common examples of man-made disasters are industrial disasters such as fires and explosions; chemical, biological, radioactive accidents; traffic accidents and different kinds of air, soil, water pollutions.

Man-made disasters are the result of carelessness or human errors during technological and industrial use. The disasters are in the form of accidents, which occur all of a sudden and take a huge toll on life and property. Local disasters mostly cause injuries, diseases and casualties in places where they occur.

Another types of disasters, affected vast regions and called global, are technological ones. Some of them are due to the potential damages of nuclear fallout. An example is the Chernobyl Nuclear Disaster. It is the worst nuclear disaster recorded in a nuclear power plant. Large areas of Ukraine, Belarus, Russia and even parts of Poland, Denmark and Sweden were contaminated. Around 200,000 people had to be evacuated and resettled. The after affects lasted for many years and a rise in the incidence of blood cancer has been observed in a wide group of people.

I. Match the words and expressions to make each other.

- | | |
|-------------------------------|------------------------|
| 1) shaking of | a) power plant |
| 2) the position of continents | b) effect |
| 3) earthquakes | c) pollution |
| 4) soil | d) has changed |
| 5) nuclear | e) the earth's surface |
| 6) negative | f) cause flooding |

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

II. Read the statements and mark them as True, False or Not mentioned.

- According to the text, the disasters caused by natural forces cannot be controlled by man.
- The text contains detailed information on major natural disasters.
- The ground plane in the disaster area and even the flow of groundwater can change dramatically after an earthquake.
- Earthquakes at the bottom of the ocean lead to tsunamis, ground movements, and volcanic activity.

5. Negligence, human error or even meanness cause man-made catastrophes.
6. Man-made disasters are divided into accidents and technological catastrophes.
7. Huge areas of the world ocean also suffered as a result of the Chernobyl disaster.
8. Some regions of the former Soviet Union and parts of some European countries were polluted by radiation.

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

III. Listen to the text again and answer the questions to find the correct option to each of them.

1. Which of the natural disasters are NOT mentioned in the texts?
 - a) landslides;
 - b) droughts;
 - c) avalanches;
 - d) floods.
2. The text says that an earthquake generally caused by
 - a) changing of continents and oceans;
 - b) movement of the land outer layer;
 - c) volcanic eruptions;
 - d) landslides.
3. According to the text, breaking the gas pipes and electric lines are the results of
 - a) fires;
 - b) changing of groundwater flow;
 - c) volcanic eruptions;
 - d) the earthquakes and destruction of buildings.
4. Which of these industrial catastrophes are mentioned in the text?
 - a) terrorism, radioactive and traffic accidents;
 - b) fires, explosions, acid rains;
 - c) fires, chemical and biological disasters;
 - d) explosions, sound pollutions, deforestation.
5. The text describes
 - a) the global catastrophe;
 - b) the accident;
 - c) the local catastrophe;
 - d) biological disaster.
6. As the text says, the Chernobyl Nuclear Disaster leads to
 - a) air, soil, water pollutions;
 - b) evacuation and relocation around 200,000 people;
 - c) huge toll on life and property;
 - d) fires and explosions.

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

2. Homework

Repeat the vocabulary and grammar of the Starter and Units 1–9. Prepare for the reading test.

Objectives: to check the level of students' reading comprehension

Procedure

1. Test

Listen to the radio interview and do the exercises to practise your listening skills.

HELP OTHERS, HELP YOURSELF

I n t e r v i e w e r. Today I introduce you two young people who are both doing voluntary work in the sports sector. There's Liam ['liəm] Parker, who works at a sports centre. And then there's Debbie Sanford, who now has a paid job. So, Liam, tell us a bit about your work.

L i a m. It's really cool! Basically it's a huge space where sports events take place. The building was completely renovated and now we have facilities for urban sports like skateboarding, Parkour...

I n t e r v i e w e r. Hang on a moment, can you explain the last?

L i a m. Parkour? It's a way of moving around an urban environment developed from military training. It involves climbing, jumping... Well, everyone's seen it on TV: people jumping off incredibly high buildings, between roofs...

I n t e r v i e w e r. So what are you involved with?

L i a m. My passion is for BMX biking, and I get people involved in it doing demonstrations. But I also make sure the bikes meet safety standards, check the tracks. I even teach kids the basics of BMX.

I n t e r v i e w e r. Right, so you've learned a lot of skills?

L i a m. Yeah. At first I was a bit nervous, but now I have no problem giving safety instructions to people. I even had to learn sports-specific first aid in case anyone hurts themselves.

I n t e r v i e w e r. So that training will be valuable when you come to look for paid work?

L i a m. Sure. I'd like to stay in this sector and find paid work, so my experience will help a lot.

I n t e r v i e w e r. Thank you, Liam. Our other guest has made the jump from voluntary to paid work. Debbie, you've been involved in many sports in your 19, haven't you?

D e b b i e. Oh! As a child I played in a football team and I know that this would not be possible without the help of volunteers. So when I had the chance to help others, I did. After getting the Degree, I realised that lots of people are looking for the same job, and I need more experience to compete with them all!

I n t e r v i e w e r. So you volunteered again?

D e b b i e. Yes, I spent a year helping with a volunteering bureau and at various events including a cricket tournament or a swimming championship.

I n t e r v i e w e r. Wow, that's a lot of experience! Do you play cricket?

D e b b i e. I must say I don't play cricket myself. You don't have to be an expert to volunteer — there are lots of jobs that need doing.

I n t e r v i e w e r. And now you've finished your degree and you're working...

D e b b i e. I wrote my dissertation, and now I manage volunteers for swimming clubs and organise events at a national level. I would never have got the job without my volunteering experience.

I n t e r v i e w e r. And finally, a question for you both. We often recruit volunteers. Do you ever feel that you should be paid for what you do?

L i a m. Well, of course, it would be nice. But the organisation I help is non-profit-making and it couldn't pay all the volunteers. At the moment, I'm happy to do what I love and gain experience of dealing with the public.

Debbie. I think many volunteers feel they want to give something back. Ideally it would be good. But it's really important to give people recognition for what they do, though.

Interviewer. Thanks a lot for sharing your experiences.

I. Match the two parts of the phrase and write (a-h) next to the numbers (1-8).

- | | |
|-----------------|---------------------|
| 1) to do | a) an experience |
| 2) to overcome | b) a job |
| 3) to volunteer | c) safety standards |
| 4) to meet | d) to help |
| 5) to organise | e) the public |
| 6) to gain | f) an event |
| 7) to deal with | g) experience |
| 8) to share | h) a barrier |

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

II. Match the activity with the person who talks about. Two sports are not mentioned.

Swimming, modern dance, football, cricket, Parkour, tennis, skateboarding, marathon running, BMX biking.

Debbie	Liam	Not mentioned

Key:

Debbie: swimming, football, cricket;

Liam: parkour, skateboarding, BMX biking;

Not mentioned: modern dance, tennis, marathon running.

III. Circle the best answer to these questions.

- Liam says that Parkour is
 - a type of military training;
 - jumping off high buildings;
 - a way of overcoming barriers;
 - moving around an urban environment.
- Liam's main job is ...

a) to check the bikes are safe;	b) to clean the ramps;
c) to do demonstrations;	d) to teach young people about BMX.
- Which area did Liam have training in?

a) cooking hamburgers;	b) giving the first aid;
c) checking tracks;	d) giving safety inductions.
- Why did Debbie volunteer the second time?
 - to be more competitive in the job market;
 - to help other people;
 - to complete her degree course;
 - to learn how to train volunteers.
- Which sport did Debbie not volunteer to help with?

a) cricket;	b) swimming;
c) table tennis;	d) football.
- Debbie and Liam both say that
 - it's important to pay people to work in sport;
 - volunteers are often exploited;
 - they love volunteering;
 - volunteers are essential for sport.

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

2. Homework

Repeat the vocabulary and grammar of the Starter and Units 1-9. Prepare for the speaking test.

Objectives: to check the level of students' speaking comprehension

Procedure

1. Test

I. Choose one of the following topics. Speak of it briefly.

I. INVENTIONS AND LIFESTYLE

1. Do you think major of modern devices are essential for people? Do you agree you can do a lot of useful things with gadgets? Which exactly?
2. 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 your phone on a daily basis? Which device do you prefer to use for browsing the Internet?
4. If the Internet has influence on all aspects of our lives? Do you agree that some people use technology for communication too much?
5. Whether all inventions are useful? What useless inventions do you know? Why were they invented?

II. NATURE AND THE ENVIRONMENT

6. What comes to your mind when you hear the term "man-made disasters"? What man-made disasters can you name? Have you ever experienced a natural disaster? Do you think natural disasters are happening more frequently in the world today? Why?
7. What are the reasons of natural disasters? Do you think governments do enough to protect and save environment in different countries?
8. What solutions for which problems could you offer to save nature? What can you personally do to protect environment? What do you know about activity of your local community?
9. What do you know about Natural Parks and Reserves in our country? Can you name them? Tell about one of them.
10. What way the healthy lifestyle is connected to the environmental protection and nature care? Explain and give your examples.

III. SPEAKING ABOUT ART

11. What kinds of art can you name? Are you interested in particular art? What artist or painter has influenced you? Is traditional art disappearing in modern society?
12. Tell about a strong impression a particular picture once made on you. Describe the picture briefly. Does it change the way you think or feel? Is painting still vital, or is it a dead language?
13. What place does the cinema and theatre art occupy in the modern life? What do you think about contemporary visual art?
14. Tell briefly about a theatre performance you've recently seen. Express your thoughts.
15. Your pen-friend wants to know about traditions of art in your country. Tell about them briefly.

IV. YOUTH IN MIND

16. What does it mean being a good citizen? Determine the value of responsibility and independent thinking for you.
17. What is volunteering? Are you a member of any voluntary team? What are you doing while volunteering?

18. It is generally believed that teenagers tend to become more rebellious, aggressive, cynical or violent than before. Do you agree with this mind? What can you say about yourself?
19. What do you think about youth problems at school? Home? Can you give solutions how to solve or prevent some of them?
20. What do you think about human emotions? Which saying is closer to you: "Emotions create problems, so we have to hide them" or "Only human has emotions, so we have to show our emotions"? If none of them, tell about your variant.

V. PEOPLE AND SOCIETY

21. What comes to your mind when you hear the word "politics"? Is politics important to you? Do you think young people can help to solve the problems that our country faces? If yes, in what way? If no, why?
22. What do you know about the Council of Europe work? Tell about its goals and structure briefly.
23. Tell about the United Kingdom choice. Why the Brexit referendum results are important for Britain people?
24. What do you know about the European choice of Ukraine? What are advantages and disadvantages for EU and our country do you see in this way?
25. Tell about modern Ukrainian society. Comment on the relationship of Ukraine with the EU member states. Is it a good or a bad idea to be socially and politically active? Explain your opinion.

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

Role-play 1

S1. You'd like to buy a new digital camera. But your friend assures you to buy a new smart phone instead. But you want a camera as your favourite footballer / actress has. Moreover, you have had a mobile phone yet. Speak about the emotions you experience. Protect your point of view.

S2. Your friend wants to buy a digital camera. But you friend won't be a professional photographer. He / she aren't interested in taking pictures. He / she likes doing selfie from time to time. Convince your friend not to buy a camera, find reasonable arguments.

Role-play 2

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.

Role-play 3

S1. You are a student from the UK. You think that Brexit is worth doing. Find reasonable arguments to prove your point of view to your peer.

S2. You are a student from the UK, too. But you do not support Brexit. Explain, why you think Brexit may be harmful for such a complex country as the UK.

2. Homework

Repeat the vocabulary and grammar of the Starter and Units 1–9. Prepare for the writing test.

Objectives: to check the level of students' writing comprehension

Procedure

1. Test

Choose one of the following situations and write about it.

Read the situation below and write an informal letter.

1. It's not a secret that the Internet is not good or bad for people. It depends on your attitude to the way that you use it. What dangers can you face in the Internet? How can you protect yourself from them? Give your advice to your pen-pal who spends a lot of time in social networks.
2. Imagine you are in the youth summer camp now. Your camp is situated on the lake shore. Local nature is exciting; the lake is beautiful, too. The problem is the litter that tourists leave on the beach, under the bushes — in a word, everywhere. Your teams regularly work as volunteers to clean the neighbourhood. Write a letter to your parents: describe the camp and the countryside briefly and tell how you save the environment from the over use of plastic and other trash.
3. Your pen-friend lives in a quiet small village, too far from big cities, highways and noisy resorts. She / he would like to be a volunteer, but thinks it's impossible. You are not an official volunteer, too and you aren't involved in any local campaigns, but you believe that there are lots of other ways to change other people's lives for the better. Everyday small affairs make you and people around you different. Even saying hello is a good affair as well. Advice to your friend how she / he can do him / her good deeds.
4. Your pen-pal wrote a letter asking about art in your country. He / she needs information for his / her school report. Answer him / her about museums in your country; tell about different kinds of folk and applied art we have in Ukraine. Mention cinema and theatre art, dance art. Share your thoughts on the question: does watching art matter? What kinds of art do you most enjoy looking at? Do you feel that art has changed you in any way? Try to explain your point of view to the role of art in your life.
5. Imagine, you've just received the letter from your friend who lives in a small town. Your friend has never been to an Art Museum; now he / she needs to write a school composition about one of the artists. He / she asks you to tell him / her about your favourite artist and one of his / her pictures. You've visited the Art museum recently. Tell about your favourite painter and his / her works (describe one of them). Write how you enjoy the experience. Share your impressions.
6. Imagine you are a Canadian. You have received a letter from a Ukrainian who lives in your granny's native town. Write your former compatriot about Canada and its people. Mention that there are more than 1.8 mln native Ukrainians in Canada. The countries you live in are rather different but at the same time they are partly similar. Describe differences and similarities in nature, area, population; write about Canadian Ukrainians, your customs and traditions; how you've kept the traditions of your native land.
7. Yesterday you received the letter from your Canadian peer relative that asks you about Ukraine. He / she plans to visit Ukraine and wants to get the latest information about country from a Ukrainian citizen, not from media. He / she left the country when he / she was a child and know a bit about Ukraine. Write him / her about main cities, nature, resorts, and sightseeing. Give some facts about Ukrainian society, people rights and duties, current political events. Share your opinion about the role of youth in the life of a society.

8. Last week you saw the film that impressed you a lot. You want to share your impressions with your boy- / girl-friend who lives in another city. Write about the name of the film, its genre and plot. Name the stars and the movie cast; mention whom the film is directed by. Describe the most bright scenes and special effects. Share the emotions you felt while watching a movie.
9. You have received the letter from your close friend. He / she writes you that he / she has a quite personal problem with his / her boy- / girl-friend. They quarrel constantly because your friend can't control his / her emotions. Think of the issue and write to your friend how it is important to control own emotions and be sensitive towards those of other people. Share your thoughts and offer your friend some acceptable solutions for the problem.

APPENDIX

TO GO OR NOT TO GO: WHY ONLINE EDUCATION?

When a family decides to use online education as opposed to the traditional one, it has variety reasons.

Online education has completely transformed the way in which learning is imparted to students. This method is best suited for everyone.

Unlike traditional chalk and board method, eLearning makes learning simpler, easier, and more effective. Learning becomes individual; kids get to work at a pace that comfortable to them. "We choose online education because our district school is poorly equipped to handle special needs kids. My son can access the content an unlimited number of times. This is especially required for exams.

The online programme has been a blessing for our family. My kid loves the one-on-one attention he gets from teachers. David now love learning thanks to online schooling", says Daniel Price, whose son lost his leg in childhood as a result of an accident.

Being a musician, writer, actor or athlete may seem like too much for a school kid to accomplish in a traditional school. Talented and targeted high school students or advanced learners get the possibility to get full knowledge or leave the school earlier with eLearning. 15-years-old Heather Norris learned the material so quickly that she was bored in class and even managed to do her homework. She used the online school programme. "I finished my high school in October instead of the next June and I started college the same semester I graduated!" — She says.

Due to the wide set of benefits it gives to students eLearning has become quite popular and appreciated among students all over the world.

Код	Ціна
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