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імені А.С. Макаренка

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ON THE MOVE:

ENGLISH FOR SOPHOMORES

**Навчальний посібник
з практичного курсу англійської мови
для студентів другого курсу**

Суми
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Навчальний посібник призначається для студентів 2-го курсу – майбутніх учителів англійської мови. Посібник охоплює такі розмовні теми: «Вибір професії. Педагогічна освіта», «Здоров'я людини», «Спорт та здоровий спосіб життя», «Україна. Захист навколишнього середовища», «Театральне мистецтво» та «Подорожі. Туризм. Екотуризм». Метою посібника є формування у студентів іншомовної комунікативної компетентності відповідно до визначеної програмної тематики. Матеріали посібника є автентичними, тематично об'єднаними та мають лінгвосоціокультурну спрямованість.

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ПЕРЕДМОВА

Навчальний посібник орієнтовано на студентів другого курсу денного та заочного відділення факультетів та інститутів іноземних мов класичних і педагогічних університетів.

Основною метою навчального посібника є формування фонетичних, лексичних та граматичних навичок усного та писемного англійського мовлення, формування та удосконалення мовленнєвої, лінгвосоціокультурної та навчально-стратегічної компетентностей майбутніх учителів англійської мови (освітній рівень «бакалавр», другий рік навчання) в межах визначеної програмної тематики на засадах професійної орієнтації на заняттях із практики усного та писемного мовлення.

Навчальний посібник містить 6 розділів, які за тематико-ситуативним змістом, мовним і мовленнєвим матеріалом відповідають чинній програмі з англійської мови для студентів другого курсу університетів / інститутів, а саме: «Вибір професії», «Освіта», «Здоров'я людини», «Спорт», «Україна. Захист навколишнього середовища», «Театральне мистецтво» та «Подорожі».

Кожний розділ складається зі структурних частин, які спрямовані на формування певних компонентів англомовної комунікативної компетентності студентів: блоку матеріалу для формування лексичної компетентності (Vocabulary), текстів і завдань для формування компетентності у читанні (Reading) та аудіюванні (Listening), завдань для формування компетентності у говорінні (Speaking) та писемному мовленні (Writing), завдань для формування англомовної професійної комунікативної компетентності (Try Your Hand at Teaching), а також завдань для самостійної роботи та самопервірки (Language in Use: Check Yourself).

Запропоновані навчальні матеріали розкривають актуальні проблеми в межах тематики обговорення. Серед запропонованих завдань домінують вправи умовно-комунікативного та комунікативного типів, які дають можливість студентам отримати цікаву для них інформацію у комунікативно зумовленому контексті та використати її та запропонований мовний / мовленнєвий матеріал для висловлення й аргументування своєї позиції, обміну думками у різних формах (дискусія, диспут, презентація тощо).

Завдання посібника також можна рекомендувати для контролю сформованості англомовної комунікативної компетентності студентів старших курсів заочної форми навчання відповідно до вимог навчальних програм.

Матеріали і професійно орієнтовані завдання посібника сприяють підвищенню ефективності професійно-педагогічної підготовки майбутніх учителів англійської мови, стимулюють розвиток їх пізнавальних інтересів і підтримують мотивацію до вивчення англійської мови.

Сподіваємось, що матеріали навчального посібника допоможуть майбутнім учителям англійської мови ефективно підготуватися до здійснення професійної діяльності.

Матеріал підручника розподіляється між авторами таким чином:
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UNIT 1. CHOOSING A CAREER. TEACHING. EDUCATION.

1.1. OCCUPATION. WORK AND EMPLOYMENT.

VOCABULARY 1

Management:
president; vice-president; director; manager;
executive officer; CEO (chief executive officer; company executive officer);
deputy director; managing director; financial director; marketing director;
general manager; assistant manager; manager; production manager;
personnel manager; marketing manager; sales manager; project manager;
supervisor; inspector; controller.

Office workers:
office worker; office employee; office clerk;
filing clerk; receptionist; secretary; assistant;
typist; stenographer.

Banking and financial activities:
banker; bank officer; economist; auditor;
accountant; bookkeeper; teller; cashier; bank clerk;
financier; treasurer; investor; sponsor;
stockbroker; pawnbroker; tax collector.

Sales and stores:
sales representative; sales manager;
salesperson; salesman; saleswoman; salesgirl; salesclerk; cashier;
seller; buyer; wholesale buyer; wholesaler; retailer;
merchant; distributor; dealer; trader; advertising agent;
grocer; greengrocer; baker; butcher; florist.

Medicine:
doctor; physician; family doctor; general practitioner;
eye specialist; ear specialist; throat specialist; heart specialist;
cardiologist; surgeon; pediatrician; psychiatrist; psychoanalyst;
dentist; dietitian; pharmacist; veterinarian;
nurse; paramedic; nurse's aide.

School and college:
principal; dean; professor; teacher; instructor;
schoolteacher; college teacher; university teacher;
head teacher; headmaster; senior teacher; tutor; mentor; counselor (BrE: counsellor);
teacher of mathematics; mathematics teacher; math teacher;
English teacher; teacher of English; history teacher; music teacher;
economist; linguist; astronomer; philosopher; geographer.

Science:
scientist; scholar; researcher; explorer; inventor;
mathematician; physicist; chemist; biologist; botanist; zoologist;
historian; archaeologist; geologist; psychologist; sociologist;
economist; linguist; astronomer; philosopher; geographer.

IT specialists:
computer specialist; computer programmer; computer operator;
software specialist; systems analyst; systems administrator;
web developer; web programmer; webmaster; web designer.
Art and creative work:
artist; painter; sculptor; architect; composer; conductor;
musician; pianist; violinist; guitarist; drummer; player;
singer; dancer; opera singer; ballet dancer; performer;
film director; producer; art director; cameraman; actor; actress; player;
writer; poet; author; playwright; dramatist; scenarist; publisher;
journalist; reporter; correspondent; photographer;
designer; fashion designer; dress designer;
interior designer; furniture designer; graphic designer.
Construction, repair, maintenance:
builder; construction worker; developer; contractor;
engineer; technician; mechanic; electrical engineer; electrician;
welder; bricklayer; mason; carpenter; plumber; painter; decorator;
repairer; repairman; maintenance man; handyman; caretaker;
housekeeper; cleaning lady; cleaning woman; parlour maid, janitor.
Pilots, drivers, crew members:
pilot; flight engineer; flight navigator; flight attendant; stewardess;
dispatcher; mechanic; car mechanic; railroad worker; railway worker;
driver; chauffeur; taxi driver, cabdriver; bus driver; truck driver;
captain; skipper; navigator; sailor.
Law and Order:
judge; lawyer; attorney; legal adviser; barrister; solicitor;
police officer; policeman; traffic officer; detective;
guard; bodyguard; lifeguard; warden; prison guard.
Restaurants:
chef; head cook; cook; maitre d'hotel; receptionist; doorman;
headwaiter; waiter; waitress; bartender; barman; barmaid; dishwasher; busboy.
Other:
firefighter, fireman; tailor; seamstress; postman, mailman;
travel agent; travel guide; real estate agent, model; politician; porter;
editor; proof-reader; printer; translator; interpreter; librarian;
jeweler (BrE: jeweller); telephone operator; coal miner;
farmer; farm worker; fisherman; hunter; forester; gardener;
hairdresser; hair stylist; barber; beautician; cosmetologist;
specialist; expert; consultant; adviser; priest; clergyman.

1. **Using the information from the wordlist change the following words into their commonly used female gender variants and fill in the sentences below**:

actor	*barber*	*duke*
waiter	*tailor*	*salesman*
steward	*headmaster*	*barman*

1. My cousin is a famous ..... and already a film star.
2. Your brother 's friend comes from a noble kin: his granny was a ..... .
3. She enjoys flying that’s why she works as a ……..… .

4. My niece decided to change her image and she's looking for a skilful ..... .
5. I need a new handmade suit so tomorrow I'll visit my ..... .
6. The ..... brought us the menu and asked what we'd like to eat.
7. How can you know so much about cocktails? I've been a ..... for many years.
8. Our new school ..... is a tyrannical monster and everyone is scared of her.
9. I hesitated about buying this blouse, but the ..... actually convinced me to do it.

2. Guess the workman by the description and write the answer:

1- a person that works with the money and accounts of a company. **2 -** a person that acts in a play or a movie. **3 -** a person that designs buildings. **4 -** a person who studies the stars and the universe. **5 -** They write books or novels. **6 -** They make bread and cakes and normally work in a bakery. **7 -** a person that helps to build houses using bricks. **8 -** a person that drives buses. **9 -** a person that works with meat; they cut the meat and sell it in their shop. **10 -** a person that makes things from wood including houses and furniture. **11 -** a person that prepared food for others, often in a restaurant or café. **12 -** a person that cleans/tidies an area or place (such as in an office). **13 -** a person that can fix problems you have with your teeth. **14 -** a person who has the job of designing things. **15 -** a person you go to see when you are ill or have some type of health problem. **16 -** a person that collects trash/rubbish from bins in the street. **17 -** a person that works with electric circuits. **18 -** a person who develops solutions to technical problems. They sometimes design, build, or maintain engines, machines, structures or public works. **19 -** a person that works in a factory. **20 -** a person that works on a farm. **21 -** a person that puts out fires. **22 -** a person that catches fish. **23 -** a person that works with flowers.	**29 -** a person that gives lectures, usually in a university. **30 -** a person that works in a library. **31 -** a person that saves lives where people swim (at a beach or swimming pool). **32 -** a person that repairs machines, especially car motors. **33 -** a (usually attractive) person that works in fashion, modeling clothes and accessories. **34 -** a person that reads the news, normally on television. **35 -** a person trained to help a doctor look after the sick or injured. **36 -** a person that checks your eyes and corrects any problems with your sight. **37 -** a person that paints pictures or the interior and exterior of buildings. **38 -** a qualified person that works with and dispenses medicine. **39 -** a person who flies a plane. **40 -** a person that repairs your water systems or pipes. **41 -** a person who works in politics. **42 -** a member of the police force; they (try and) prevent crime. **43 -** a person that delivers mail to your house. **44 -** a person that makes money from selling land for development. **45 -** a person that is at the reception (entrance) of a company. **46 -** a person that works in the science industry; they do many experiments. **47 -** a person employed in an office who types letters, keeps records etc. **48 -** a person that works in a shop or store selling products. **49 -** a person who works for the army.

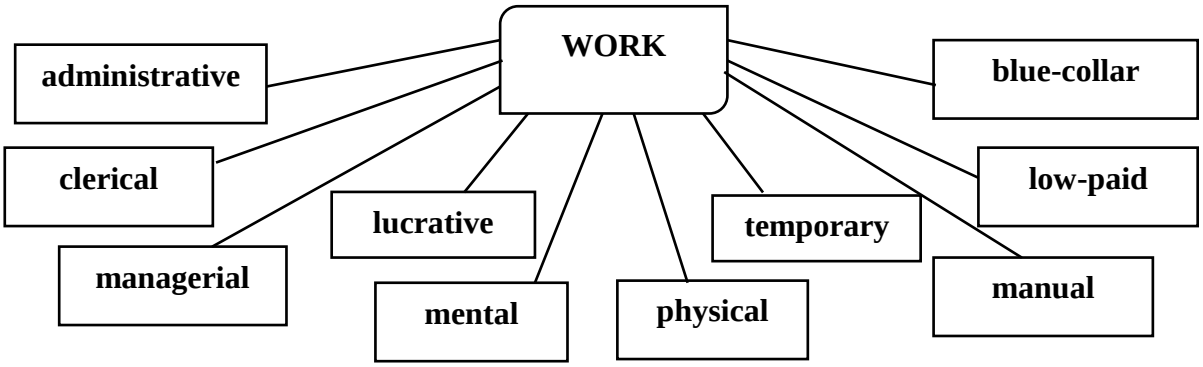
24 - a person that keeps gardens clean and tidy; they take care of the plants in the garden. **25** - a person that cuts your hair or gives it a new style. **26** - a person that makes new reports in writing or through television. **27** - a qualified person that decides cases in a law court. **28** - a person that defends people in court and gives legal advice.	**50** - a person that makes clothes for others producing exclusive items of clothing. **51** - a person that translates from one language to another. **52** - a person that patrols areas to check that people do not park in the wrong place. **53** - a person that organizes and sells holidays and flights for others. **54** - a qualified person that looks after sick animals. **55** - a person that works in a food outlet, looking after customers and serving food.

VOCABULARY 2

3. Look at the offered list and discuss with your friend where you'd like to work if something suddenly changed in your life.

Different places of work:
office; agency; company; firm; corporation; business firm; enterprise;
plant; factory; restaurant; department store; bank; hospital; hotel;
school; university; library; theatre; museum; art gallery;
transportation company; shipping company; construction company;
publishing company; film company; insurance company;
advertising agency; travel agency; rental agency.

4. Look at the diagram and add more adjectives to the list.



5. Choose ten professions from the job list and illustrate their usage in the sentences of your own, for example: *He won the best **actor** award. The **baker** bakes his bread in the bakery. The **bartender** handed me a mug of lukewarm beer. John worked as a **chef** in the merchant navy.*

6. Look at the following short texts and discuss with a friend what sphere of activity is the most alluring and why:

Arts & Design

Professionals who work in the field of arts and design include architects, who design homes and other buildings; actors, who appear on stage, on TV, and in movies; and writers, who produce poetry, articles, and books.

Business

Business is a huge field that includes a diverse range of jobs, from accountants, who keep track of money, to managers, who direct business operations and employees. Positions range from entry-level clerks to highly experienced company directors.

Pros

Healthcare

Healthcare is one of the most important industries and includes life-savers such as doctors and surgeons. It also includes nurses and caretakers, who are responsible for monitoring and assisting individuals with health conditions.

Cons

Education & Research

One of the most common education careers is teacher, someone who instructs students in a variety of different fields, from science to the arts. Other education careers are more research-driven. Economists, for example, study the economy, while scientists investigate a range of different topics.

Food Industry and Service

One of the largest job fields is the food industry, which encompasses all the jobs involved in the production, preparation, and sale of food, from the farmers who plant and harvest vegetables to the wait staff who end up serving those vegetables in restaurants.

🗣 ***SPEAKING***

7. Group work. Speak of Pros and Cons of all the professions mentioned above.

VOCABULARY 3

Consider synonyms and their shades of meaning.

Work, labour, job, position, profession, occupation:

work (робота будь-якого характеру) – hard work; easy work; manual work; physical work; intellectual work. *I have a lot of work today. He is at work now. My work is very interesting. What work do you do?*

labour (*Am)* labor (праця, робота, важка праця) – manual labour; physical labour. *Manual labour is hard and tiring.*

job (робота, посада, оплачувана праця за наймом) – *He lost his job last month. Do you like your new job? She wants to change her job.*

position (положення, посада, місце) – *How long did you work in your previous position?*

profession (професія) – *The profession of a doctor requires a lot of training. He is a lawyer by profession.*

occupation (заняття, професія) – *Write your name, age and occupation on this line. What is his occupation? What is your favorite occupation? – Fishing.*

Pay, taxes, benefits:
pay; wages; salary; earnings; fee; bonus; tips; income; payday; payment;
to be paid by the hour; to be paid by the month; to earn (to get, to make) money;
monthly pay; weekly pay; hourly pay; yearly pay; annual pay;
monthly salary; yearly salary; annual salary; salaried workers;
weekly wages; hourly wage; minimum wages; low wages; high wages;
gross pay; net pay; take-home pay; overtime pay; severance pay;
gross earnings; net earnings; average earnings; annual earnings;
taxes; expenses; deductions; dues; fine; penalty; compensation;
fringe benefits; sick leave; maternity leave; holiday; vacation; pension plan;
medical insurance; health insurance; accident insurance; life insurance.

8. Some of the jobs are more stressful than others. How stressful are these jobs? Rank them. Give 1 to the most stressful and 10 to the least. Ask your groupmates too.

JOB	MY RANKING	GROUP RANKING
museum worker		
miner		
computer operator		
shop assistant		
teacher		
personnel officer		
doctor		
civil servant		
optician		
advertising executive		

🕮 ***READING***

Text 1

Read the text and answer the questions after it. Before reading find in the dictionary the explanations of the following words:
recession, redundancy, downsizing, transition, ageism, high-flyer.

MR. BRANSON'S NEW WORK PATTERN

(after Celia Weston)

For many young people lucky enough to get a job after leaving school or college the biggest shock of the transition to work is how few holidays they get.

Having spent their academic years working an eight or nine months-year, it can be depressing to realize that for the rest of their working lives they will be able to take only four weeks off a year.

Many would jump at the chance to take three months off – and that's exactly what happened at Virgin Atlantic, the airline run by Richard Branson. He believes the new initiative could help to reduce unemployment.

Faced last autumn with the recession and with its failure to acquire more flight slots out of Heathrow airport, the company was having to consider redundancies. Mr. Branson wrote to staff saying that cutting back on jobs was something 'I have never wanted to do'. Instead he invited employees to take up to six-months unpaid leave and to participate in a job sharing scheme.

The immediate crisis passed but the idea of a shorter working a year took off. When the company later asked for 300 volunteers to take three-months unpaid leave, 450 put their names forward. Mr. Branson said: "To be fair and share it around, in some cases we said that people could only take six weeks.

Most of the volunteers were cabin crew but other staff, including secretaries and pilots, took advantage of the offer as well and when they came back from their break – they definitely seemed to enjoy work more.

The company tends to recruit and train its own stuff from scratch. As Mr. Branson said – if you've been at the college or on the dole, working for only nine months – it still makes you a lot better off financially than you were before. He believes there is a broader social benefit to be achieved. If you are only taking on people for nine months that will enable others who would otherwise have no work or be living on the dole to have a chance too.

And he goes further: "I think this should be the basis of a pattern across the whole European community for the first few years of working life". Nor was a shorter working year only applicable to young people. "If older women and men with children can afford it because one partner's working 12 months and the other nine, I think a lot of people would like to earn slightly less and be able to spend more time with their children," Mr. Branson said.

This year the scheme is on offer again although not over the busy summer. "All the people who took time off last year would like to do so again," Mr. Branson said, but its realization depended on whether the company could recruit enough people to allow between 400 and 500 existing staff to take three months off.

The company was considering whether the arrangement should become a permanent feature. Mr. Branson said: "For new people being taken on in most departments, we are thinking about making nine months working a standard contract."

1. Answer the following questions:

1. What were the two reasons of Virgin Atlantic considering redundancies?
2. What were the two things Richard Branson invited his staff to do?
3. How many people volunteered to take unpaid leave?
4. Why do you think so many of Virgin's cabin crew took advantage of the scheme?
5. How did the break affect the staff's attitude to their work?
6. Why is the scheme attractive to new recruits?
7. Is the scheme going to become permanent?
8. Is it a good or a bad decision to have such a vacation?
9. Will this kind of pattern work only with youthful staff who have few family responsibilities?

2. Memorize the words and word-combinations from the box and illustrate their usage in the sentences of your own.

staff	to recruit	from scratch
to be run by	to enable	unpaid leave
recession	on offer	to take advantage of the offer
job sharing scheme	redundancy	a permanent feature

🗣 ***SPEAKING***

3. Act out a dialogue with a partner.

Think about different ways to persuade people who have considerable working experience and are used to earning a certain wage that they should take a pay cut?

1.2. APPLYING FOR A JOB

🕮 ***READING***

Text 2

Read the text and do the tasks after it.

TOO OLD AT 30

I'm contemplating applying for my fifty-first job. It's been a long time since I wasted stamp money this way. In fact, when I reached the 50th without success I decided to abandon job-hunting and got out my pen to scratch a living instead.

But there is another wildly exciting job in the paper today, salary between 12.000-16.000 according to age and experience. The good news is the pay, the bad news is that damning little phrase "according to age and experience" which means I won't get the job.

It's not that I have more age than experience – I've led an incident packed existence. Unfortunately, it's not all related to a single-strand career structure. Journalist, temp, company director, wife and mother, market researcher, and now, at 30 something, I'm trying to use my Cambridge degree in criminology.

I am a victim of the sliding pay-scale. Employers can obtain a fresh 22-year-old graduate to train a lot cheaper than me. Yet I am the ideal employee: stable, good-humored, childbearing behind me, looking for 25+ years of steady pensionable employment.

Ageism is everywhere. It's much more prevalent than sexism in the job market, or that's how it seems from where I'm standing. Even the BBC is a culprit. Their appointments brochure says "The BBC's personnel politics are based on equal opportunities for all. This applies to opportunity for training and promotion, irrespective of sex, marital status, creed, skin colour, race or ethnic origin, and the BBC is committed to the development and promotion of such equality or opportunity. Traineeships are available to suitably qualified candidates under the age of 25.

Ageism is lagging behind sexism, racism, and handicappism because even the oppressed seem to accept a discrimination. The public and private sectors are obsessed with attracting young high-flyers. Yet there are many professions that would benefit from the maturity and stability that the older entrant can bring. This is recognized by the Probation Service, for example, who welcome experienced adults looking for a second career.

The armed services and police, perhaps, could think about strenuous aptitude and fitness tests rather than imposing a blanket upper limits on entrants which is arbitrarily and variously fixed between 28 and 33. The administrative grades of the Civil Service assumes the rot sets in at 32.

My own pressing concern is to alleviate my guilt. I loved every minute of my university education and I am desperately grateful to the government for financing me through this at a cost of over 10,000 but unless someone gives me a job how can I pay them back in income tax?

(Jenny Ward)

1. Ask questions to the text using the underlined words.

2. Decide whether the following statements are TRUE or FALSE.

1. The writer is over 40 years old.
2. She gave up applying for a job some time ago.
3. She hasn't had much experience of working for a living.
4. Employers think that someone of her age it's too expensive to employ.
5. She needs a job so that she can support her family.
6. People don't get as angry about ageism as about other forms of discrimination.
7. Employers are looking for a bright, ambitious people of any age.
8. More mature employees would be valuable assets to many professions.
9. People in their 30s can't get jobs in government departments.
10. The writer wants to 'repay' the State for her university education.

3. What questions are usually asked at an interview? What questions do you expect to be asked when you apply for a job? Look at the examples in the list below.

Questions about Careers and Jobs: Work Conditions

1. Do you like your job?
2. Do you like working alone or in a group?
3. Do you like team work?
4. What shift do you like to work?
5. What's your dream job?
6. Do you like working overtime?
7. Do you like to work indoors?
8. Do you like working outdoors?
9. Do you have a problem working at night?
10. Do you prefer the day shift or night shift?

Questions about Careers and Jobs: Unemployment

1. Have you ever been unemployed? How long for?
2. Have you ever been fired from a job? When? Why?
3. Is unemployment a great problem where you live now?
4. What are the best ways to look for a job?
5. Do you usually look for a job when you are looking for a job?

Questions about Careers and Job: Your Current Job

1. Can you describe some of the people that you work with?
2. Can you describe your current job?
3. Do you like your boss?

4. How many days a week do you work?
5. How many hours a week do you work?
6. What time do your start and finish work?
7. What is the atmosphere like at your workplace?
8. How long do you plan to continue working where you are?
9. Do you have to work overtime? If so, how often?
10. Do you have to wear a uniform?
11. Do you have to do a lot of paperwork?
12. Do you have to work on weekends?

Questions about Careers and Jobs: Opinions

1. What jobs are fun / boring?
2. What jobs do you consider way too dangerous?
3. What are some of the worst jobs you can think of?
4. What are some of the best jobs you can think of?
5. In your opinion, which jobs are most prestigious? Why?

Questions about Careers and Jobs: Dream Jobs

1. How long do you want to work?
2. How many hours a week do you want to work?
3. How many days a week do you want to work?
4. Where do you want to work?
5. How much money do you want to earn?
6. What job do you want to have?
7. Do you want to work on weekends?

Questions about Careers and Jobs: General Questions

1. What are some common occupations in your country?
2. What are some common job for men in your country?
3. What are some common job for women in your country?

4. Using the questions offered above act out the situations:

1. Your friend and you have both applied for a job at the same place. There's only one vacancy there. What will you do?
2. Ask your friend about his plans for the future.
3. Tell your parents about the most detestable job you would never wish to have.
4. Try to convince your lazy neighbour to find a job.
5. Tell your friend about your career perspectives.
6. Imagine that you are going to start your career abroad where there are no relatives, ex-classmates or friends. What would you do first? Imagine speaking to a friend on the phone asking him for an advice.

5. Use the following words and expressions in the sentences below:

a. *to refer*
b. *to reinstate*
c. *to apply*
d. *to make up*
e. *oblivion*
f. *to pan down*
g. *trainee*
h. *to deposit*
i. *to set oneself up*
j. *to cut*

1. She ……. herself …. as a **hairdresser.** 2. My **doctor** …… me to a hospital specialist. 3. The **cameraman** …… the camera. 4. The company …… him as chief **engineer**. 5. He …… the papers with his **lawyer**. 6. I ……. for a job as a **lifeguard** at the community pool. 7. The **pharmacist** will ……... your prescription. 8. The …… **pilot** flew his first solo today. 9. The **scientist** deserves recognition for his talent, he shouldn't die in …….. . 10. The **tailor** has …… my coat very well.

6. **Put the following words in the sentences below:**

to offer *to send it off* *to find* *to work overtime*
to go into *to go part-time* *to apply for* *to fill in*

1. I left a university six months ago and I still haven't ……. a job. It's more difficult than I thought it would be. 2. I've …… a part-time job. I hope I'll get it – it's for afternoons a week. 3. I'm not really sure what I want to do when I leave school I might …….. banking like my dad. 4. I've ……. the application form and ……. so now I've just got to wait until I hear from them. 5. I can't believe it: they …….. me that job in New York. They want me to start next month. 6. He's extremely conscientious. He often …… and stays in the office long after everyone's gone home. 7. They've said I can …….. after I've have my baby.

7. **Match the beginning with the ending:**

1. I wish he were more independent. He tends to rely on…
2. I have to keep telling him what to do: he doesn't really even think…
3. Whatever you ask him to do he does it wrong. He doesn't seem to have…
4. If he's just so flexible, he will adapt…
5. You have to tell him what to do and when to do it. He never seems to use…
6. You can always depend on him for an honest opinion. He's not afraid to speak…

Endings:

a) his initiative
b) much common sense
c) his mind
d) for himself
e) to any situation
f) other people too much

8. Match the idioms and expressions with their meaning

1. a big cheese
2. a job-jumper
3. brain drain
4. staff assessment
5. chicken feed
6. down and cut
7. deadbeat
8. to drag one's feet
9. a swell head
10. an eager beaver

a) ледар
b) працювати нестаранно
c) зазнайко, хвалько
d) велика шишка
e) оцінка кадрів
f) літун; той, хто міняє місце роботи
g) занадто старанний робітник
h) витік мізків
i) мізерна платня
j) на дні

9. Translate the situations using idioms and expressions below.

To go through the mill	to show smb. the door
to call smb. on the carpet	to set smb. up
to get a knack	to be out of work
not to lift a finger	to shift work onto smb.
to muff a chance	to have/get a promotion
to let smb. down	to talk shop
to feather one's nest	to twiddle one's thumbs
to be on the rocks	to wear two hats
to push smb. off the sled	to be in a fix
to be swamped with smth.	to lose heart
to be a loafer	to have one's hands full
to sweat blood	to clip one's wings

1. Джон – страшний ледар. Він ніколи й пальцем не ворухне і завжди перекладає свою роботу на когось.
2. Хто з них найкращий спеціаліст? – Брайан. – Ви звідки знаєте? – Ми вже багато років працюємо разом. Він на цьому собаку з'їв.
3. Ти довіряєш комусь із колег? – Так, лише Ганні. Вона дуже порядна людина і ніколи нікого не підставить.
4. Я не міг піти з ними на вечірку. Я мав купу справ й до того ж не мав роботи і був не при грошах.
5. Атестація кадрів – обов'язковий щорічний процес.
6. Я був ще недосвідченим і, хоч і ліз зі шкіри, все ж отримував копійки.
7. Я не вірю у його успіх. – А мені здається, шо він отримає підвищення.
8. Майк матиме одну вигідну справу і, здається, зможе нагріти на цьому руки.
9. Навіть якщо ви зазнали фінансових втрат, ніколи не втрачайте оптимізм і не складайте руки: фортуна вам врешті-решт посміхнеться.
10. Дозвольте мені спробувати себе у цій справі: я лише трохи набуду досвіду і стану гарним спеціалістом.
11. Я намагався поговорити з начальником, але він просто виставив мене за двері. Він ніколи нікого не вмів слухати.
12. Пітер – просто нахаба. Він не знає ані трішки про ввічливість і правила етикету. Замість того, щоб викликати його на килим і серйозно з ним.

🗣 ***SPEAKING***

10. Discussion points

1. Job market. What are the most alluring offers?
2. What is it like to be a job-jumper? Reasons and results.
3. Self-sufficient people. Who are they?

✍ ***WRITING***

11. Unemployment fear. Truth or fable?
What is the future of highly specialized professions?
Intellectual jobs v/s manual jobs. Pros and cons.

1.3. TEACHING AND EDUCATION

🗣 ***SPEAKING***

1. Speaking point

1. What is teaching?
2. Where does it border on art?
3. Who is a true teacher? Share some life examples.
4. Do you love to teach? Is LOVE an essential part of teaching?

2. Thinking point. Read and comment on the following quotations:

1) The art of teaching, then, is this: the marriage of a teacher's ability to lovingly orchestrate the subtle strings of classroom dynamics and student expectations into learning with the truth that each class session is a unique, unrepeatable incarnation of shared presence. It is course design married to expression.

2) Where the Art of Teaching meets the Science of learning… Education, in all of its traditional and emerging forms, maintains a rich and complex spirit. In a continually changing landscape, teachers endure by adapting, improving and overcoming challenges, all in an effort to encourage and inspire future generations. It is this blend – the art of teaching coupled with the science of learning – that we seek to encourage, foster, and celebrate.

🕮 ***READING***

Text 3

Read and discuss. Analytical reading. Read through some of the following sample statements of teaching philosophies. *Please note that these examples are not chosen for their excellence, but to show you a range of choices of styles, structures and possible content in teaching philosophy statements.*

1. When you read through the extracts, think about the following questions:

1. What do you like/dislike about the statement?
2. Who do you think the statement is written for?
3. Is the statement written in a personal way?
4. Are the teaching methods clear?
5. Is there a balance between theory and practice? Are examples given?
6. What words reveal the writer's teaching values?
7. What will you remember most about this statement?

2. Give Ukrainian equivalents for the underlined words and word-combinations and make a dialogue with them.

SAMPLE TEACHING PHILOSOPHIES

COLLEGE OF BUSINESS

I see teaching as involving a <u>reciprocal relationship</u> between teachers and students. I believe that teachers have duties to their students and that students have duties to their teachers. I believe that it is my responsibility as a teacher to provide students with the following:

• an environment conducive to learning,
• knowledge that will help them be successful in achieving their lives' goals,
• materials, opportunities, and feedback that will help them learn,
• help in becoming and remaining motivated to be successful both in their studies and in applying their knowledge to solve problems in their lives. I also believe that my students have duties to me, to their fellow students, and to themselves. I believe that these duties support me in fulfilling my duties to students. Thus, I believe that it is the students' responsibility to be supportive of the teacher and fellow students by being:
• tolerant of different points of view,
• prepared for class,
• willing to work hard to complete course activities,
• willing to bring their life experiences into the class to enrich discussions,
• willing to try to apply what they learn in class to solve the problems they face on their jobs and in their lives.

Therefore, because of the reciprocal nature of the duties between teachers and students, I believe that it is a fundamental mistake to see students as customers or as clients because such a view incorrectly implies that the primary duties in the relationship are the teachers' duties to the students and virtually ignores the duties of students to their teachers, fellow students, and themselves. Since I teach four different courses that span three different areas of management, I provide a more detailed discussion of how my teaching philosophy relates to what and how I do things in each individual course.

EDUCATION

I am an educator because I want to change the world. While I realize what I hope to accomplish is limited, I know education is where I can have the greatest impact. I want my students to understand that the professional world they will inhabit, the school, is not immutable. As future teachers they can make a difference and their classrooms can be healthy, supportive environments in which their own students can grow and learn.

My students need opportunities to collaborate with each other, as well as with me, to learn and gain expertise about the act of teaching. To be effective teachers, my students must have the opportunity to take responsibility for becoming life-long learners. This means sharing with others what they learn about teaching and realizing all the things that they have not yet discovered. I want my students to become empowered by their own learning and development as teachers. I create situations where students can take charge for what they learn and how it applies in their classrooms. Finally, I want students to realize that they don't teach subjects but rather people.

My goal is to teach the whole person, i.e., the cognitive, affective, and behavioral dimensions of the human being. The film classic “The Wizard of Oz” is a wonderful allegory for what I want my students to learn. An effective teacher is like the wizard who must help each individual appreciate the potential that resides within all of us – the potential to make the best use of our minds, our hearts, and those behaviors that can make the world a better place.

It is impossible for me to be all things to all students. It is healthy for my students to see that I don't have all the answers and that I must deal with contradictions about teaching and life just as they will.

In summary, I believe that as much as possible future teachers should be in control and responsible for what they learn. Moreover, I believe their accepting responsibility for

learning does not occur in a vacuum. It also involves those with whom they work. I develop a sense of community in my classes.

ENGLISH. PART I

Teaching – both of graduate students and undergraduates – is a central part of my development as an academic. I've been fortunate enough to have a wide variety of teaching experiences as a graduate student at the University of California, Irvine, in the Department of English and Comparative Literature, the Humanities Core Course program, and the Instructional Resources Center. Teaching undergraduates has been gratifying not only in my success in introducing students to a world of critical inquiry, but also in the way in which addressing my students' difficulties with analytical writing and thinking has revitalized and refined my own research and writing. Teaching graduate students pedagogical and professional skills – things that many universities leave their graduate students to catch as catch can – has had much of the same sort of reflective benefit: I am now more cognizant of my own teaching skills and the pedagogical tenets behind those skills.

In all of my teaching experience, graduate and undergraduate alike, I've tried to keep two things in mind: first, that although coverage of material is crucial, it's more important to teach students skills than things, and secondly, that students learn skills best through an interactive teaching style that demands their participation and challenges their abilities.

My teaching philosophy has both traditional and radical roots, and rests, finally, on making myself not so much an expert in my field, but a partner in learning. Paulo Friere has called such an approach to teaching a liberation pedagogy, in which professors are no longer the single source of knowledge in the classroom but rather are engaged in helping students move from passive recipients to active creators of knowledge and ideas.

A pedagogic philosophy such as mine demands that my teaching style be highly interactive, engaging students in a dialogue, and often putting students into dialogue with each other. I strive to structure my teaching around my students' needs, rather than the demands of a particular concept or text. When I develop a syllabus or a lesson plan, for example, I always begin by asking myself what my students should know and be able to do at the end of the class, and then move on to designing the actual class content.

ENGLISH. PART II

In my undergraduate classes, I structure my class time around discussion, which frequently centers on a challenging question about a text, one that demands that students both read the text closely and listen closely to each other's questions and arguments. Even in large classes, where lecturing is inevitable, I work questions into my presentation that are designed to prompt student engagement.

I often assign students to small working groups, in class and out, where they are not only more likely to be more active participants than in a full-class discussion, but are also more likely to engage each other in debate about and refinement of their ideas.

I create class websites, and ask each student to post three weekly entries, one of which answers one of several discussion questions they're given in class, and two postings that respond to two other students' answers. The level of critical exchange that these assignments have generated has convinced me that electronic media play an important role in an interactive pedagogy.

I make every effort to make my assignments clear and concise, to provide examples of responses to the assignment, to inform students of the criteria by which I will grade the assignment, and to teach quick sessions on problems I believe my students might encounter in fulfilling the assignment. I almost always devote some class time to teaching writing concerns such as developing a thesis, structuring an argument, or using quotations effectively; in classes for first-year students, I go so far as to spend a little time discussing some methods for reading and marking a text. In short, I do everything I can to create a dependable structure within which my students can take the risks that are necessary to their intellectual development and independence.

🗣 ***SPEAKING***

3. Discussion points

What is the best teaching philosophy you'd adhere to?

What are the teaching strategies and innovative methods you're aware of?

✍ ***WRITING***

4. My idea of an ideal teacher.

Merits and demerits of a teaching profession.

🔈 ***LISTENING***

Text 4 UNIVERSITIES

Pre-listening tasks

1. Pay attention to the following words and word-combinations. For each word make up a sentence that illustrates its meaning.

Living expenses – the money that has to be spent on food, housing, clothes, transport.

Imply – 1. to express or indicate by a hint; suggest;

2. to suggest or involve as a necessary consequence.

Fraternity – a body of people united in interests, aims, etc., brotherhood.

Sorority – a social club or society for university women.

Liberal education – education based on the liberal arts and intended to bring about the improvement, discipline, or free development of the mind or spirit.

2. Comment on the meaning of the following word-combinations:

To opt for the role; to tend to be; to be restricted to; to queue up to; a freight car.

3. Discuss the following questions:

- ✓ University is a place to become independent, isn't it?
- ✓ University is the place to meet a lot of new people and real lifelong friends, isn't it?
- ✓ You should combine work and studies being a student, shouldn't you?

After-listening tasks

4. Give the answers to the following questions:

- What do you need to enter the University?
- Do you have to pay for higher education in Britain?
- What is a loan?
- Where can you live while studying at the university?

- What is a gap year?
- What are the usual forms of teaching at the UK university?
- How can you vary your social life at the university?
- What are the options after the university?

5. For each section, match the words taken from the text with the definitions below.

private rented accommodation	tuition fees	working your way through college
pecking order	work placement	tutorial
intellectual elite	lecture	Masters
grades	grant	halls of residence
finals	fraternities and sororities	gap year
Doctorate	entry test	field trip
continuous assessment	degree	dissertation
aptitude test	clubs and societies	scholarship programme
recruitment fairs	redbrick universities	student houses
student union bar	subjects	

Admission

1. an examination to see if you are good enough to go to university
2. areas of knowledge you study at school
3. a number or letter to symbolize how well you have done in an exam

Which one to go to

4. learning institutions built later than Oxford or Cambridge
5. hierarchy
6. the best minds in the country

Money

7. money given by the state to help for e.g. education
8. money you pay for a university course
9. paying for your education by being employed while you are studying

Where to live

10. houses bought by the university and rented to their students
11. houses rented to anyone
12. communal accommodation built by university

Year out

13. a year between school and university when you don't study
14. a temporary position with a company to gain employment experience
15. money from a private organization to help with the cost of study

Teaching & learning

16. study away from the classroom often to collect data or samples
17. small group lesson based on discussing an area or problem
18. lesson in the form of a formal speech using notes and visual aids

How you are doing

19. a long, structured piece of writing exploring a subject in detail
20. examinations at the end of a course
21. evaluating pieces of work during the course

Social life

22. organizations run by and for students to develop different interests
23. a place for students to have a drink
24. student membership organizations in the USA

Life after university

25. exam to see what kind of jobs would suit you
26. university qualification gained after a degree taking one or two years
27. highest university qualification after a Master's taking four or more years of research
28. the first university qualification you receive after 3 or more years of study
29. large 'market place' where employers try to interest students in working for them

6. Compare Ukrainian and British university life, filling in the following chart.

	Britain	**Ukraine**
Admission		
Money		
Where to live		
Work during studies		
Teaching		
Exams		
Social life		
Life after university		

🕮 ***READING***

Text 5

Read and discuss. Fact finding.

1. Before reading answer the following questions:

What do you know about education in Great Britain?
What is similar in all systems of education?

BRITISH EDUCATION

Education in Britain is compulsory and free for all children. Primary education begins at the age of 5 in England, Wales and Scotland, and 4 in Northern Ireland. It includes three age ranges: nursery for children under 5 years, infants from 5 to 7, and juniors from 7 to 11 years old. In nursery schools babies don't have real classes, they learn some elementary things such as numbers, colours and letters. Besides, they play, have lunch and

sleep there. Children usually start their school education in an infant school and move to a junior school at the age of 7.

Compulsory secondary education begins when children are 11 or 12 and lasts for 5 years: one form to each year. Secondary schools are generally much larger than primary ones. Pupils in England and Wales begin studying a range of subjects stipulated under the National Curriculum. Religious education is available in all schools, although parents have the right to withdraw their children from such classes.

About 5 per cent of schoolchildren attend fee-paying private or public schools. Most of these schools are boarding ones, where children live as well as study. The most famous British public schools are Eton, Harrow and Winchester.

The large majority of British schools teach both boys and girls together. But grammar schools, which give state secondary education of a very high standard, teach boys and girls separately.

The school year in England and Wales starts in September and ends in July. In Scotland it runs from August to June and in Northern Ireland from September to June and has three terms. At 7 and 11 years old, and then at 14 and 16 at secondary school, pupils take examinations in the core subjects (English, Mathematics and Science).

The main school examination, the General Certificate of secondary education (**GCSE**) examination is taken at the age of 16. If pupils are successful, they can make their choice: they may either go to a Further Education College or a Polytechnic or they may continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for **"A"** (Advanced) **Level** Exams in two or three subjects which is necessary to enter one of British universities. Universities usually select students basing on their A-level results and an interview. After three years of study a university graduate gets the Degree of a Bachelor of Arts, Science or Engineering. Many students then continue their studies for a Master's Degree and then a Doctor's Degree (PhD).

Eton College (/ˈiːtən/) is a boarding school for boys in the parish of Eton, near Windsor in Berkshire, England. It was founded in 1440 by King Henry VI as The King's College of Our Lady of Eton beside Windsor, as a sister institution to King's College, Cambridge, making it the 18th-oldest Headmasters' and Headmistresses' Conference school. Eton's history and influence have made Eton one of the most prestigious schools in the world.

Following the public school tradition, Eton is a full boarding school, which means pupils live at the school seven days a week, and it is one of only four such remaining single-sex boys', boarding-only independent senior schools in the United Kingdom (the others being Harrow, Radley, and Winchester). The remainder have since become co-educational: Rugby (1976), Charterhouse (1971), Westminster (1973), and Shrewsbury (2015). Eton has educated prime ministers, world leaders, Nobel laureates and generations of the aristocracy and has been referred to as "the chief nurse of England's statesmen".

2. Answer the following questions on reading the text:

1. What is peculiar about the system of education in Britain? 2. Is there anything similar between education in Britain and in Ukraine? 3. What does 'compulsory' education presuppose? 4. At what age do children in Britain start their education? 5. Are public schools free in Britain? 6. What does GCSE stand for? 7. What is A-level exam?

TRY YOUR HAND AT TEACHING

Paraphrasing questions to avoid the words which learners do not know.

Time: 10-15 minutes.

1. Call out words connected with your future career as well as job options for the future. The teacher writes the words on the board.
   Example: salary, unemployment, staff, redundancy, promotion, headmaster, colleague.

2. One of the students sits facing the class, back to the board.
   For the class: Make up questions and elicit one of the words on the board from the volunteer.
   For the volunteer: Try to remember the words on the board. Answer the questions using these words.
   Examples: What do you call a person in charge of school? – Headmaster.
   What do you call your fellow-workers? – Colleagues.
   What do you expect to get after you work hard for a few years? – Promotion.

3. If a student uses one of the words another volunteer comes to the front of the classroom and the exercise continues as above.

LANGUAGE IN USE: CHECK YOURSELF *part 1*

1. Put each verb in brackets into either the Present Simple or the Present Continuous.

Dear Aunt Jean,

I (1) (just write) _____ to tell you how much I (2) (appreciate) _____ the money you sent me, and to tell you how I (3) (get on) _____ in my first term at university. Actually I (4) (really enjoy) _____ myself! I (5) (study) _____ quite hard as well, but at the moment I (6) (spend) _____ a lot of time just making friends. I (7) (still stay) _____ with my friend Sue, and I (8) (look for) _____ somewhere of my own to live. Only a few of the first-year students (9) (live) _____ in college here, and I (10) (seem) _____ to be spending a lot of time travelling backwards and forwards. I (11) (go) _____ to lectures every morning, and most afternoons I (12) (study) _____ in the library. In fact I (13) (write) _____ this letter instead of an essay on *Hamletl* I (14) (think) _____ I'll buy some new clothes with the money you sent. Everything (15) (cost) _____ a lot here, and I (16) (save) _____ to buy a winter coat. It (17) (get) _____ really cold here in the evenings. I now (18) (know) _____ some other students and generally speaking we (19) (have) _____ quite a good time socially! I (20) (also learn) _____ to drive. See you soon.

Katherine

2. Put one suitable word in each space.

<u>*Leaving a job.*</u> I recently left my job in (1)___ advertising agency after a disagreement with my boss. She accepted my resignation but warned me (2)___ because (3)___ the

economic situation, I might have to (4)_____ used to the idea of being unemployed for a (5)_____. I thought that she was trying to make (6)_____ point, but after I had made over fifty applications (7)___ other companies, I realised that she (8)___ right. Although I (9)___ a qualified designer, I didn't receive any offers (10)___ a job. After that I tried working from home, but it (11)_____ not very profitable. (12)_____ I became an employee in a fast-food restaurant, even though my earnings were extremely low. I wish I (13)___ accepted early retirement (14)___ my old job. That is what I disagreed (15)___ my boss about!

4. Choose the most suitable word or phrase to complete each sentence.

a) Helen's parents were very pleased when they read her school __.
A) report B) papers C) diploma D) account
b) Martin has quite a good __ of physics.
A) result B) pass C) understanding D) head
c) In Britain, children start __ school at the age of five.
A) kindergarten B) secondary C) nursery D) primary
d) Edward has a __ in French from Leeds University.
A) certificate B) degree C) mark D) paper
e) My favourite __ at school was history.
A) topic B) class C) theme D) subject
f) It's time for a break. The bell has __.
A) gone off B) struck C) rung D) sounded
g) Our English teacher __ us some difficult exercises for homework.
A) set B) put C) obliged D) made
h) Before you begin the exam paper, always read the __ carefully.
A) orders B) instructions C) rules D) answers
i) If you want to pass the examination, you must study __.
A) hard B) enough C) thoroughly D) rather
j) Most students have quite a good sense of their own __.
A) grasp B) ability C) idea D) information

5. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Jack's real character

How easy is it to understand another person's character? My friend Jack, was once a rather (1)_____ person. He was always getting into trouble at school because he was so (2)_____. In class he was very (3)_____ and never stopped making jokes. The teachers all told him he was (4)_____ because he interrupted them. When I met him he was very (5)_____ and didn't want to talk to me at all. People told me that he stole things, and that he was (6)_____. His school work was terrible. He didn't take any (7)_____ in his writing, he never spent enough time doing his homework, and he was not at all (8)_____. One day he saw a gang of boys attacking an old man. Jack hated (9)_____ and he fought them all until they ran away. He was awarded a medal for (10)_____. After that, people changed their minds about him.

1. ANNOY
2. OBEY
3. TALK
4. POLITE
5. FRIEND
6. HONEST
7. PROUD
8. CONSCIENCE
9. VIOLENT
10. BRAVE

5. Decide which answer (A, B, C or D) best fits each space.

Choosing a job

One of the most difficult decisions is choosing what to do for a (1)___. For example, do you want to follow a definite (2)___, and (3) ___ a low (4)___ at the beginning, but have good (5)___ in a company that trains its (6)___ Or are you more interested in taking any kind of work, because you need a/an (7)___? You may have to (8)___ the fact that a good (9)___ can be difficult to find. In that case, why not take a (10)___ one? You will gain some useful (11)___. Remember that even if you have the right (12)___, you may have to (13)___ lots of application forms before you are asked to (14)___ an interview. But don't worry if you don't know what you want to (15)___ exactly. You'll enjoy finding out!

1)	A salary	B living	C employee	D work
2)	A company	B training	C business	D career
3)	A earn	B gain	C win	D take
4)	A money	B profit	C cheque	D salary
5)	A hopes	B prospects	C futures	D promotions
6)	A employers	B crew	C staff	D persons
7)	A money	B cash	C account	D income
8)	A face up to	B go over	C come up with	D call off
9)	A work	B labour	C job	D seat
10)	A temporary	B overtime	C profitable	D short
11)	A experiences	B experienced	C experience	D experiencing
12)	A qualifications	B exams	C letters	D degrees
13)	A fall through	B get on	C turn down	D fill in
14)	A be	B attend	C make	D advertise
15)	A work	B job	C do	D employ

UNIT 2. A QUESTION OF HEALTH

1.1. MEDICAL SPECIALISTS

VOCABULARY 1

Allergist treats people who have allergies or reactions to irritating substances.
Cardiologist specializes in diagnosing and treating heart conditions.
Geriatric physician specializes in treating elderly people.
Gynecologist specializes in treating disorders and diseases of the female reproductive system.
Neurologist treats disorders of the nervous system.
Obstetrician is concerned with pregnancy, labor, and delivery of babies.
Oncologist specializes in diagnosing and treating cancerous tumors.
Orthopedist specializes in treating disorders of the bones and joints.
Pediatrician specializes in the development and care of children and in treating diseases of children.
Psychiatrist specializes in diagnosing and treating mental and emotional disorders.

The health care professional who takes care of most of your routine medical needs is your ***primary-care physician***. Primary-care physicians are ***medical doctors***.

When you have a medical condition that requires specialized treatment, your primary-care physician will refer you to a medical specialist. A ***medical specialist*** is a doctor with additional training in a particular branch of medicine who has passed a test that certifies him or her to practice in this specialty.

The primary-care physician works with other health care professionals to bring patients the care they need. Health care professionals are often called allied health workers. They include nurses, dieticians, physical therapists, dental hygienists, and psychologists.

A ***nurse*** is a licensed health care professional who, working in collaboration with a doctor, provides direct care to patients.

🕮 *READING*

Text 1
Read the texts, then do the tasks that follow.

OTHER ALLIED HEALTH PROFESSIONALS

Doctors are sometimes helped by physician's assistants. These are individuals who have received specialized training to perform certain tasks previously done by doctors. These tasks may include taking medical histories and performing physical examinations. Physician's assistants always work under the close supervision of a doctor.

A ***physical therapist*** uses various physical exercises and heat to relieve pain and improve strength and mobility.

A ***dietician*** is someone who has completed a degree program in foods and nutrition. The training enables the dietician to set up and supervise food services for institutions such

as hospitals. Dieticians may also provide nutritional counseling to patients in health care facility or private practice.

A ***dentist*** is a health professional. Dentists examine your teeth and gums and fill cavities. Many dentists employ a ***dental hygienist***, a technician who is trained to clean and x-ray the teeth and to assist the dentist in various procedures. If you have a specific dental problem, your dentist may refer you to a dental specialist. A dental specialist is a dentist who has had years of additional training in a particular branch of dentistry and who has been certified to practice it.

An ***orthodontist*** is a specialist who is trained to correct teeth that are out of position or misaligned.

Treatment for emotional problems is available from a number of different health professionals. A ***psychologist*** is a person who can help people with emotional problems. Psychologists cannot prescribe drugs.

A ***psychiatrist*** is a medical doctor who has had special training in the treatment of patients with emotional problems. A psychiatrist can prescribe drugs and hospitalize people who need special treatment.

Another type of professional in the mental health field is a ***social worker***. A licensed social worker has a Master's degree from a school of social work. Social workers are trained to involve the entire family rather than just an individual in resolving emotional problems.

To practice medicine a doctor must spend at least one year as an intern in a hospital and pass the licensing test. Once licensed, a doctor can make a diagnosis, provide treatment and write out a prescription for medication. A ***diagnosis*** is a doctor's opinion of the nature or cause of a medical condition. A ***prescription*** is a written order from a doctor to a ***pharmacist*** specifying the medicine to be given to a patient. A pharmacist is a person trained and licensed to prepare and give out medicines according to the prescriptions of medical doctors.

HEALTH-CARE FACILITIES

During the course of your life you will probably have different kinds of medical needs. Depending on what those needs are? You can seek medical care at **private doctors' offices**, **clinics**, **hospitals** or **specialized health centres**.

Perhaps the most frequently used facility is the doctor's private office, which can be in a hospital or in a private building. Here doctors and nurses do routine examinations as well as tests to diagnose and treat minor illnesses and injuries. Minor surgery such as removal of a wart, may also be done in the office.

If a medical test or surgical procedure is more complex, doctors may ask their patients to have the tests or procedures done at an outpatient clinic. A **clinic** is a facility in which primary-health care is provided by one or more doctors and other allied health workers. A clinic may be an independent facility or part of a hospital. An **outpatient** is admitted to a hospital or clinic for tests or treatment that do not require an overnight stay. Many tests involving x-rays are performed at outpatient clinics, as are certain surgical procedures. For example, cataract surgery, surgery to remove a cloudy lens from the eye, can be performed on an outpatient basis. Outpatient care is less costly than a hospital stay because there is no expense for a hospital room, meals or nursing services.

Treatment for a serious disorder, such as heart attack, requires a period of hospitalization. A patient who is required to stay in a hospital for overnight or longer is called an **inpatient**. Health care given to a patient in a hospital is called **secondary health**

care. The doctor visits the patient every day to note progress and make any necessary adjustments in the patient's care.

A hospital may be a **general hospital** or a **specialty hospital**. **A general hospital** treats all sorts of patients with various kinds of illnesses and injuries. **A specialty hospital** specializes in treating one age group or one type of disorder. Some hospitals are called teaching hospitals. **Teaching hospitals** are essentially exactly what they sound like they are. Teaching hospitals provide care for the most-complex patients. They provide clinical education and training to current and future health professionals. They train the next generation of physicians, and advance biomedical research. Teaching hospitals serve as centers of research and innovation, helping to develop new treatments and cures. The first live polio vaccine, intensive care unit for newborns and pediatric heart transplant were pioneered at teaching hospitals.

LONG-TERM CARE FACILITIES

Not all patients need the kind of services provided by clinics or hospitals. Some patients need a setting that provides **basic nursing care** over a long period of time without costly services of a hospital. Facilities providing this type of care are rehabilitation or convalescent centres and nursing homes.

A **rehabilitation or convalescent centre** provides care for people who are recovering from surgery, an illness or an injury. These people eventually return to their homes. A **nursing hom**e is a facility that specializes in providing long-term care for the elderly and chronically ill who are incapable of caring for themselves.

One special kind of nursing care is available for terminally ill patients. This care can be given either in the home or in a live-in facility called a hospice. **Hospice care** is usually short-term focuses on helping a dying patient live as comfortable as possible.

1. Answer the following questions.

– What is the difference between a primary-care physician and a specialist?
– List the names of four allied health professionals. Describe the types of work done in each of these careers.
– What are the advantages of outpatient care compared with the advantages inpatient care?
– How do convalescent centres and hospices differ?

2. Evaluate your doctor.

– Does the doctor perform a careful and complete physical examination?
– Does the doctor answer your questions fully in terms you can understand?
– Does the doctor keep accurate written records that he/she refers to?
– Does the doctor explain the reasons for medical tests?
– Does the doctor explain the reasons for medicines and give clear directions for taking medicines?
– Do you feel the doctor is listening to what you are saying?
– Does the doctor have after hour and weekend care for emergences?
– Is the doctor willing to consult with or refer you to other physicians for specific health problems?

3. For questions *1- 10*, read the text below.

Use the word given in capitals at the end of each line to form a word that fits the space in the same line. There is an example at the beginning (0).

ANGEL OF MERCY

Vicky Smith is a paramedic with a (**0**) ***difference***, her business is saving lives by flying to accidents in a helicopter. She flies three or four times (**1**) ……. with the paramedic team, which can be on the scene (**2**) ……ten minutes. Her job clearly brings huge (**3**) ……. but Vicky finds it very rewarding.

After leaving school she (**4**) ……. as a medical technician, learned to drive an ambulance and completed her (**5**) ……. to become a paramedic. Her job has a great deal of (**6**) ……., and she has received an award for her (**7**) ……. in rescuing a woman trapped in a house fire. Air ambulances provide an essential (**8**) ……. That helps save hundreds of lives in countries throughout the world. (**9**) …….. people who receive (**10**) ……. immediately after an accident, especially in the first sixteen minutes, have a higher chance of survival.

DIFFER

1. DAY
2. WITH
3. RESPONSIBLE
4. QUALIFY
5. TRAIN
6. VARY
7. BRAVE
8. SERVE
9. USUAL
10. TREAT

1.2. HEALTH CONDITION

VOCABULARY 2

Study the *"case history"* English idioms which describe changes in health condition.

"You're **in perfect health** … **as fit as a fiddle** … there's **nothing wrong with you**."

"I feel **a bit off-colour** … rather **under the weather** … I do **feel funny** … I really **don't feel well** … I think I'm **sickening for** something … I **feel feverish** … **like death warmed up**."

"He's been **taken ill** … he's **in a coma** … **fighting for his life** … still **critically ill** … **in a very critical condition** … **no change** … still **seriously ill** … still **hasn't regained consciousness** … is **responding to treatment** … **off the danger list** … showing **signs of coming round** … **making progress** … he's **condition is satisfactory** … he's **come out of the coma** … he's **as well as can be expected** … **comfortable** … **no change** … he's **turned the corner** … he's **on the mend**."

"We all wish you **a speedy recovery** … **get well soon** … we're glad you're **over it**."

"**The worst is over** … he's **almost completely recovered** … he's **practically cured** … he's **convalescing** … **coming along nicely** … he'll **be on his feet again soon** … he'll **be out and about again** in a few days."

"He's **had a relapse** … he's **no better** … he's **getting worse** … his **condition is deteriorating** … he's **getting weaker** … he's **slipping away** … **fading fast** … his **life is hanging by a thread** … it's **just a matter of time** … he **could go at any second**!"

"He's **made a miraculous recovery** … he's **as good as new** … **as right as rain** … he'll **live till he's a hundred**."

🕮 ***READING***

Text 2

Read the text and note the ways that illnesses can be spoken of and reported.

EXAMINATION FEVER

For most of the year, most of us can be **allergic to** work; apparently there had been a **history** of such **allergies** in the school.

Throughout the spring there had been quite a few **cases** of "Exams are stupid", which proved **highly contagious** among friends.

Then in late May, one or two of us **suffered a mild attack** of "Gosh, is it really next month?" and we seemed to **give** that to the others rather rapidly. You could tell how it was **spreading** from improved attendance at lessons.

An even more **serious outbreak** was that of the very **infectious** "I don't know a thing" two weeks before. At about the same time everyone seemed to **catch** "You're no good!" from the teachers. Then there was **a bout of** "I don't really care" followed by a few **chronic cases** of "My parents will kill me". This again proved very **catching**; half the class **was down with it** in the week leading up to the exam itself, and it had **reached epidemic proportions** by the Friday before.

By this time those who had been **suffering from** "it'll be easy for me" had **made a total recovery**.

That Friday there was "What if I'm suffering from **amnesia**?" scare, and this had developed by Monday into a **touch of** "I can't even remember my own name".

There was also, of course, the normal **isolated cases of** "My pen doesn't work" and several pupils had a **sudden fit of** "Where's the toilet?"

Afterwards there were a couple of **complaints of** "I know I've failed", but generally the worst seemed to be over. Such **diseases** are rarely **terminal**. And after all, we had a **convalescence** and **recuperation** period of six and a half weeks to follow.

1. Without looking back at the previous two texts, try to supply the missing word that completes these expressions.

1. Under the ……. . 2. It's just a ……. of time. 3. …… the mend. 4. Suffer …… hay fever. 5. To go …….. with flu. 6. Turn the …….. .7. As ……. a fiddle. 8. A bit …… -colour. 9. Fighting …… his life. 10. Allergic ……. dust. 11. As right as …….. 12. Just a ……. attack of nerves.

✍ ***WRITING***

2. Compose your own story using as many idioms, words and phrases as possible from the texts above.

3. Decide which response should follow which question.

1. I've been **suffering from insomnia** lately. Do you think I might be **heading for a nervous breakdown**?
2. I seem to have a sort of **stye** or **infection** in my right eye. Do you think I might have **conjunctivitis**?
3. I can't stop scratching this **place** on my foot. Do you think it's **athlete's foot**?
4. I've got a rather **sore throat**, and I keep feeling a bit **flushed**. Do you think it could be **flu**?
5. I've got a **big bump** on the back of my head. Do you think it might be more than a **bruise**?
6. I keep getting **shooting pains** down my shin and ankle. Is it possible that I've **broken** or **sprained** something?

a. Possible. Try this **lotion** for a few days to **stop the itching**, then start putting on this **powder** at night.
b. Unlikely, but I'll let you have some **cough mixture** to **relieve** the **symptoms**. You can get yourself some **lozenges**, if you like.
c. I would doubt it. Here, rub this **cream** in for the next few nights to help **reduce the swelling**.
d. No, of course not. But I'll **prescribe some barbiturates – sleeping pills** – to help you get a good night's rest. OK?
e. I would have thought so. But I'll give you a **prescription** for some **drops** to try and **clear it up**.
f. Well, the **X-ray** didn't show anything. If it's so **painful**, you'd better have some **crutches** to walk with and some **painkillers** to **ease the pain**.

4. Rearrange these six paragraphs matching the questions with the answers.

1. I've got a **dull ache** in my arm and occasionally I get a **spasm**. Could it be a minor **fracture**, a **chipped bone** or something?
2. I've got these tiny little **bumps** all over the back of my **neck**. Do you think it might be **gland** trouble?
3. I've **come out in a rash** on my chest. Do you think it could be a **skin disease** like **impetigo** or **dermatitis**?
4. I keep getting **short of breath**. Is there any way I could be **suffering from asthma**?
5. I think I've got an **ulcer** in my mouth. Do you think it could be a **sign** that I'm **run down**?
6. I feel so **feverish**, and I'm sure I've **got a temperature**. I'm so afraid that there's **something wrong with my heart**.

a. Mm, sounds a bit like it. I'll make you out a **prescription** for some **penicillin**, and some menthol **inhalations** might speed up the **recovery**.
b. It's just possible. I'll **strap** it **up** anyway and put it in a **sling**. That should reduce your **discomfort** quite a lot.
c. Oh, I shouldn't think so, but I think perhaps you ought to start **taking** these **tranquillisers**, to at least **get your blood pressure down**.

d. Oh no, no, no. You'd know if it was. I'll give you some **ointment to rub in** to **get rid of** the **inflammation**.
e. Probably not. I'll put you on a **course of tablets** to **prevent them from spreading**. They should go soon.
f. It might well be. I'll **put you on antibiotics** for a while anyway, to **lessen the risk of serious infection**.

✍ ***WRITING***

5. The scene based on this story has been included in a popular sitcom. You have been asked to write two conversations: Mr. Smith and the doctor; Mr. Smith and his wife.

MR. SMITH FALLS ILL

When Mr. Smith awoke in the morning he was **feeling very bad**. He was **aching all over** and it **hurt him to move**. When he **took his temperature** he discovered it was high. The doctor came and **examined him carefully**. Mr. Smith **complained of a headache, fever and sore throat**. It was obviously **the flu**.

It had been very cold the day before, and Mr. Smith had carelessly walked **bare-headed** and **caught a cold**.

The doctor **prescribed** Mr. Smith three different **medicines** and left instructions for taking them. One was to **bring down the fever**, another – **a purgative**, the third – to **overcome an acid condition**.

When the doctor left, Mr. Smith's wife went to **the chemist's** and **had this prescription made up** for her husband.

She brought those differently coloured capsules home and gave them to Mr. Smith. But Mr. Smith took only two and refused to take the purgative at all. He told his wife that he had no **stomach ache** and was not going to have it by taking that dreadful purgative.

Mrs. Smith took no notice of her husband's refusal and made him **swallow the medicine**. Mr. Smith was very weak and gave at once the idea of arguing with his wife. Shuddering with disgust he swallowed that purgative.

Mrs. Smith smiled at her husband her charming smile which at that moment seemed to him a rather sadistic grin. Trembling he waited for the medicines to take their effect.

🕮 ***READING***

Text 3

1. Read about the causes that lead to problems with health. Say which is the most serious in your opinion.

WHY DO WE BECOME ILL?

In general, human beings are healthier than ever before. We are taller, stronger and have a better diet than in the past. We live longer, too. But that's only one side of the story. Modern life isn't *all* good for us. In fact some of it can be very unhealthy indeed.

Pollution – Human beings have two environments. One is the outside world and the other is their own bodies. Pollution is bad for both. Acid rain – the hole in the ozone layer – traffic in big cities – chemicals in rivers and seas – plastic in the oceans… they can all make us seriously ill.

Drugs – Many people pollute themselves. Some do it with legal drugs like alcohol and tobacco. Others do it with illegal drugs like cocaine and heroin. Drugs kill thousands every year. But that's not all. They make *millions* seriously ill.

Disease – Why do we get diseases? Well – there are three main reasons.

1. We catch them from other people… (for example AIDS and other STDs (sexually transmitted diseases))
2. Our own bodies develop them… (for example cancer)
3. We inherit them from our parents and grandparents… (for example some kinds of heart disease).

Diet – For many people, bad health begins with a bad diet. Some eat the wrong kind of food. Others eat too much or too little. It's not surprising that people like this often become ill. After all, the human body is a machine – it needs the right kind of fuel to work properly.

Stress – Modern life is full of pressure and problems. Some people can control these. They sleep well, enjoy life and don't worry very much. Others are the opposite. They sleep badly, don't enjoy life and worry all the time. People like this are suffering from stress. Stress is a kind of illness itself and it can lead to many others.

Accidents – Homes, offices and factories are much safer today than 50 or 100 years ago. Even so, thousands of accidents still happen at home and work every day. As a result, some people die and many more become seriously ill.

Too little exercise – Exercise is very important for good health. Without it the body becomes slow and fat. It also becomes weak and less able to fight illness. Unfortunately modern life makes it very easy to be lazy.

🗣 ***SPEAKING***

2. Do you know if you suffer from stress? Do the test and find out if you suffer from stress, report your results to your groupmates. Choose some ways to cope with your stress.

Do you:	YES	NO
➢ often sleep badly?		
➢ get headaches a lot?		
➢ find it difficult to relax?		
➢ need alcohol or cigarettes to calm your nerves?		
➢ usually hide your feelings?		
➢ find it difficult to concentrate?		
➢ take tranquillizers or sleeping pills?		
➢ get angry when things go wrong?		

If you answer *YES* to more than two of these questions, you are one of many people who suffer from stress. So what can you do about it?str

Doing yoga, meditation or relaxation exercises, chewing gum and playing with worry beads are all common ways of relieving stress. But doctors now say that there are simpler ways. Their advice is that people should laugh and smile more often. When you laugh and smile, your body relaxes. They also say that people – and especially men – ought to cry more frequently. Crying is a natural way of relieving stress.

3. Which of these situations are the most stressful for you? Can you add any others?

- going to the dentist
- queuing in the supermarket
- being stuck in a traffic jam
- going to the hairdresser
- organizing a party
- having a job interview
- making a speech
- flying
- doing a test

4. Answer the questions:

-What do you do to relax?
-Which of these activities are the most effective for you and why?
-In what other ways do you relax?

playing a sport	reading	eating/drinking	having a bath/shower
walking	gardening	massage	shopping
listening to music	watching movies	meditating	
surfing the Net	playing with your pet	sleeping	

5. USE OF LANGUAGE. Complete the text with the appropriate words.

STRESS

Stress is a part of life. The problem is that a high level of stress may lead to poor health, bad relationships at work, low morale, and a (1) … of productivity. It is important to be able to recognize the (2) … of stress, such as difficulty in communicating with colleagues, overeating, loss of appetite or sleeping badly. People in business may suffer (3) … stress for many different reasons: if they are overworked, if they have to work (4) … tight deadlines, if they always feel (5) … pressure, if they cannot get their reports in on time or if they cannot meet their targets.

1. a) loss	b) fall	c) down
2. a) shows	b) symptoms	c) signals
3. a) on	b) from	c) under
4. a) for	b) with	c) to
5. a) on	b) below	c) under

🕮 ***READING***

Text 4

1. A) You are going to read a magazine article about the kinds of fear which people can experience. Seven sentences have been removed from the article.
Choose from the sentences A – H the one which fits each gap (1 - 6).

There is one extra sentence which you do not need to use. There is an example at the beginning (0).

B) Then answer the questions that follow.

FEARS AND PHOBIAS

It's not easy trying to cope with fear. Most people at some stage in their lives feel afraid of something; fear of the dark as children, afraid of spiders or flying. **(0 B)**

However, some people are afraid of something to such an extent that it prevents them from leading a normal life. **(1)** It means that you cannot open a fridge door in case you get an electric shock, you cannot go into a brightly lit clothing store, you cannot go near any electrical equipment.

In fact, you can be afraid of anything and there is almost certainly a name for it. **(2)** Apparently, the list of phobias gets longer every day but for people who have a real terror of something, help is at hand.

Researchers are making enormous progress in understanding what a phobia is and what causes it. **(3)**

It is surprising how many people think they suffer from a phobia when actually all they are really experiencing is a strong dislike or distaste for something. **(4)** But that's not the same as being really 'mechanophobic', suffering from a racing heart and being short of breath at the mere sight of a computer.

(5) If you can't run away from whatever is causing the fear, you feel that death is inevitable. On the other hand, it's natural for most people to feel afraid if they're aboard an aeroplane which is flying into a storm.

Most psychologists agree that phobias can be described in three main ways. **(6)** Then there are panic disorders in which the person is terrified temporarily for no apparent reason and thirdly, specific phobias – the fear of snakes, mice, heights and suchlike.

A Progress in treating anxiety is providing help for many people.

B For the most part, these fears are normal and do not interfere with our ability to get on with our lives.

C You may think you are computer phobic and want to throw your machine out of the nearest window.

D For example, "electrophobia" – being afraid of electricity – makes life in today's world extremely difficult.

E Experts say that you can't mistake a true phobia as it affects the whole of your central nervous system.

F With this understanding has come a range of treatments which can completely cure a person's phobia or gradually reduce a person's fear.

G There are social phobias in which the sufferer is afraid of any kind of social or professional occasion.

H You can be afraid of clouds, certain colours, bicycles, rain, mushrooms and even sitting down.

2. Answer the questions:

- Can you guess from the context what "phobic" means?
- What happens if a person's central nervous system is so seriously affected?
- Where in the text does the writer suggest that anything can cause a phobia?

1.3. TREATMENT AND PREVENTION

◀ ***LISTENING***

Text 5 ACUPUNCTURE

Pre-listening tasks

1. Pay attention to the following active vocabulary.

arthritis: an illness which causes the parts of the body where bones meet to become painful and often big.

asthma: a medical condition which makes breathing difficult by causing the air passages to become narrow or blocked.

deaden: to make something less painful or less strong.

dental: relating to teeth.

GP: abbreviation for general practitioner: a doctor who sees people in the local area and treats illnesses that do not need a hospital visit.

homeopathy: a way of treating illnesses using very small amounts of natural substances.

insomnia: when you find it difficult to sleep.

miracle: something that is very surprising or difficult to believe.

osteopathy: the treatment of injuries to bones and muscles using pressure and movement.

preventive (also preventative): Preventive action is intended to stop something before it happens.

puncture: to make a hole in something.

reflexology: a treatment in which your feet are rubbed and pressed in a special way in order to improve blood flow and help you relax.

side effect: another effect that a drug has on your body in addition to the main effect for which the doctor has given you the drug.

worn-out: extremely tired.

2. Express your point of view on the following issues:

- What are the main factors that influence our health?
- What are the reasons of non-traditional medicine being so popular nowadays?
- What is the difference between traditional and alternative medicine?
- Do you believe in the effects on non-traditional medicine?
- What other kinds of alternative medicine have you heard of?

After-listening tasks

3. Say if the following statements are false or true.

a. William Osler is a medical doctor.
b. He thinks drugs are the best way to treat illness.
c. Reflexology is an alternative medical treatment.
d. The author is scared of needles.
e. The author's experience of acupuncture was a good one.
f. An acupuncturist inserts needles in body organs.

g. Henry Kissinger had his appendix removed in China.
h. A lot of doctors believed that acupuncture doesn't work.
i. Acupuncture does work for some medical problems.
j. Acupuncture is only used to treat people who are ill.
k. Tony Blair uses acupuncture to relieve stress.
l. The Queen of England uses alternative medicine.
m. Acupuncture can be dangerous.

4. Fill in the gap with the appropriate word from the text.

acupuncturist	*preventative medicine*	*blood pressure*
deaden the pain	*the side effects*	*meridians*

- It seems that people are becoming increasingly worried about …… ……..of drugs.
- My friend Tony, who was studying acupuncture at a college near London at the time, suggested that I visit a(n) ……. .
- To remove the blockage, an acupuncturist inserts very fine needles into the body at points along the …….. .
- Surgeons used acupuncture to …… ……..of the operation, which greatly impressed Kissinger.
- In the Far East acupuncture is used to treat a wide range of complaints, and is also used as a(n) ……. ……..
- In the West, the treatment is often used to relieve headaches, dental pain, back pain, and arthritis, and to treat depression, asthma, stress, high ……. …… and anxiety.

5. Fill in the following chart, present and discuss your arguments in class.

Pros and cons of alternative medicine	
pros	*cons*

🕮 ***READING***

Text 6

1. Read the newspaper article and choose the most suitable heading for it.

A. Rise in Women's Awareness of Heart Disease
B. Cardiologists' Research into Heart Disease
C. Women's Risk of Heart Disease Continues
D. Standards of Heart Disease Treatment

Though heart disease is a serious threat to women's health, it has not always been at the forefront of their health concerns. Many women still believe heart disease to be a man's health issue and don't understand that most of the risk factors are controllable, especially if treated earlier in life, said Ann DeClue, MD.

Heart disease kills more women than men and is more deadly to women than all forms of cancer combined, but only one in five women believes heart disease to be her biggest health threat, according to the American Heart Association (AHA). While one in 31 women dies from breast cancer each year, heart disease kills one in three, according to the AHA.

The lack of awareness can be alarming, but also concerning is data from the American Journal of Cardiology that suggests women are not treated as thoroughly or as aggressively as men, even though the disease claims both men and women equally, Dr. DeClue said. “We still have the idea that heart disease is just a man’s illness, even though we know it’s not,” Dr. DeClue said.

Typically women still focus more concern on breast cancer, even though a woman’s likelihood of dying from heart disease is seven times higher, said Dr. George Broderick, MD, a cardiologist at The Premier Heart Associates. “It is extremely important for women to focus on heart disease,” said Dr. Broderick, a Premier Physician Network's physician. “Not that one issue should overshadow another. They both should be seen as serious health risks.”

One important thing the medical community can do is make sure women understand the definition of heart disease. “We hear the term ‘heart disease’ all the time, and it is a generic term that can mean any diseases of the heart,” Dr. Broderick said. “But when we are talking about women and heart disease, we are really focusing on coronary artery disease – atherosclerosis, or hardening of the arteries, and the manifestations of coronary artery disease as it relates to the weakening of the heart muscles.”

Even at an early age, women should consider their risk factors for heart disease, Dr. Broderick said. Though men are at greater risk than premenopausal women, after menopause, women’s risk is similar. When women are in their 20s and 30s they need to know important numbers like their blood sugar, blood pressure and cholesterol so they can take steps to get them under control, if necessary. This will help build a healthy foundation for when women enter menopause and the body starts losing estrogen, which serves as a woman’s natural defense against many diseases.

About 90 percent of Americans have at least one risk factor for heart disease, according to the AHA. One-third of Americans, older than 20, have high blood pressure, and many don’t even know it. But, high blood pressure – along with diabetes, high cholesterol and weight – are among six risk factors of heart disease that women can choose to make efforts to change for the better. Family history and age are the only risk factors she can’t change.

2. Mark which of the following sentences are true (T) and which are false (F)?

A. Many women do not believe that heart disease is a man’s health issue.

B. Heart disease kills more women than men and is more deadly to women than all forms of cancer combined.

C. The research suggests women are not treated as thoroughly or as aggressively as men, even though the disease claims both men and women equally.

D. When women are in their 20s and 30s it is not necessary for them to know their blood sugar, blood pressure and cholesterol numbers.

E. High blood pressure along with diabetes, high cholesterol and weight are among six risk factors of heart disease that women can choose to make efforts to change for the better.

🕮 ***READING***

Text 7

Read the text and do the assignments that follow.

As heart disease continues to be the number-one killer in the United States, researchers have become increasingly interested in identifying the potential risk factors that trigger heart attacks. High-fat diets and “life in the fast lane” have long been known to contribute to the high incidence of heart failure. But according to new studies, the list of risk factors may be significantly longer and quite surprising.

Heart failure, for example, appears to have seasonal and temporal patterns. A higher percentage of heart attacks occur in cold weather, and more people experience heart failure on Monday than on any other day of the week. In addition, people are more susceptible to heart attacks in the first few hours after waking. Cardiologists first observed this morning phenomenon in the mid-1980s and have since discovered a number of possible causes.

An early-morning rise in blood pressure, heart rate, and concentration of heart stimulating hormones, plus a reduction of blood flow to the heart, may all contribute to the higher incidence of heart attacks between the hours of 8:00 am and 10:00 pm.

In other studies, both birthdays and bachelorhood have been implicated as risk factors. Statistics reveal that heart attack rates increase significantly foe both females and males in the few days immediately preceding and following their birthdays. And unmarried men are more at risk for heart attacks than their married counterparts. Though stress is thought to be linked in some way to all of the aforementioned risk factors, intense research continues in the hope of further comprehending why and how heart failure is triggered.

1. Here are the multiple-choice questions. Choose the correct answer.

1. What does the passage mainly discuss?
   a) risk factors in heart attacks
   b) seasonal and temporal patterns of heart attacks
   c) cardiology advance in the 1980s
   d) diet and stress as factors in heart attacks
2. What do the second and third paragraphs of the passage mainly discuss?
   a) the link between heart attacks and marriage
   b) unusual risk factors in heart attacks
   c) age and gender risk factors in heart attacks
   d) myths about lifestyle and heart attacks
3. According to the passage, which of the following is NOT a possible cause of many heart attacks?
   a) decreased blood flow to the heart
   b) increased blood pressure
   c) lower heart rate
   d) increase in hormones
4. Which of the following is NOT cited as a possible risk factor?
   a) having a birthday
   b) getting married
   c) eating fatty foods
   d) being under stress

5. Which of the following does the passage infer?
   a) We now fully understand how risk factors trigger heart attacks.
   b) We recently began to study how risk factors trigger heart attacks.
   c) We have not identified many risk factors associated with heart attacks.
   d) We do not fully understand how risk factors trigger heart attacks.

2. Now let's get to grips with several vocabulary items. Choose the most appropriate word.

1. In the first paragraph, the author uses the word "potential" to mean
   a) appropriate c) possible
   b) primary d) harmful

2. The word "trigger" can be replaced by one of the following
   a) identify c) involve
   b) encounter d) cause

3. The word "temporal" as used in the second paragraph is close in its meaning to
   a) affected by c) of a certain date
   b) expected d) regularly

4. Which of the following items can best replace the word "susceptible"?
   a) prone to c) influenced by
   b) aware of d) accustomed to

5. In the fourth paragraph, the word "reveal" is used in the meaning of
   a) explain c) show
   b) mean d) observe

🕮 ***READING***

Text 8

Read the newspaper article and make up ten Wh-questions to it.

BACK TO BASICS

Vast sums are wasted on treatments for back pain that make it worse. Most patients should be prescribed exercise and patience, not invasive surgery.

For some people it starts with an injury: a skiing accident or a car crash. For others it starts with something seemingly innocuous, like picking up a pair of socks from the floor. But for most, back pain is as mysterious as it is excruciating. Some 85% of chronic sufferers have what doctors call "non-specific" back pain, meaning it has no clear physical cause.

In most countries, whether rich or poor, back pain is the leading cause of disability, measured by the number of years lived in poor health. It often strikes people in middle age and keeps them wincing, on and off, for the rest of their lives. Many lose their jobs, either because they feel physically unable to work or because they become depressed. Back pain is the main reason why Europeans drop out of work and a big reason why Americans get hooked on opioids.

The problem is not that back pain is undertreated. Far from it. Americans spend $88bn a year to treat back and neck pain – almost as much as the $115bn spent treating cancer. Add lost productivity to the medical bills, and chronic pain (the lion's share of which is back pain) costs America an estimated $635bn a year – only a bit less than its defense budget. The scandal is that the treatments offered are mostly the wrong ones.

Doctors in rich countries are far too quick to prescribe addictive painkillers – a practice that is now spreading to the developing world. They are also too quick to offer magnetic-resonance imaging (MRI) scans. In rich countries perhaps 80% of MRIs for back pain are unnecessary. The scans often find an "abnormality", such as disc degeneration or a "slipped" disc. These are common even in people who do not suffer back pain, but desperate patients often demand swift intervention to "fix" the "problem" the scan has revealed. Surgery with unproven benefits, or which has been shown not to work, is common. Cigna, an American insurer, found that 87% of customers who had spinal-fusion surgery for wear and tear of spinal discs were still in so much pain two years later that they needed more treatment. And spinal injections, another treatment, often do little good.

For most back pain, the best treatment is non-medical. Do some stretching exercises. Keep moving. Don't give up work or lie in bed for days on end—that will probably make things worse. Above all, be patient. The problem may not be your back; it may be that the brain's pain-signalling system is not working properly—and, alas, medical science does not know why. The pain may be partly psychosomatic. The stress of a bad marriage, a horrible boss or a sick kid may bring it on. People who suffer mental trauma when young are more likely to experience back pain in middle age. In many cases, the right exercises and the passage of time can ease the pain. And unlike surgery, they cost very little and are unlikely to make things worse.

Health systems get back pain wrong for several reasons. People who are in agony unsurprisingly want something to be done about it. It is easier for a doctor to prescribe painkillers, scans or injections than to explain to patients that such treatments are unlikely to work. Doctors and hospitals are often paid more for doing things than for giving advice. In America, Australia and the Netherlands, insurers pay for back operations costing tens of thousands of dollars, but barely cover physiotherapy.

The answer is to educate patients better, so they don't feel they are being fobbed off when told to do stretching exercises. Doctors need better training, too – back pain gets short shrift in medical curriculums. More research is needed into the effectiveness of surgery. But most of all, governments and insurers need to start paying for the right things. This will be hard. Costly interventions have a powerful lobby, and there is no exercise-industrial complex to counterbalance it. With luck, more effective treatments for back pain may be developed in the coming years. But for now, policymakers should show some spine and turn their backs on treatments that don't work.

🕮 ***READING***

Text 9

1. Read the article. Suggest Ukrainian equivalents to the words in bold.

CAN WEARING MASKS STOP THE SPREAD OF VIRUSES?

One of the abiding images of any **virus outbreak** is people in surgical masks**.** Using them **to prevent infection** is popular in many countries around the world, most notably

China during the current coronavirus outbreak where they are also worn to protect against high pollution levels.

Virologists are sceptical about their effectiveness against **airborne viruses**.

But there is some evidence to suggest the masks can help prevent **hand-to-mouth transmissions**.

Surgical masks were first introduced into hospitals in the late 18th Century but they did not **make the transition into public use** until the Spanish **flu outbreak** in 1919 that went on to kill over 50 million people.

Dr. David Carrington, of St George's, University of London, told BBC News "routine surgical masks for the public are not **an effective protection against viruses or bacteria** carried in the air", which was how "most viruses" were transmitted, because they were too loose, had no air filter and **left the eyes exposed**.

But they could help lower the risk of contracting a virus through the "splash" from a sneeze or a cough and provide some protection against **hand-to-mouth transmissions**.

A 2016 study from New South Wales suggested people touched their faces about 23 times an hour.

Jonathan Ball, professor of molecular virology at the University of Nottingham, said: "In one well controlled study in a hospital setting, the face mask was as good at preventing influenza infection as a purpose-made respirator."

Respirators, which tend to feature a specialised air filter, are specifically designed to protect against potentially **hazardous** airborne particles.

"However, when you move to studies looking at their effectiveness in the general population, the data is less **compelling** - it's quite a challenge to keep a mask on for prolonged periods of time," Prof Ball added.

Dr. Connor Bamford, of the Wellcome-Wolfson Institute for Experimental Medicine, at Queen's University Belfast, said "**implementing simple hygiene measures**" was vastly more effective.

"Covering your mouth while sneezing, washing your hands, and not putting your hands to your mouth before washing them, could help limit the risk of catching any respiratory virus," he said.

The **NHS*** says the best way to avoid catching viruses such as flu is to:

- regularly wash your hands with warm water and soap;
- avoid touching your eyes and nose wherever possible;
- maintain a fit and healthy lifestyle.

Dr. Jake Dunning, head of emerging infections and **zoonoses** at Public Health England, said: "Although there is a perception that the wearing of facemasks may be **beneficial**, there is in fact very little evidence of widespread benefit from their use outside of these clinical setting."

He said masks had to be worn correctly, changed frequently and got rid of safely if they were to work properly.

"Research also shows that **compliance** with these recommended behaviours reduces over time when wearing facemasks for prolonged periods," he added.

People would be better to focus on good personal and hand hygiene if they are concerned, Dr. Dunning said.

***NHS** – *The **National Health Service** is the **publicly funded healthcare system** in England, and one of the four National Health Service systems in the United Kingdom.*

2. **Answer the questions.**

1. Why do people in some countries wear surgical masks?
2. What do virologists think about the effectiveness of wearing such masks?
3. When were surgical masks introduced into hospitals?
4. How often do people touch their faces according to the research?
5. What could help limit the risk of catching any respiratory virus?
6. What is the correct way of wearing surgical masks?
7. What advice did Dr. Dunning give to those who are concerned?

🕮 ***READING***

Text 10

1. Read about the programme called "Body sense" and discuss whether it can be useful for those who want to stay healthy. Give your reasons.

BODY SENSE

"Body sense" is a comprehensive home-screening programme. It has been designed to answer all the basic questions concerning your health:

- Where do your major health problems lie?
- What is current life expectancy?
- What risk do you run of developing one of the major disabling or life threatening disorders?
- What should you do to change the dangerous elements in your lifestyle?

But first of all a person should answer the question how he or she can stay healthy. The answer to this simple question is sometimes difficult to discover.

Private clinics, alternative medical professionals and exercise instructors are all making a fortune out of our fears.

Dr. Vernon Coleman's programme "Body sense" has been developed to help you cope with just this situation – a madness of raised expectations and broken promises. The programme helps you to answer the questions whether you will really live longer or be healthier if you spend time, money and energy on eating food you do not like, on doing painful and boring exercises and on swallowing horrid and expensive medicines.

It will also help to make decisions about your own life style, to find out just what the latest research information really means and what one should do with the minimum of efforts. The theory gives the explanation how the human body can look after itself and describes some of the ways which can be used by a person in order to stay healthy.

Good health runs in families and if you can trace a long line of octogenarians in your family tree then you have also got a better than an average chance of living to be eighty. Poor health runs in families, too, and if your parents and grandparents all died in their fifties and early sixties then you will hardly be able to celebrate your hundredth birthday. But if you know what disorders run in your family, you may be able to change your lifestyle to prevent them developing well before any symptoms or warning signs have been produced.

With almost all inherited diseases, making an early diagnosis is a vital step in preventing serious problems. If you know what to look for and you watch and listen with care, you can do a great deal to reduce your risks and improve your life expectancy.

All round the world people are looking over their shoulders every time they pick up something to eat. What is the truth about the food we eat?

Coffee, for example, has been accused of causing all sorts of diseases – ranging from indigestion right to cancer. The truth is that there really is not serious evidence to support that coffee is bad for people. It can cause stomach problems in some people and because it is a stimulant it can keep you away at night. But unless it is something that upsets you, you cannot say it is something that is bad for you. It is true that one should understand that it is necessary to eat less fatty meat, fewer eggs and less butter and cream to reduce the risk of having a heart attack.

Vitamins are said to cure diseases ranging from bad eyesight to arthritis, to prevent everything from cancer to the common cold. Most of these suggestions are entirely untrue. The plain truth is that if you eat sensibly, you will get enough vitamins in your diet; and if you do not eat sensibly, it will not just be extra vitamins you need.

There is an appetite control centre in your brain, designed to help ensure that you eat exactly what your body needs and when it needs it. If you have a weight problem the chances are that you have been ignoring your appetite control centre and eating not according to your body's needs but according to outside influence dictated by the people around you.

Fortunately, damaging eating habits can be changed. Learn to listen to your body's signs of hunger and to eat when you need it.

In order to stay healthy and fit it is important to avoid alcohol. There are a number of physical problems associated with alcohol, but the main danger is that a regular, heavy drinker will become an alcoholic. The risks attached to alcoholism are various. An alcoholic is around four times more likely to die in any given year than a nondrinker of the same age, sex and economic status. An alcoholic is more likely to be involved in a serious accident, to suffer from some serious liver trouble and to run the risk of suffering from brain damage.

Exercise is one of the most popular modern medical fashions. Promoting exercise has become a large industry. One of the most important with the exercise fanatics is that they do not even stop when they are in pain. Some even get lyrical about the benefits of ignoring pain. That is dangerous nonsense, for pain is a vital defense mechanism. It is your body's way of telling you to stop. When the pain signals are ignored for long enough, the human body produces special pain-relieving endorphins which are as powerful as morphine. These hormones are produced because the body assumes that there must be some real threat to its survival.

The fact is that you if you want to stay fit and reasonably healthy, you do not have to take up jogging, weightlifting or something else. If exercise is going to be good for you then you have to enjoy it – all of it. Your health will benefit only if you enjoy what you do. If it is physically painful, you should think again. If exercise becomes a hard or unpleasant task, it is more likely to do you harm than good.

There are times when even sophisticated self-healing mechanisms need support. Your body, itself, cannot always cope, of course. Sometimes you really need professional medical aid. You should use the powers of your body and you should recognize precisely when you need professional support. In other words bring in doctors as advisers rather than as powerful, all-powerful, all-responsible gods.

You should use your body power, which can be defined as the ability of your body to repair and restore itself to good health, not as a replacement for medicine but as an effective approach designed to ensure that you get the best of both worlds, benefiting from your body's ability to heal itself but also being prepared to use powerful, professional remedies when the capabilities of your body have reached their limits.

2. *USE OF LANGUAGE*.
Work in pairs. *Student A*: translate text A; *student B*: translate text B.
Tell each other what you have found out.

Text A

Є різні розлади харчування. Раніше їх вважали за хвороби багатих, тепер вже зрозуміло, що вони мають значно більше поширення: на них страждають люди будь-якою раси, соціального прошарку чи достатку. Однак, найбільш тривожним є те, що середній вік хворих знижується: до лікарень почасти потрапляють дівчатка віком 6-10 років.

Двома найпоширенішими розладами харчування є анорексія та булімія. Кожен має свої властивості, проте обидва захворювання несуть у собі небезпеку – подеколи смертельну.

Хворі на анорексію – анорексики – або взагалі відмовляються від їжі, або їдять так мало, що недоотримують поживних речовин. Їжа перетворюється в анорексиків на манію: до чого вони тільки не вдаються, щоби не набрати ваги.

З часом анорексія може призвести до серйозних захворювань, що включають остеопороз і ушкодження нирок. Не виключеним є й летальний наслідок. Видання *The Harvard Mental Health Letter* повідомляє, що близько 5% жінок, у яких діагностовано анорексію, вмирають впродовж 10 років.

Text B

Ті, хто страждає на розлад харчування, що є відомий як нервова булімія, швидко споживають значну кількість їжі (до 5000 калорій і більше), а потім випорожнюють шлунок нерідко через блювання чи вживання проносного.

На відміну від анорексії, розпізнати булімію не просто. Хвора людина може й не виглядати занадто худою, а її звички харчування можуть здаватися цілком нормальними. Проте нормальним її життя назвати не можна. Вона настільки захоплена їжею, що все решта втрачає для неї будь-який сенс.

Хворі на булімію панічно бояться погладшати від безупинного споживання їжі. Тому вони або змушують себе до блювання, або приймають проносне, щоби позбутися їжі, що інакше перетвориться на жир.

Булімія є надзвичайно небезпечною. Регулярний примус до блювання наражає ротову порожнину на руйнівну дію шлункових кислот, що роз'їдають зубну емаль. Хворі можуть пошкодити стравохід, печінку, легені та серце.

🕮 ***ADDITIONAL READING***
Read the texts and express your opinion.

FITNESS OBSESSION IN THE ONLINE SPHERE IS RAMPANT

Known for doling out exercise tips and living by the 'rise and grind' mantra, fitness influencers on Instagram contribute significantly to the pressure many of us feel to present only our healthiest and most active selves on social media. The hashtag *#fitspiration* – a hybrid of 'fitness' and 'inspiration' – has been used nearly 18 million times on the platform by these influencers and their many millions of followers.

Yet while physical activity and balanced eating are certainly important, the dark side to fitness obsession can pose a serious danger to the people striving for perfection.

Orthorexia nervosa, or addiction to ‘healthy’ eating and over-exercise, is a medical condition rising in prominence alongside the *#fitspiration* Instagram fad. Untreated, it can lead to malnutrition and mental health complications, and those in the long recovery process are vulnerable to frequent relapses.

Research from scientists at University College London in 2017 found that higher Instagram usage was associated with increased likelihood of developing orthorexia, especially among followers of the ‘healthy eating’ influencers.

“Fitness shouldn’t mean having to work out every day or weighing your damn lettuce,” says Jen Brett, a recovering orthorexia survivor and fitness influencer.

HOW PETS IMPROVE OUR HEALTH

Pets bring you joy to our lives (yes, dog-lovers – even cats). A study from Indiana University found even watching cat videos boosted energy and healthy positive emotions and decreased negative feelings.

Man’s best friends well-known for devotion and loyalty, but did you know that dogs can also expand our lifespans? A new meta-analysis of research on nearly 4 million people found dog owners were 24% less likely to die for any reason. It’s likely that the health benefits of dog ownership have to do with the amount of exercise needed to keep the furry friends healthy – study show dog owners can get 30 minutes more exercise a day than people who don’t own dogs.

Don’t worry cat-lovers. A 2009 study found a lower risk of death of heart attack and overall cardiovascular disease among cat owners, even if they no longer lived with their fluffy friend. The act of petting your cat releases the bonding hormone oxytocin, also called “cuddle chemical”. The fact that your cat is purring while you’re doing this is an additional stress reducer.

It’s not just cats and dogs. Studies find health benefits for owners of all kinds of pets, including birds, hamsters, gerbils, fish, snakes … and even bugs. One study found nursing home residents who cared for cockroaches were less depressed after eight weeks than those who received only health advice.

The act of caring for another creature is part of the health benefit of pet ownership. A 2015 study asked teenagers with Type 1diabetes to feed and check water levels of fish twice a day. By the end of tree months, the teens were better at managing their diabetes.

Pets bring people together, providing opportunities to socialize for those who may be isolated or lonely. Social connections are key to a longer and happier life. Pets offer the opportunity the opportunity for different generations to connect, easing the way toward deeper communications, fostering healthy bonding and reducing loneliness.

Pets foster connections that can continue as the child grows, such as through the use of social media. Some pets even have their own Facebook pages.

Exposing a child to animals during the first six months of life is linked to a reduced chance of asthma and allergies later in life. However, if an existing family member is allergic, having pets in the home can do more harm than good. Children who grow up around farm animals, dogs or cats typically have stronger immune systems and a reduced risk of developing eczema.

Baby animals teach children about the miracles of birth, and the responsibilities of caring of a tiny creature. The demise of a pet is also the first death experience for most children, providing a powerful teaching moment about love and loss.

Providing pet therapy to children undergoing cancer is a common practice. Parents report children are happier, more social and more compliant with treatment after a visit with a furry friend.

Reducing anxiety is a key benefit of therapy animals. Slinky the ferret came to University of New England's Portland campus with other small furry creatures to help relieve the stress of midterm exams for students.

Horse therapy is a proven method of therapy for children with autism, physical disabilities and mental and behavioral problems.

TRY YOUR HAND AT TEACHING

Work in pairs. Prepare questions which might elicit each of the following words from the first line of the table but try to avoid the words written under them.
Modify the teacher talk for the intermediate level pupils.

Example: college – to study, university, students, exams, education.
Questions: Where do some pupils want to enter after leaving school?
What do you call a place where young people go to lectures?

DOCTOR	OUTPATIENT	ILLNESS	RECOVERY	PRESCRIBE
treat ill be trained to practitioner	clinic attend be hospitalized be treated	disease sickness health unhealthiness	restoration become well get better combat a disorder	prescription patient treatment recover

LANGUAGE IN USE: CHECK YOURSELF *part 2*

1. Put each verb in brackets into a suitable verb form.

At the dentist's

I was on time for my dentist's appointment, but the dentist was still busy with another patient, so I (1) (sit) _____ in the waiting room and (2) (read) _____ some of the old magazines lying there. While I (3) (wonder) _____ whether to leave and come back another day, I (4) (notice) _____ a magazine article about teeth. It (5) (begin) _____: 'How long is it since you last (6) (go)_____ to the dentist? (7) (you go) _____ regularly every six months? Or (8) (you put off) _____ your visit for the last six years?' Next to the article was a cartoon of a man in a dentist's chair. The dentist (9) (say) _____: 'I'm afraid this (10) (hurt) _____.' I (11) (suddenly realise) _____ that my tooth (12) (stop) _____ aching. But just as I (13) (open) _____ the door to leave, the dentist's door (14) (open) _____. 'Next please,' he (15) (call) _____, as the previous patient (16) (push) _____ past me. 'Actually I'm not here to see you, I (17) (wait) _____ for my friend,'

I (18) (shout) _____, leaving as rapidly as I could. (19) (you ever do) _____ this kind of thing? Surely I can't be the only person who (20) (hate) _____ the dentist!

2 Put each verb in brackets into a suitable verb form.

The facts about sugar!

Packet sugar from the supermarket (1) (extract) _____ from either sugar cane or sugar beet. These products (2) (mix) _____ with hot water, which (3) (dissolve) _____ their natural sugar. Sugar (4) (also find) _____ in fruit some of which, such as dates and grapes, (5) (contain) _____ very high amounts of sugar. To be a little more specific, sugar should (6) (call) _____ sucrose. Sucrose (7) (make up) _____ of two substances: glucose, which (8) (use) _____ for instant energy, and fructose, which (9) (last) _____ longer as a source of energy. The sugar in fruit is mainly fructose. So when we (10) (eat) _____ fruit, we (11) (also eat) _____ quite large amounts of natural sugar. Some scientists (12) (believe) _____ that too much sugar (13) (eat) _____ in sweets, cake and biscuits. It (14) (say) _____ to be generally bad for the health, although nothing (15) (definitely prove) _____ so far. However, it (16) (known) _____ that sugar (17) (cause) _____ tooth decay. As one expert put it: 'If other foods (18) (damage) _____ our body as much as sugar (19) (damage) _____ our teeth, they (20) (ban) _____ immediately'.

3. Choose the most suitable word or phrase to complete each sentence.

a) Martin hasn't quite __ his illness yet.
A) recovered B) got over C) looked after D) suffered
b) Pauline __ birth to a baby girl yesterday afternoon.
A) was B) put C) had D) gave
c) Your leg isn't broken but it is badly __.
A) fractured B) bruised C) bandaged D) bent
d) Several angry drivers shook their __at me as I drove away.
A) fists B) arms C) hands D) elbows
e) That was a bad fall! Have you __ yourself?
A) harmed B) damaged C) wounded D) hurt
f) Each time I sneezed, everyone said, '__ you!'
A) Cough B) Bless C) Cold D) Thank
g) Stop making that noise! You're getting on my __!
A) muscles B) brains C) nerves D) blood
h) As the little boy cried, large __ rolled down his cheeks.
A) drips B) tears C) puddles D) streams
i) I had severe toothache and half my face was __ badly.
A) swollen B) rounded C) exploded D) injured
j) I've got a headache, and I don't feel very __.
A) healthy B) fit C) sane D) well

4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

A visit to the doctor

Jim decided to visit the doctor after his trip to the jungle. He was normally a tall (1)_____person, but over the past month he had lost a lot of (2)_____. He had also noticed that his ankles and knees had become rather (3)_____. He thought that he might have eaten or drunk something (4)_____ or caught some kind of (5)_____ disease. The doctor took some blood for tests and told Jim to go back a week later. This time the doctor had an optimistic (6)_____ on her face, and Jim felt quite (7)_____. 'Don't worry,' said the doctor, 'it's nothing serious. You haven't caught an (8)_____ disease, or anything terrible like that. It's a simple virus, and you will need some (9)_____ Take these tablets twice a day for two weeks, and you'll make a full (10)_____.'

1. MUSCLE
2. WEIGH
3. PAIN
4. POISON
5. INFECT
6. EXPRESS
7. HEART
8. CURE
9. TREAT
10. RECOVER

5. Decide which answer (A, B, C or D) best fits each space.

A disastrous holiday

The day Gerald arrived at the Almara Beach Hotel, he fell (1)__ the stairs. The manager called a/an (2)__, but fortunately Gerald's leg was only badly (3)__, and not broken. The doctor (4)__ swimming as further (5)__ but gave Gerald a/an (6)__ for some tablets in case his leg became (7)__ The next day Gerald sunbathed by the pool, and then took a deep (8)__ and dived into the water. There was not very much water in the pool, and he (9)__ one of his arms when he hit the bottom. This time he complained to the hotel manager, who sent a special meal to Gerald's room. Later that night, Gerald was (10)__ from a (11)__ back, the injuries to his arm and leg, and also had a terrible (12)__. He had a high (13)__ and felt terrible. Luckily he had the tablets the doctor had given him to (14)__ the pain. As he reached for them, he fell out of bed and broke his (15)__. He spent the rest of his holiday in bed.

1)	A down	B to	C with	D for
2)	A stretcher	B prescription	C ambulance	D emergency
3)	A sick	B bruised	C hurt	D infected
4)	A went	B prevented	C said	D recommended
5)	A medicine	B cure	C drugs	D treatment
6)	A recipe	B paper	C prescription	D order
7)	A painful	B pained	C painless	D pain
8)	A end	B breath	C mouthful	D water
9)	A hurt	B injury	C ached	D sore
10)	A ill	B injured	C suffering	D damaged
11)	A sunny	B sunburnt	C sunshine	D grilled
12)	A agony	B hurt	C heat	D stomachache
13)	A pain	B temperature	C ache	D degree
14)	A hold	B check	C rid	D reduce
15)	A waist	B lips	C wrist	D throat

UNIT 3. SPORT. KEEPING FIT

1.1. SPORTS AND GAMES

VOCABULARY

1. Brainstorm as many sports as you can explaining any your partner doesn't understand, putting them into as many categories and subcategories as you can. Compare with the list below.

Air sports	ballooning; gliding; hang gliding; kite fighting; skydiving; skysurfing.
Animal sports	bullfighting; camel racing; cockfighting; dressage; fox hunting; greyhound racing; horse racing; hunting; pigeon racing; polo; rodeo; sheepdog trials; show jumping; sled dog racing.
Athletics (= track and field)	biathlon; cross country running; discus; hammer throwing; heptathlon; high jump; hurdles; javelin; marathon; pentathlon; pole vault; race walking; relay; shot put; sprinting; steeplechase; triathlon; triple jump.
Ball sports	(field) hockey; baseball; basketball; beach volleyball; bowling (= ten pin bowling); cricket; croquet; football (= association football = soccer); golf; handball; lacrosse; rugby; softball; squash; table tennis (= ping pong).
Bicycle sports	BMX; mountain biking; track cycling; tour de France; unicycling.
Climbing	abseiling; bouldering; free climbing; mountaineering.
Cue sports	billiards; pool; snooker.
Gun sports	clay pigeon shooting; target shooting.
Martial arts	aikido; archery; arm wrestling; boxing; fencing; Gr(a)eco-Roman wrestling; judo; karate; kendo; kung fu; laser quest; MMA (mixed martial arts); paintball; sumo.
Water sports	angling (=fishing); backstroke; breaststroke; butterfly; canoeing; diving; freestyle/ crawl; kayaking; kite surfing; lifesaving; open water swimming; rafting; rowing; sailing; Scuba diving; surfing; synchronized swimming; wakeboarding; water polo; waterskiing; windsurfing
Winter sports	bobsleigh; ice hockey; luge; Nordic skiing/ cross country skiing; ski jumping; skiing; snowboarding; speed skating.
Miscellaneous	aerobics; ballroom dancing; bungee jumping; competitive eating; darts; gymnastics; hiking; juggling; orienteering; skateboarding; skipping; three-legged race; trampoline; Frisbee; weightlifting; yoga.

2. Did you think of any words or categories which aren't above?
Are there any sports in the list which you don't know?
Find at least four things from the list or your own list:

- Only done indoors
- Types of swimming
- Sports that go with the verb "play"
- Sports that go with the verb "go"
- Sports that go with the verb "do"
- Three syllables
- Stressed on the first syllable

🗣 ***SPEAKING***

3. Work together to choose at least five things from the list above and your own list that match each of these categories:

- Not really sports
- Not in the Olympics but should be
- In the Olympics but shouldn't be
- Likely to become more popular/less popular in the future
- Likely to disappear this century
- Shouldn't be played in schools
- Good ways of getting fit
- Should be available for everyone to watch on free terrestrial TV
- Not shown on terrestrial TV but should be
- Should be very tightly controlled or banned
- Embarrassing to be seen doing
- Only suitable for older/ younger people
- Only suitable for males/ females
- Too violent
- Relaxing
- Likely to lead to injury
- Boring
- Pointless
- Too complicated
- Candidates for the national sport of this country

4. Choose one of the sports from Ex. 1 and answer your partner's *Yes/No* questions until he/she guesses which sport you are thinking of. Don't answer special questions (Wh-questions). *There are some questions which you can use:*

- ✓ Do you play it indoors/ outdoors?
- ✓ Do you play in/on a court/ field/ pitch/ pool/ rink/ ring/ table/ stadium/…?
- ✓ Do you wear a helmet/ goggles/ a hat/ padding/ shoulder pads/ shin pads/ knee pads/ a face guard/ a tooth guard/ gloves/ a box/ special shoes…?
- ✓ Do you use a cue/ bat/ ball/ shuttlecock/…?
- ✓ Is the ball big/ hard/ made of…?
- ✓ Can you use your head/ foot/ hand/…?
- ✓ Can you throw/ catch/ tackle/ walk with the ball/ sit down…?
- ✓ Is there a goal/ hole/ net/ sin bin/ referee…?
- ✓ Do you have to be fit/ young/ strong/ male/ skilful/ tall/ intelligent/ fast/ …?
- ✓ Does this sport come from Asia/ the UK/ the US/…?
- ✓ Is this sport popular with boys/ girls/ old people/…?
- ✓ Is this sport played in the Olympics/ this country/ schools…?
- ✓ Is this sport fast/ violent/ professional/ well known/ expensive/ tiring/ competitive/dangerous/…?
- ✓ Is it a martial art/ a contact sport/ a winter sport/ a team sport…?
- ✓ Have you ever played this sport?
- ✓ Do you play/ like/ watch this sport?
- ✓ Is it often/ sometimes on (terrestrial) TV?
- ✓ Is there somewhere to play this near here/ in this city/ in this country?
- ✓ Can you practice in your house/ in a park?

5. Fill in the gaps with PLAY, DO or GO using correct tense form.

NOTE: ***play*** is used with ball sports or competitive games where we play against another person;
do is used for a recreational activity or non-team sport that does not use a ball;
go is used with activities that end with –ing
Exceptions: these sports are not used with "go": boxing, fencing, weight training

1. Do you _____ any sports? Not really, but I used to _____ judo when I was at junior high school.
2. Do you _____ any team sports? Not very often, but I sometimes _____ basketball with my friends.
3. What do you like doing on holiday? I often _____ cycling around the countryside.
4. What did you do the last time you went abroad on holiday? I _____ lots of museums.
5. What do you do to get fit? I _____ the gym twice a week.
6. Do you have any plans to do more exercise? Yes, I do. I'm going to _____ aerobics at a gym from next month.
7. Are there any new hobbies you'd like to take up? I'd like to _____ diving this year or next year.

6. Match each sentence with a sport using the commentaries to help you.

1. "They've stopped the race because of all the oil on the track after that accident. Luckily the engine didn't catch fire".
a. marathon b. sprinting c. horse-racing d. motor-racing

2. "He serves well but it's too low and the ball hits the net on his side of the table".
a. tennis b. badminton c. squash d. table tennis

3. "It rained last night so the conditions will be perfect today on the greens. The 18th hole is much easier when the grass is a little wet".
a. snooker b. golf c. baseball d. basketball

4. "He was knocked down in the second round but it doesn't seem to be a problem and he's punching hard again now".
a. judo b. boxing c. rugby d. wrestling

5. "They're in the water now. She had a good race in the butterfly but the front crawl is not her strong point".
a. fishing b. sailing c. surfing d. swimming

6. "It's really close in the third set as she serves – it's another ace! 40-love to the French player".
a. baseball b. squash c. tennis d. volleyball

🕮 ***READING***

Text 1

Before reading

1. Discuss the following issues:

- Have you ever heard of the game called GO?
- If not try to predict its rules.

A GAME OF GO

Two people sit down opposite each other to play a game. Between them is a large wooden board. The board is rectangular in shape and it has black lines drawn on it in. There are 19 horizontal lines and 19 vertical lines, making 361 small black squares on the brown wooden board. Each player has some stones. The man has 180 white stones, and the woman has 181 black stones. All the stones are round and smooth. The white ones are made from the shells of clams; the black ones are made of slate. They have the stones in wooden bowls next to the board. When it is time to start playing, they slowly take the lids off the bowls.

One of the players is an old man. He is now 89 years old. He has spent all of his life playing this game, which is called Go. There are many other names for this game in the many parts of the world where it is played, but Go is the most common. The man has been playing Go since he was a small child. His father showed him how to place the big heavy stones on the board when he was three years old. He has never stopped playing since then. He is now the most famous player of Go in the world. People from all over the world call him “the Master”. People come from all over the world to play against him. Some people want to try and beat him; most people only want to watch and learn from him. The Master thinks that the game of Go is an art, and he thinks that he is an artist. He does not know how many games of Go he has played in his life, but thinks that even if he has played many thousands of games, then he has still not made anything near the number of possible combinations there are for this game. This game is very very simple, and very very complicated.

The two players place the stones they take from their opponent in the upturned lid of the wooden bowls. It will continue like this until one player can take no more stones. Then they will start to play again. They will play many games, until they eventually know who the winner is.

The other person is a young woman. The young woman has only been playing Go for three years.

This is not a very long time. It takes years to become an expert in this simple but complicated game. Before this, the woman was an expert at playing computer games. She was a computer games champion, and she won competitions in all types of computer games. She played in tournaments in Los Angeles, Tokyo and Munich, as well as many online tournaments, with people from all over the world. When she thought she could not win any more computer games, she looked for other games to play. She enjoyed playing poker, she became an expert at chess, but nothing captured her imagination like the simplicity of placing black or white stones on a simple wooden board. She studied hard and practiced a lot, the way she always did. She played to win. She thought of the game as a science. She calculated all the possible variations, using a computer to analyse techniques and strategies. She became a human computer when she played. She played Go the same way she had played computer games – by becoming a machine herself.

Both players are dedicated. Both players are obsessed. Both players think about nothing else but the game of Go from the moment they wake up until the moment they sleep, and even then they do not stop thinking about Go, as they have dreams about great games, in which they always win. Neither is married, neither has ever been in love with anything except the game of Go.

"When I was your age, it would have been impossible for us to play together" he says to her. They speak very little during the game.

"Why?" she asks.

"Young lady, you have not studied the history of this game. In the past, women did not play Go." There is silence again. She might be irritated by the old man's comment, but now she is playing Go, and so she feels no emotions. Her mind is not listening to the man, but calculating all the possible ways of placing her next stone. The old man, on the other hand, tries to listen to the woman very carefully. He watches her and studies her, looks at the movements of her hands and of her face. This is not only because he thinks that she is very beautiful, it is also because by understanding a person he know how they will play. When he understands how a person moves, he understands their character. And when he understands their character, he understands their game. This has always helped him to win.

By placing the stones on the board, they both try to invade each other's space, each other's territory. White stones invade a black-bordered area, black stones try to fill a white-bordered area. At the end of each game, the board is a map of two countries, one black and one white. The board is map of their minds. Black and white mix together. Each player is learning something from the other.

He wins the first game, and the second, and the third. The woman's face shows no emotion, and the man is confused. He agrees to continue playing. She wins the next game, and the man is shocked. This has never happened to him before. He rarely loses, and he has never lost to a woman.

The two players place their stones on the board using only their fingers, not their thumbs. It is necessary to think very carefully about where to put the stones, and to hold them properly. A long time passes between each move. They do not place the stones in the squares, this is not a game like chess or draughts, but on the corners where the lines meet.

The old man worries about the way the young woman is playing the game. He does not recognise her style, her strategy. He can't read her face; he does not understand her. Sometimes, he thinks that he does not understand the world around him any longer.

"The way I think about the game" says the woman, "is that it is a series of steps for getting what I want." Again, the old man is surprised. For him, the game is a way of life, life itself, and not a model of life. He worries about the dignity of the game, the elegance of the board. She worries about getting points.

"There is no more beauty any longer. Everything is science and rules. Everything is about winning. Nothing is about playing" he says.

"What sense does a game have if you don't win?"

"The playing *is* the sense" replies the man.

People have been playing this game for 3000 years. Sometimes, the two players think, this game will last 3000 years. The man feels like he has been playing Go for 3000 years.

"This game was invented by generals. They used it to work out strategies for war. They used the stones to map out positions" he tells her. "And then they decided that is was better to have a game than have a war."

"Are we at war now?" she asks. He wants to say no, but does not know how to reply.

“There is another story” says the young woman. “Go began when witches threw stones to tell fortunes.”

“Will this game tell our fortune?”

“It is better to play a game than try to tell the future” she says, and he is surprised again. This time he is surprised by how wise her words are.

“The future is a game that has already started. The future is waiting to see who the winner is” he says. “Every move you make determines what will happen in the future.”

They play Go for six months. At the end of six months, they know that their final game is close. The final game will decide who the winner is, and who the loser.

“A game is a metaphor for life.”

“No, life is a metaphor for a game.”

They cannot agree; but it is not necessary. They both look at the Go board in silence. It looks like a work of art, and also a scientific document. It is a map, a map of the game they played, and a map of their thoughts.

“Change is a necessary part of life” thinks the man.

“Playing is as important as winning” thinks the woman.

They start to play their final game.

After reading

2. Decide if each of the following statements about the story is TRUE or FALSE.

1. There are four players in Go.
2. The Go board is square.
3. The Go board is divided into squares.
4. Stones are put on the board.
5. Go is only played in China.
6. You put the stones in the squares.
7. Many different combinations are possible in Go.
8. In the past women did not play Go.
9. Each player tries to invade the territory of the other player.
10. Go has been played for 500 years.
11. There are different ideas about how the game of Go started.

3. Match the words from the text in the table to their meanings.

a. beat	b. board	c. counters
d. loser	e. opponent	f. pieces
g. rules	h. strategies	i. winner

1. The opposite of the loser
2. The opposite of the winner
3. The person you are playing against
4. The things you must know and obey when you play a game
5. The things you use to show who you are, or how many points you have
6. The ways of playing that will help you win
7. What chess uses instead of counters
8. What the winner does to the loser
9. Where you put the counters or the pieces in a game

4. Write out from the text all the words and phrases that can be grouped under the heading *Sport*.

5. Find in the text the information about:

- equipment necessary to play the game
- rules of the game
- number of players required
- history of the game

✍ ***WRITING***

6. Give the description of the players, their characters and attitude to the game. Think it over and write your ideas on the important qualities a person should have to play board games.

◀ ***LISTENING***

Text 2 WATER SPORTS

Pre-listening tasks

1. Remember the following words and make up your own sentences with them.

exhilarating making you feel very excited and happy.

fatality: a death caused by an accident or by violence, or someone who has died in either of these ways.

fibreglass UK, US fiberglass: a strong light material made by twisting together small fibres of glass and plastic, used especially for structures such as cars and boats.

hybrid: a plant or animal that has been produced from two different types of plant or animal, especially to get better characteristics, or anything that is a mixture of two very different things.

modify: to change something such as a plan, opinion, law or way of behaviour slightly, usually to improve it or make it more acceptable.

precaution: an action which is done to prevent something unpleasant or dangerous happening.

propel: to push or move something somewhere, often with a lot of force.

rave: to praise something greatly (*informal*)

tow: to pull a car, boat, etc. along, using a rope or a chain attached to another vehicle or boat.

wetsuit: a piece of clothing covering the whole body that keeps you warm and dry when you are under water.

2. Comment on the meanings of the following word combinations:

To catch waves; a relaxed outlook on life; pull off tricks; to throw the SCUBA gear in the boot; to head for; to go from strength to strength.

3. Discuss the following questions.

1. Which sport do you think to be the most popular among Ukrainian teenagers?
2. Are you a lover of H_2O? What is your attitude to water sports?
3. Name all kinds of water sports you know. Which of them appeal to you? Which of them are adventurous?

After-listening tasks

4. Listen to the text and decide if each of the following 10 statements about the text is TRUE or FALSE.

1. Surfing is an old sport.
2. Surfers use wooden surfboards.
3. Surfing is only possible in Hawaii, Bali, the USA and Australia.
4. Surfers use a lot of special words.
5. Windsurfing was invented in the USA in the 1980s.
6. Windsurfing is a cross between surfing and sailing.
7. Windsurfing is an Olympic sport.
8. Kitesurfing has been popular for many years.
9. SCUBA diving was invented 3000 years ago.
10. SCUBA diving can be dangerous.

5. Fill the gaps with the appropriate word from the text.

1. Captain James Cook was surprised to find the native men and women riding waves standing on …….. .
2. One of the main ……..of the sport is its simplicity.
3. Both close cousins of surfing, ……..and…… use the wind to propel modified surfboards at ……. across the surface of the water.
4. There are many different styles of windsurfing which include …….., where windsurfers do tricks, ……..in which surfers use waves to take to the air, and …..
5.……..has wanted to swim under the water since prehistoric times.
6. Lovers of SCUBA diving rave about the feeling of ……., the peace and quiet under the water, the ability to move in ……..and the sense of ……..they get while on a dive.
7. Divers can also get lost or ……when diving on …….., and fatalities are particularly common in ……. .
8. Diving can also be harmful to the …… .

6. Listen to the text one more time, summarize the information and tell your partner about each kind of water sport mentioned in the text.

🗣 ***SPEAKING***

7. a) Talk about a sport or exercise that you do. Things to include in your answer:

- Why you do that sport or exercise
- How it compares to other sports or exercises
- How popular it is in your country
- Basic rules and equipment necessary to do it
- Interesting or funny facts about this sport
- Whom you would recommend that sport or exercise to and why

b) Give a short presentation about a sport that you like watching, including:

- Why you enjoy watching it
- When and how you watch it
- How it compares to other sports
- Basic rules and equipment necessary to do it

8. A) Choose one of the topics below. Start by pretending one of you is for and one of you is against and then try to move together in some way, e.g. by compromising or one of you being convinced.

- School PE lessons in English
- Compulsory sport in high school
- Compulsory sport in university
- Women's boxing in the Olympics
- Yoga in the Olympics
- Free swimming pools
- Turning roads into cycle lanes
- Banning junk food companies from sponsoring sports

B) Do the same but as a more formal debate in front of the class.

✍ ***WRITING***

9. Think about your country's most important sporting event. Write an article for a sports magazine. Include the following:

- when/where it is held
- the event's history
- description of the event
- the prize

◀ ***LISTENING***

Text 3 THE OLYMPIC GAMES - THEN AND NOW

Pre-listening tasks

1. Match the words to their definitions and remember them.

1. sacrifice; 2. fair; 3. nude; 4. on behalf of;
5. abide (by); 6. performance-enhancing; 7. pay off

a) accept and obey a decision, rule, agreement even though you may not agree with it;
b) pay someone not to say anything about smth. illegal or dishonest;
c) the act of offering smth. to a god, especially in the past, by killing an animal or person in a religious ceremony;
d) not wearing any clothes;
e) a form of outdoor entertainment, a market where farm animals and products are sold;
f) instead of someone or as the representative;
g) used illegally by people competing in sports events to improve their performance.

2. Comment on the meanings of the following word combinations: To agree truces; to undergo training; to be of right moral fibre; to swear an oath; commit sacrilege.

For each word combination make up a sentence that illustrates its meaning.

After-listening tasks

3. Listen to the text, read the sentences and select the right answers.

1. The Zappian Olympics were:
   (a) a 19th century attempt to revive the Olympic Games
   (b) a huge Frank Zappa concert
   (c) a competition between ancient Greek city states
   (d) a series of marathons

2. The 1904 Olympic marathon was eventually won by:
   (a) a man in a car
   (b) a drunk man who was carried across the finishing line
   (c) Evangelos Zappas
   (d) one of the competitors' trainers
3. In ancient Greece, an Olympic winner might receive:
   (a) an olive branch
   (b) a tax holiday
   (c) a sum of money
   (d) all of the above
4. An "Olympiad" is:
   (a) a promise not to cheat
   (b) a type of ancient vehicle
   (c) a four year period
   (d) a festival
5. The ancient Olympics attracted competitors from:
   (a) all over the world
   (b) Athens
   (c) all over Europe
   (d) all over Ancient Greece

4. Decide which of these statements are TRUE and which are FALSE.

1. The first recorded Olympic festival took place in 776 BC.
2. Sport was only part of the festival.
3. The early athletic competitions were only running races.
4. Anyone wishing to compete could take part in the Olympics.
5. Competitors had to prove that they were physically suitable to compete.
6. In ancient Greece at the start of the games, every competitor had to promise not to use any performance-enhancing drugs.
7. Ancient Greek athletes were officially only competing for the honour of being awarded a gold medal.
8. In the earliest Olympics, sporting competition went alongside trade fairs and business deals.

5. Listen to the text one more time and compare the Olympic Games then and now.

Ancient Olympics	Modern Olympics

1.2. KEEPING FIT

VOCABULARY

1. Below are some idioms related to mental and physical health conditions. Match the idioms on the left to their definitions on the right.

1. to be run down 2. to be up and about 3. to be as fit as a fiddle 4. to be as strong as an ox 5. to get back in shape 6. to be full of beans 7. to be under the weather 8. to be fresh as a daisy	A. to be in an excellent state of health and physical condition B. to be very tired and unwell due to overwork C. to possess great physical strength D. to be well rested, awake, and energised E. to begin exercising in order to become fit and healthy again. F. to be sick G. to be out of bed after having recovered from an illness. H. to be active, lively, healthy, and have a lot of energy and enthusiasm.

2. Fill in the gaps with the most appropriate health idioms from the vocabulary above.

1. Rachel realised she had _____ before going on her hiking trip to Nepal.
2. I would love to know David's secret, he's always _____ in any situation.
3. You should ask Harry to help you move all this furniture, he's _____ !
4. I think Pamela needs a break, she's completely _____ after that stressful business trip.
5. Graham runs almost every day. He's _____ !
6. After the accident, James was kept in hospital for more than two weeks, but now he's _____ again.
7. "Hi Alison. I just calling to tell you I won't be coming into the office today. I'm feeling a bit _____."
8. Usually in the mid-afternoon, I have a short power nap, and then I feel _____.

🕮*READING*

Text 4

1. Read the text and find the answers to the following questions:

1. What are the three specific physical benefits sport can offer?
2. What are the benefits of sport for our mind?
3. What are the qualities a person needs to succeed in sport?
4. What sports are considered to be more motivating?
5. What is the most important thing to take into account when you choose a sport?

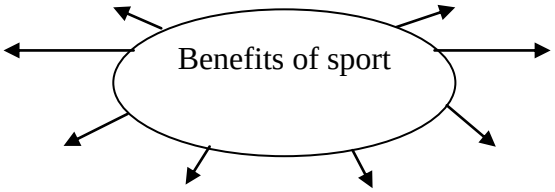
THE BENEFITS OF SPORT

Teacher: So, today we're going to carry on with what we were talking about last class which are the advantages of doing sport on a regular basis. Let's start by seeing how much you remember about the benefits of sport. I'm going to ask you some questions and in your groups I'd like you to answer them. OK, so the first question is, can you remember three of the specific physical benefits sport offers to the human body that we discussed last class? OK, Group B. What do you think?
Group B spokesperson: Um, well we've got two.
Teacher: OK, let's hear them.
Group B spokesperson: We think that doing sport reduces high blood pressure and the chance of getting diabetes.
Teacher: Absolutely. OK does anyone have any other advantages? Yes, Group D?
Group D spokesperson: Yeah, sport is good for your bones.
Teacher: That's right. It strengthens our bones, particularly while we are still growing. OK, we also discussed that sport can be good for our minds too because of the chemicals that our brains release when we exercise. Can anyone remember the name of these chemicals and how they make us feel? Mmm, Group A?
Group A spokesperson: Are they called euphoria?
Teacher: Not exactly. Anyone else? OK, Group B again.
Group B spokesperson: Endorphins and they make you feel euphoric or really happy.
Teacher: That's right. So sport can help us feel happy and put us in a good mood because of these chemicals that are present in our bodies when we exercise. It also improves our capacity to concentrate, which is why doing PE at school can actually help you do better in exams. OK, so that was basically what we covered last week and what we're going to move on to today is thinking about whether it's better for us to take part in individual or team sports. So let's have a quick show of hands to see what you think. Those who think it's better for us to do individual sports put up your hands. OK, thank you. And now those who think it's better to do a team sport? OK. Well, there are certain advantages to both individual and team sports, but, in my opinion, the benefits of team sport do seem to outweigh those of individual sport. Can you shout out a couple of examples of individual sports?
Group C spokesperson: Yeah, like, karate or swimming?
Group D spokesperson: And tennis.
Teacher: Good. Well, you won't be surprised to hear that in order to succeed in individual sport we need to have a fair amount of self-discipline to motivate ourselves, which is easier said than done for some people. However, with regular practice, it may be easier to see progress. Also, it's worth pointing out that our individual successes and failures are completely down to the individual, no one else. OK, I'd like you to have a think in your groups about the possible advantages of doing sport as part of a team as opposed to by yourself.
Teacher: OK, Group C. What have you come up with?
Group C spokesperson: Well, we were saying that it might be easier to be more motivated to actually do a sport if you're in a team because you don't want to let anyone down, so you always turn up for sports practice, you know, so you are sort of more committed to doing the sport.

Teacher: That's a very good point. Yes, being a team member certainly helps people feel motivated and make an effort to turn up and play on a regular basis. Well done, Group C. Any other ideas? Group D?
Group D spokesperson: Err, because it's boring doing sport by yourself and it's more fun if you're with your mates.
Teacher: Absolutely! And the sense of being involved and belonging to a group is very positive for most people. Some experts actually believe that belonging to a group or a team makes us less likely to suffer from depression, as members develop positive bonds between them. And there are other benefits too. When you work as part of a team you are learning to work together and rely on each other. Everyone is responsible for the success of the team, so there's less pressure on an individual and consequently it's less stressful. And finally, can you think of any skills you develop when you work as part of a team?
Teacher: Group A?
Group A spokesperson: Well, you need communication skills to talk to everyone on the team.
Teacher: Yes, very good, Group A. Any more? Group C?
Group C spokesperson: Err … could it be, like, negotiation skills?
Teacher: Yes, you need to communicate and negotiate with your fellow teammates. You also develop trust as you work together with others to achieve a common aim or goal, and all these skills are ones that come in handy in other areas of your life as well as in sport. So you can see that there are many all-round benefits to being in a team. However, perhaps, at the end of the day, the most important point is that you choose a sport you actually like, regardless of whether it's an individual or team sport.

2. Study the underlined words and phrases. Look them up in the dictionary if necessary. Explain their meaning. Use them in the sentences of your own.

3. Draw a spidergram of the benefits of sport you have found out from the text. Use these ideas to talk about benefits of sport you think are important.



✍ ***WRITING***
4. Write a short paragraph about advantages and disadvantages of team sports.

🗣 ***SPEAKING***
5. Express your ideas on the following:

- How important is keeping fit to you?
- Are you interested in sports?
- How often do you do sport?
- Would you say that you are a sporty person? (Why do you say that?)
- Are there any sports that you'd like to try in the future?

📖***READING***

Text 5

Read the interview and find out the reasons of Jack's decision to become a PE teacher.

Mrs Spence: Ahhh ... Jack. Please take a seat. I'm Mrs Spence
Jack: Hello Mrs Spence. Nice to meet you.
Mrs Spence: You too. So, you've applied to do a teaching course here.
Jack: Yes, that's right.
Mrs Spence: I'd like you to tell me, first of all, why you want to be a teacher.
Jack: OK. Well, I've always loved explaining things and helping people. I'm not looking for an easy job – I like a challenge! I also want to work with young people.
Mrs Spence: And why have you decided to become a PE teacher?
Jack: OK, I love all sports and I really believe it's important for young people to do sport at school.
Mrs Spence: Yes, I agree. Why is it so important, do you think?
Jack: OK. Well, first of all, we all know it's important for our health to keep physically fit. Secondly, physical exercise is good for our mental well-being and self-esteem.
Mrs Spence: Hmmm …
Jack: Finally, playing sport teaches young people important life lessons, like the importance of teamwork, discipline and fairness, for instance.
Mrs Spence: OK, thank you. And, where does your passion for sport come from?
Jack: Hmm, let me think. It's difficult to choose one thing in particular ... I grew up around sport. My mum was a really good athlete, actually.
Mrs Spence: Oh, yes?
Jack: We used to go and see her running marathons, which made a big impression on me as a child. I suppose it's in my blood.
Mrs Spence: Right, fantastic. And how do you think teachers can encourage their students to enjoy sport?
Jack: Hmm, that's an interesting question. On one hand, I think many students enjoy the competitive element. They want to be the best, it's motivating for them. On the other hand, we need to encourage the ones who are not as confident. So we need to reward them for participating and trying their best. It's not all about winning!
Mrs Spence: OK, thank you very much, Jack. You make some good points.
Jack: It's my pleasure. Thank you.
Mrs Spence: Now I'm going to show you around the college ...

1. Find the English equivalents to the following words and phrases.

- подати заяву/документи;
- виклик, важка робота;
- триматися у формі (фізичній);
- самоповага;
- розумове здоров'я;
- чесність;
- мотивувати, стимулювати, підтримувати;
- винагороджувати.

2. Say if these statements are TRUE or FALSE.

1. Jack finds it difficult to deal with people.
2. He thinks that teaching is a hard job and it is a real problem for him.
3. He is sure that all schoolchildren should do some sports.
4. Teamwork and discipline are two basic things in sport.
5. He comes from a sporty family.
6. He said the best students should be rewarded for their results in sport.

✍ ***WRITING***

3. Sum up all the benefits of spots and PE classes mentioned by Jack.
Express your attitude to his ideas.
Write a letter to your close friend motivating her to attend PE classes at the university.

🕮***READING***

Text 6

Yoga is becoming more and more popular around the world. What exactly is it, where did it come from and what are the health benefits of doing yoga?

Before reading

1. Match the definitions (a-h) with the vocabulary (1-8).

1. …… balance	a. being able to continue with physical effort for a long time
2. …… strength	b. being physically healthy
3. …… flexibility	c. feeling worried or nervous
4. …… concentration	d. being able to think carefully about what you are doing
5. …… fitness	e. a difficult situation that makes you feel worried
6. …… anxiety	f. being able to stand without falling to either side
7. …… pressure	g. being able to bend easily
8. …… stamina	h. being able to do things that take a lot of physical effort

YOGA

What is yoga?

Most people know yoga as a kind of exercise which aims at developing strength and flexibility. To practise yoga, you learn a series of ‘postures’, where you put your body into different positions. The correct breathing is also important. However, yoga is really about more than just exercise. In 2014, the Prime Minister of India, Narendra Modi, asked the United Nations to create an International Day of Yoga, saying that yoga ‘is not about exercise but to discover the sense of oneness with yourself, the world and nature’. He felt that yoga could not just help people to be healthier but also help connect people to each other and to nature. The United Nations agreed, and International Yoga Day is now celebrated on 21 June.

Where did yoga come from?

The history of yoga goes back at least 5,000 years, and some people claim it is nearer 10,000 years ago. It was first developed in Northern India and at this stage was a spiritual as well as a physical form of exercise, connected with both Hinduism and Buddhism. In the late 19th and early 20th centuries, yoga was introduced to the Western world when Swami Vivekananda travelled to the United States to talk about yoga at a conference in Chicago in

1893. Others followed in the 1920s and 1930s, and by the 1960s yoga had become a very popular form of exercise in the United States and in Europe. Most people who practise yoga today do not do it for spiritual reasons.

What are the benefits of yoga?

Yoga is good for the mind and body. Regular practice of yoga helps people to improve their balance and stamina. Although you won't really get out of breath, like you might playing football or running, it does help to keep your heart healthy and you can lose weight. It can also help with back pain.

The breathing taught in yoga can help people to reduce stress and anxiety. There are lots of different possible breathing patterns you can do. Yoga also improves concentration and helps people to sleep better, so it's great for anyone who's under pressure at work or in their studies.

Different types of yoga

There are lots of different types of yoga, so you can choose what suits you best. Hatha Yoga is often good for beginners, because you hold each position for a few breaths. In Vinyasa Yoga you change position much more quickly and you might get out of breath. It's quite challenging if you haven't done much yoga before. Bikram Yoga is sometimes called 'hot yoga', because the room must be heated to around 40 degrees. As well as these and other more traditional forms of yoga, there are also some more unusual modern forms of yoga. For example, you might enjoy 'laughter yoga', where people do breathing exercises and laugh about nothing in particular – laughing is very good for your health. Or what about 'Aeroyoga', where you do yoga while you are hanging from the ceiling? It's supposed to be very good for your back. Or 'Doga', where you do yoga together with your dog?

Whatever kind of yoga you choose, there are definitely some health benefits, and you should have fun too.

2. Put the ideas in the order they are mentioned in the text.

_ Lose weight
_ Keep your heart healthy
_ Sleep better
_ Improve balance
_ Make you stronger
_ Connect you to nature
_ Have fun
_ Improve concentration

3. Choose the best answer.

1. *Why did Narendra Modi think yoga should have a special day*?
   a. It was first developed in India.
   b. It can bring people closer together
   c. It is a popular form of exercise.
   d. It is difficult to learn properly.
2. *When did yoga first become known about in the West*?
   a. At the end of the 19th century
   b. About 5,000 years ago
   c. In the 1960s
   d. As much as 10,000 years ago

3. *The breathing taught in yoga*
   a. must be done one particular way.
   b. can help you feel much calmer.
   c. is very difficult to learn properly.
   d. can be dangerous if you don't do it right.
4. *Which form of yoga might be most difficult for a beginner?*
   a. Doga
   b. Bikram
   c. Vinyasa
   d. Hatha

🗣 ***SPEAKING***

4. Think it over and discuss in your group what kind of exercise is best for:

- reducing stress?
- building strength?
- improving fitness and stamina?
- having fun?

✍ ***WRITING***

5. Choose the statement you most agree with and write an argumentative essay. Use additional resources from the Internet to support your ideas.

- ✓ Yoga is good for the mind and body.
- ✓ Real yoga is more than just exercise.

TRY YOUR HAND AT TEACHING

-Write ten questions based on Text "A Game of Go" to provoke answers containing active vocabulary to the topic "Sport".
-Ask your questions and let the students answer them.
-Correct mistakes if any, using the following phrases:

Good. Right. Fine. Right you are. Quite right. That's the way. That's it. That's correct. That's exactly the point. What you said was perfectly all right.	No, that's wrong. Not really. Unfortunately not. You misunderstood the instructions. Perhaps you'd better say… Try not to…

LANGUAGE IN USE: CHECK YOURSELF *part 3*

1. Put each verb in brackets into a suitable verb form.

A friend in the rain

Last week I (1) (walk) _____ home after playing tennis when it (2) (start) _____ raining very heavily. 'Oh no, I (3) (get) _____ soaked before I (4) (reach) _____ home,' I thought. 'I wish I (5) (remember) _____ to bring my raincoat.' But unfortunately I (6) (leave) _____ it at home. How stupid of me! I (7) (always forget) _____ to bring

it with me. Luckily just then a friend of mine passed in her car and offered me a lift. '(8) (you go) _____ home?' she asked, 'or (9) (you want) _____ to go for a drink?' 'I think I'd rather you (10) (take) _____ me home,' I said. 'If I (11) (not change) _____ my clothes, I know I (12) (fall) _____ ill, and then I (13) (not be able) _____ to play in the tennis tournament next week. And I (14) (practise) _____ hard for the last month.' 'I (15) (wait) _____ for you to change if you (16) (like) _____,' she told me. 'I think it's time you (17) (relax) _____ for a change. You (18) (worry) _____ too much about things lately. And people who (19) (worry) _____ too much (20) (fall) _____ ill more easily. It's got nothing to do with the rain!'

2. Put each word in brackets into a suitable verb form.

Moving house

I come from a very large family, and recently my parents (1) (decide) _____ that they (2) (spend) _____ long enough living in an overcrowded house in Birmingham. 'We (3) (move) _____ to the country', my father (4) (announce) _____ one evening. 'I (5) (sell) _____ this house, and we (6) (live) _____ on a farm.' So last week we (7) (load) _____ all our possessions into two hired vans, and for the last few days we (8) (try) _____ to organize ourselves in our new home. Yesterday, for example, my three brothers and I (9) (start) ____ painting the downstairs rooms. Unfortunately while I (10) (mix) ____ the paint, one of my sisters (11) (open) ____ the door. Nobody (12) (tell) _____ her that we (13) (be) ____ in the room, you see. So instead of painting the walls, we (14) (spend) _____ all morning cleaning the paint off the floor. But worse things (15) (happen) _____ since then. This morning when I (16) (wake up) _____, water (17) (drip) ____ through the ceiling next to my bed. We (18) (spend) ____ today so far repairing the roof. It's not all bad news, though. The school in the village nearby (19) (close down) ____ two years ago, and my parents (20) (not find) ____ another school for us yet.

3. Choose the most suitable word or phrase to complete each sentence.

a) Mary stopped swimming and just __ on the surface.
A) sank B) floated C) dived D) poured

b) Jack turned the last corner and __ for the finishing line.
A) approached B) arrived C) waited D) headed

c) David was trying to __ another cyclist when he crashed.
A) overpass B) overcome C) overtake D) overcharge

d) You have to __ the person with the ball until you catch them.
A) chase B) rush C) jump D) drop

e) The fans climbed over the fence to __ paying.
A) avoid B) prevent C) abandon D) refuse

f) I fell over while skiing and my sister had to __ a doctor.
A) bring B) take C) fetch D) carry

g) It's very easy to __ over when the snow is hard.
A) slide B) skid C) skate D) slip

h) Don't __ the road until all the runners have gone by.
A) pass B) cross C) across D) pass by

i) The swimmers __ forward as they waited to begin the race.
A fell B) crawled C) rolled D) leaned

j) When I was hiking in the mountains, I __ on a snake.
A) tripped B) stepped C) surprised D) carried

4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

How a hobby can make you angry!

Recently I decided to take up (1) _____ as a hobby. I like taking snaps, but I am not very (2) _____ My snaps are either a complete (3) _____ for technical reasons, or are just not very (4) _____. First I decided that to be (5) _____, I would have to buy new equipment. Just then I had an (6) _____ piece of good luck. A friend who works in a camera shop said she could sell me a (7) _____ camera. A customer had left it at the shop to be repaired, but there had been a (8) _____, and it was actually for sale. I thought this was a rather (9) _____ explanation and so I asked her some more questions. She said she had had a (10) _____ with the customer and he had thrown the camera at her because she disliked his photos!

1. PHOTOGRAPH
2. SKILL
3. FAIL
4. IMAGINE
5. SUCCESS
6. EXPECT
7. VALUE
8. UNDERSTAND
9. BELIEF
10. AGREE

5. Decide which answer (A, B, C or D) best fits each space.

Sport

Someone once said that there are three kinds of people who are (1)__ in sport: people who (2)__ part, people who watch, and people who watch (3)__ television. It's very easy to make fun of stay-at-home sports (4)__, but on the other hand, television does enable us to enjoy all kinds of (5)__ events. We can watch a racing car (6)__ another, see a cyclist (7)__ the finishing line, or enjoy the goals of our favourite football (8)__. The first time I watched a tennis (9)__ was on television, and I found it (10)__ interesting. It's not always easy to (11)__ long distances to football (12)__, and television is a good solution. Of course, you can (13)__ used to sitting indoors all the time, and this is dangerous. We should all try to (14)__ fit, and have other interests and (15)__.

1)	A playing	B really	C interested	D succeed
2)	A take	B have	C make	D get
3)	A on	B with	C by	D from
4)	A people	B centres	C programmes	D fans
5)	A the	B future	C sports	D athlete
6)	A cross	B overtake	C or	D from
7)	A overtake	B and	C cross	D professional
8)	A group	B class	C band	D team
9)	A match	B it	C which	D that
10)	A valuable	B imaginatively	C unexpectedly	D real
11)	A trip	B tour	C pass	D travel
12)	A areas	B grounds	C teams	D fans
13)	A or	B which	C get	D is
14)	A keep	B make	C do	D have
15)	A customs	B habits	C pastimes	D leisure

UNIT 4. UKRAINE. ENVIRONMENTAL PROTECTION IN UKRAINE AND ABROAD

1.1. UKRAINE

VOCABULARY **Geographical Position**

To be bounded by	*бути обмеженим*
armed forces	*збройні сили*
to be located in	*розташовуватися*
to promote	*сприяти*
means of communication	*засіб зв'язку*
high-voltage transmission lines	*високовольтні лінії електропередачі*
economic tie	*економічний зв'язок*
mining	*гірська промисловість*
to maintain	*підтримувати*
to border on	*межувати*
latitude	*широта*
fertile	*родючий, плідний*
black soil	*чорнозем*
watershed	*басейн річки*
proximity	*близькість; сусідство*
navigable	*судноплавний*
Transcaucasia	*Закавказзя*
pipeline	*трубопровід*
to ensure	*забезпечувати, гарантувати*
considerable [kənˈsɪdərəbl]	*важливий*
elevation [ˌelɪˈveɪʃən]	*височина*
surface [ˈsɜːfɪs]	*поверхня*
gentle slope [ˈdʒentl sləʊp]	*пологий схил*
summit [ˈsʌmɪt]	*вершина*
to stretch [stretʃ]	*простягатися*

READING

Text 1

1. Read the text and answer the following questions.

1. Where is Ukraine bounded by the Black Sea and the Sea of Azov? 2. Where is Ukraine located? 3. Which countries lie on the same latitude as Ukraine? 4. What has promoted the development of trade and culture in Ukraine? 5. What countries is the Black Sea a means of communication with? 6. What is the territory of Ukraine criss-crossed by? 7. Why do Ukrainians use high-voltage transmission lines? 8. Is the geographical position of our country suitable for the development of its relations with foreign countries and for its industrial development? 9. What countries does Ukraine border on? 10. How large is the territory of Ukraine? 11. What is the population of Ukraine? 12. Do the climate and the fertile black soil of our country make it ideal for the development of intensive agriculture? 13. What is located in the watershed of the Dnieper River? 14. What ensures close economic ties with Eastern and Western Europe? 15. The lowlands occupy a considerable part of the country, don't they? 16. In which mountain massif in Ukraine is Hoverla

situated? 17. Why do the Carpathian Mountains have gentle slopes? 18. How is the flat area of the treeless summit called?

UKRAINE: GEOGRAPHICAL POSITION

Ukraine is a rich farming, industrial and mining region in south-eastern Europe. It is an independent democratic state. Its population is about 42 million people. The capital of Ukraine is Kyiv. Ukraine is a unitary state. It has its own armed forces and maintains its own diplomatic relations with foreign countries.

Ukraine covers about 603.700 sq. km (233.100 sq. ml) being larger than any country in Western Europe. From east to west Ukraine stretches for more than 1300 km (800 ml) and from north to south for almost 900 km (560 ml). It borders on Belarus and Russia on the north and on the east. In the south it is bounded by the Black Sea and the Sea of Azov. In the west Ukraine is bounded by Moldova, Romania, Hungary, Slovakia and Poland.

Ukraine is in ideal geographical position for the development of its resources, lying between 44° and 52° latitude north, on the same latitude as the USA, Britain, China and Japan. The climate is mild and warm, with a long summer and a short winter. Together with its **fertile black soil**, this makes it ideal for the development of intensive agriculture. The main part of Ukraine is located in the **watershed** of the Dnieper River, which divides Ukraine into two parts: Right-Bank and Left-Bank Ukraine.

Ukraine's proximity to the Black Sea and the presence of large navigable rivers running through its territory has promoted the development of trade and culture. The Black Sea is not only a means of communication with Transcaucasia and Turkey but also with the rest of the world through the Mediterranean Sea.

Ukraine also lies on the Danube, and this gives it access to European countries. It has access to the Don through the Siverskyi Donets.

The territory of Ukraine is criss-crossed by railroads and highways, oil and gas pipelines and high-voltage transmission lines – all of which ensure close economic ties with Eastern and Western Europe.

Ukraine is both an agricultural and industrial country, whose economic potential is great.

UKRAINE: LAND

Ukraine is largely a flat, fertile plain with no natural boundaries except the Carpathian Mountains in the sout-west and the Black Sea in the south. Great areas are occupied by steppes and forest-steppe regions.

Lowlands occupy a considerable part of the country. In the north lies the Polissia Lowland. On the Left Bank, the Dnieper Lowland runs along the Dnieper River. The Black Sea Lowland skirts the Black Sea and the Sea of Azov. Between the Southern Buh and the middle reaches of the Dnieper lies the Dnieper Upland. At its highest point it is 321 metres. The Volynian Upland is 200-300 metres in elevation. The Podillia Upland lies between the Dnister and the Southern Buh. Its surface is cut by valleys. In the south-east of the country lies the Donets Ridge and the Azov Upland.

Within the borders of Ukraine we find the Carpathian Mountains with the highest peak Hoverla (2061 m) which is located in the Chornohora massif. The Carpathians are young folded mountains, so they have flat summits and gentle slopes. The flat area of the treeless summit is called a polonyna.

The Crimean Mountains stretch in three parallel ranges. Their southern slopes are steep, the northern ones more gentle. The Main Range is the highest rising to 1500 metres above sea level. Its highest peak is Roman Kosh (1545 m).

Did you know? *Pottery-making was widely spread in Ukraine. For the potter's use fine clay was selected. It was cleaned, beaten with an oar and formed into a ball. Then it was placed on the wheel and various articles of pottery were fashioned. Later they were dried on shelves, covered with glaze, painted, and finally fired in the kiln.*

2. Are these statements TRUE or FALSE?

1. Ukraine hasn't its own armed forces and can`t maintain its own diplomatic relations with foreign countries. 2. Ukraine's proximity to the Black Sea and the presence of large navigable rivers running through its territory has promoted the development of science and technology. 3. The Black Sea is not only a means of communication with Transcaucasia and Turkey. 4. The territory of Ukraine is criss-crossed by railroads and highways, oil and gas pipelines and high-voltage transmission lines. 5. Ukraine is a rich farming, economic and mining region in south-eastern Europe.

3. Fill in the blanks with the suitable form of the words from the box. There are some extra words which you do not need to use.

mining	population	forces	maintain	cover	stretch	bounded
watershed	bank	peninsula	proximity	navigable	location	

1. Ukraine is a rich farming, industrial and _____ region in south-eastern Europe.

2. Its _____ is about 42 million people.

3. Ukraine has its own armed _____ and _____ its own diplomatic relations with foreign countries.

4. Ukraine _____ about 603.700 sq. km being larger than any country in Western Europe.

5. From east to west Ukraine _____ for more than 1300 km and from north to south for almost 900 km.

6. In the west Ukraine is _____ by Moldova, Romania, Hungary, Slovakia and Poland.

7. The main part of Ukraine is located in the _____ of the Dnieper River.

8. Ukraine's _____ to the Black Sea and the presence of large _____ rivers running through its territory has promoted the development of trade.

4. Translate into English.

1. На Півдні Україна обмежена Чорним та Азовським морями. 2. Чорне море – це не тільки засіб сполучення із Закавказзям та Туреччиною, але й з рештою світу через Середземне море. 3. Територія України перетинається залізничними дорогами та автошляхами, нафтовими та газовими трубопроводами та високовольтними лініями електропередачі – що забезпечує тісні економічні зв'язки зі Східною та Західною Європою. 4. Україна має свої збройні сили і підтримує дипломатичні відносини із зарубіжними країнами. 5. Клімат і родючий чорнозем роблять Україну ідеальної для розвитку сільського господарства. 6. Близькість України до Чорного моря і наявність великих судноплавних річок, що протікають по її території, сприяли розвитку торгівлі. 7. Подільська височина лежить між Дністром та Південним Бугом, її поверхня порізана долинами. 8. Територія України являє собою здебільше родючу рівнину без природних меж, окрім Карпатських гір на південному заході та Чорного моря на півдні. 9. Кримські гори простягаються трьома паралельними хребтами, їхні південні схили круті, північні – більш пологі.

📖*READING*

Text 2

1. Read the information about the mineral resources of Ukraine. Pay attention to the new words:

Limestone [ˈlaɪmstəʊn] вапняк
peat [piːt] торф
to encompass [ɪnˈkʌmpəs] охоплювати
extraction [ɪksˈtrækʃən] видобуток
marshy [ˈmɑːʃi] болотистий
mercury [ˈmɜːkjʊri] ртуть
titanium [taɪˈteɪniəm] титан
inexhaustible [ˌɪnɪgˈzɔːstəbl] невичерпний
brine [braɪn] ропа
bauxite [ˈbɔːksaɪt] боксит
cadmium [ˈkædmɪəm] кадмій
bismuth [ˈbɪzməθ] вісмут
arsenic [ˈɑːsnɪk] миш'як
antimony [ˈæntɪməni] сурма
curative [ˈkjʊərətɪv] лікувальний
bedding [ˈbɛdɪŋ] підстилка
livestock [ˈlaɪvstɒk] худоба
fertilizer [ˈfɜːtɪlaɪzə] добриво

UKRAINE: MINERAL RESOURCES

Ukraine is very rich in mineral resources. It contains iron and manganese, ores, natural gas, salt, sulphur, graphite, flux limestone. Ukraine also has deposits of oil, bauxite, ilmenite, as well as black coal.

Mineral resources can be classified into three main groups: fuels, metals and non-metals. Fuels include deposits of black and brown coal, natural gas and peat. The reserves of black coal are concentrated in two basins: the Donets and Lviv-Volynian Basins; deposits of brown coal are to be found in many places on the Right Bank. They form the large Dnieper Brown Coal Basin. The western provinces of Ukraine contain small deposits of brown coal.

Brown coal is used as local fuel for power stations, factories and plants, also in household heating.

Three oil and natural gas regions have been discovered in Ukraine: the Subcarpathian, Dnieper-Donets and Black Sea regions. The most promising deposit of oil in Western Ukraine is the Dolyna field. In the Dnieper-Donets Region the largest gas fields are in Kharkiv region. Gas deposits have also been discovered in Sumy, Poltava and Dnipropetrovsk regions. The Black Sea Region encompasses the southern part of Zaporizhia and Kherson regions as well as the northern part of Crimea.

Peat has been used in Ukraine for a long time. Its extraction has been greatly increased and it is important local fuel in industry; it is also widely used as bedding for livestock and as an organic fertilizer. The greatest deposits of peat are in Polissia, but it is also to be found in marshy river valleys.

Ukraine is rich in deposits of iron, manganese, mercury, titanium and other ores. The deposits of iron ore are among the largest in the world. They are concentrated in Kryvyi Rih, Kerch, Kremenchuk and Bilozerka.

Ukraine is one of the richest places in the world for reserves of manganese ore which is used in the manufacture of high-quality steel. Several deposits are located within the Dnepropetrovsk and Zaporizhia regions.

Titanium is important in the space, chemical, atomic and other areas. It has been discovered in Dnipropetrovsk region. Mercury is obtained from cinnabar, the largest deposit being the Mykytivskyi field in the Donetsk region. Ukraine has inexhaustible reserves of raw material for the production of metallic magnesium, which is obtained from the rich brine of Syvash Bay. Ukraine also has deposits of bauxite, nickel, cadmium, bismuth, arsenic and antimony.

Ukraine's depths are rich in non-metallic minerals, which are widely used in the national economy. The important ones among them are rock and potassium salts, sulphur, fire clay and building materials. The largest deposits of rock salt are centered in the Donbas and in Solotvyno in Transcarpathia; Subcarpathia has deposits of potassium salts (Kalush) and the largest deposit of native sulphur (Rozdolske). The main deposit of fire clay is in the Donbas (Chasovoyarsk). Large reserves of red and grey granite, chalk, marl are also found in Ukraine.

There are many curative mineral waters in Ukraine.

2. Answer the following questions:

1. Which natural resources does Ukraine contain? 2. How can natural resources be classified? 3. Where is brown coal used? 4. Where is the most promising deposit of oil in Western Ukraine situated? 5. Where are non-metallic minerals widely used? 6. In which spheres is titanium used? 7. Where can you find natural gas in Ukraine? 8. Which mineral resource is used as local fuel for power stations, factories and plants?

3. Translate into English.

1. Лікувальні установи допомагають людям покращити здоров‘я. 2. Інженери вважають, що використовувати титан для виготовлення крил для цього літака не є доцільним. 3. Ртуть може бути смертельною для людини, якщо вона не використовує її належним чином, дотримуючись техніки безпеки. 4. Ця країна відома видобутком залізної руди, яка експортується по всьому світу. 5. Людство повинно намагатися використовувати невичерпні джерела енергії для запобігання забрудненню планети. 6.Болотисті території зазвичай багаті на мінеральні ресурси.

VOCABULARY **Climate and Water Resources**

Climate

average – середній
precipitation – опади
moisture – вологість
to obstruct – перешкоджати
rainfall – кількість опадів
to contribute – сприяти
temperate belt /ˈtɛmpərɪt/ – помірний пояс
altitude /ˈæltɪtjuːd/ – висота
fluctuation/ flʌktjʊˈeɪʃən/ – коливання
to increase / ɪnk'riːz/ – збільшуватися

Water Resources

reservoir /ˈrezəvwɑː/ – водосховище
tributary /ˈtrɪbjətr.i/ – притока
plateau /ˈplæt.əʊ/ плоскогір'я
scarce /skeəs/ мізерний
arid /ˈærɪd/ – посушливий
sturgeon /ˈstəːdʒ(ə)n/ – осетер
goby /ˈgəʊbi/ – бичок
mullet /ˈmʌlɪt/ – кефаль
plaice /pleɪs/ – камбала
horse mackerel /hɔːs ˈmak(ə)r(ə)l/ – ставрида
scomber /ˈskɒmbə/ – скумбрія
shallow /ˈʃaləʊ/ – мілкий
to empty /ˈɛm(p)ti/ – впадати
winding /ˈwʌɪndɪŋ/ – звивистий

🕮*READING*

Text 3

Read the text about the climate and water resources of Ukraine and do the assignments that follow.

CLIMATE

The climate of Ukraine is determined by its geographical location. Ukraine`s territory lies in the temperate belt. In general the country`s climate is temperately continental, being subtropical only on the southern coast of Crimea. The differences in climate are caused by many factors: the latitude, relief, altitude and proximity to seas and oceans. The climate varies not only from north to south, but also from the northwest to the southeast as the warm damp air masses moving from the northwestern Atlantic weaken and become drier. A characteristic feature of the climate is an increase in its continental nature from west to east.

A feature of Ukraine`s climate is the considerable fluctuation in weather conditions from year to year. Alongside very wet years there can be droughts, whose effect increases to the south and east. There are frequent oscillations in weather in the regions of the Crimean and Carpathian Mountains.

The average yearly temperature in Ukraine varies between + 5.5, + 7 C (42, 44.5 F) in the north and + 11, + 13 C (52, 55.5 F) in the south. The coldest month is January, with a record low of – 42 C (-44 F). The warmest month is July with a record high of 40 C (104 F).

Precipitation (rain, snow, and other forms of moisture) ranges from about 30 inches (76 cm) a year in the north to about 9 inches (23 cm) in the south. The highest rainfall is in the Carpathian and Crimean Mountains (31.5 to 63 inches).

On the southern coast of Crimea the climate is subtropical Mediterranean, inasmuch as the Crimean Mountains obstruct the movement of cold Arctic air to the coast. These climatic features have contributed to the creation of one of the best resort areas in Ukraine.

WATER RESOURCES

The southern coast of Ukraine is bordered by the Black Sea and the Sea of Azov.

The Black Sea has a surface area of 423.000 sq. km. There are only a few islands in it. Its depth is 2000 m. In the northwest, however, the sea is only 30-60 m deep. The important ports of Odessa, Kherson, Mykolayiv and Sevastopol lie on the Black Sea. The animal life is limited. Among the best known fish are sturgeon, goby, mullet, plaice and such typically Black Sea fish as horse mackerel and scomber.

The Sea of Azov is much less picturesque. Syvash Bay with bitter and very salty waters forms part of the sea. There are wonderful sandy beaches on its northern coast and it is very rich in fish life. In the winter the Sea of Azov freezes over. It is a small sea, and is the world`s most shallow sea, its average depth being 5-7 m.

Rivers are the principle part of Ukraine`s water resources. Ukraine has a wealth of rivers. More than a hundred of them are longer than 100 km. The largest rivers are the Dnieper, the Dnister, the Danube, the Southern Buh, the Siverskyi Donets and the Tysa. Ukraine`s rivers on the whole belong to the basins of the Black and Azov Seas. Only the Western Buh and some other rivers empty into the Baltic Sea.

Ukraine’s rivers are predominantly flat, with winding channels. They flow slowly in wide valleys. Rivers flowing off the Carpathian and Crimean Mountains are narrow, shallow and fast. In some of the southern regions there are almost no rivers.

Rivers and other water resources (reservoirs, lakes, ponds) play an important role in water supply, and are used as sources of energy. Navigable rivers are important for transport.

The Dnieper River has its source in the Valdai Plateau in Smolensk region and flows into the Black Sea. It is 2285 km long. In size it is Europe`s third-largest river (after the Volga and Danube). The Dnieper`s largest tributaries are the Prypiat and the Desna.

Another large river is the Dnister, which flows along the border of Ukraine and Moldova, having its source in the Carpathians and emptying into the Black Sea. It floods not only in spring, but also in summer after heavy rainfalls. Its largest tributaries are the Stryi and Zbruch.

The Danube passes through Ukraine in its lower reaches. It is an important water route linking the country with many European countries. The largest of the Danube`s tributaries are the Tysa and the Prut.

There are over 3,000 lakes throughout Ukraine. They are located mostly in Polissia, the Black Sea lowlands and Crimea. The largest freshwater lakes are Yalpuh (220 sq.km) in the Danube flood plain and Svytiazke in Polissia (27 sq. km).

Ukraine has insufficient water supplies. The scarcest water resources are in southeastern Ukraine in the area where industry is centred. There are no local sources of water supply in such large cities as Kharkiv, Lviv and Kryvyi Rih. Thus canals have been dug from reservoirs on the Dnieper to provide water to the arid regions of the country.

1. Answer the following questions:

1. What is the highest amount of precipitation in the south? 2. Where is the highest rainfall? 3. What kind of climate is in Crimea? 4. What obstructs the movement of cold Arctic air to the coast? 5. What contributed to the creation of one of the best resort areas in Ukraine? 6. What does the climate of Ukraine depend on? 7. What climatic belt does Ukraine lie in? 8. How does the climate in Ukraine vary? 9. What factors determine the difference in the climate of Ukraine? 10. What is the specific feature of Ukraine`s climate?

2. Are these statements TRUE or FALSE?

1. In size the Dnieper is Europe's second largest river.
2. The Dnieper's largest tributaries are the Prypiat and the Desna.
3. The largest freshwater lake is Shelekhivske.
4. Yalpuh is located in the Danube flood plain.
5. Ukraine has insufficient water supplies.
6. The western coast of Ukraine is bordered by the Black Sea and the Sea of Azov.
7. The animal life is limited in the Black Sea.
8. The Sea of Azov is much less picturesque than the Black Sea.
9. In winter the Sea of Azov doesn't freeze over.
10. Only the Western Buh empties into the Baltic Sea.

3. Translate into English.

1. Річки, водосховища і озера відіграють важливу роль у водопостачанні і використовуються як джерело енергії. 2. В Україні є три великі судноплавні ріки – Дунай, Дніпро і Південний Буг, які мають вихід до Чорного моря. 3. Клімат Передгірського Криму — посушливий, дуже теплий з м'якою зимою. 4. Площа поверхні Чорного моря становить 423.000 км². 5. Річки є основною частиною водних ресурсів України. 6. Річки, що стікають з Карпатських і Кримських гір, вузькі, мілкі і швидкі. 7. У Карпатах та Кримських горах випадає найбільша кількість опадів. 8. Велика кількість опадів притаманна північним регіонам. 9. Кримські гори перешкоджають руху холодного арктичного повітря до узбережжя, тому саме там найкраща курортна територія в Україні. 10. Узбережжя Криму зачаровує своєю красою. 11. Температура повітря швидко підвищується. 12. Помірний кліматичний пояс ідеально підходить для життя людини.

📖READING

Text 4

1. Read the information about the natural world of Ukraine and answer the following questions:

1. Where can we find squirrels, forest martens, foxes, hares and roes? 2. How is the animal world of the Carpathians different from other regions? 3. When do snowdrops, crocuses and primrose bloom? 4. Where do magnolias, cypresses and laurels grow? 5. Where is Nikitsky botanical garden located?

PLANTS AND ANIMALS

The area of natural vegetation occupies about 30% of Ukraine`s territory, of which 14% is forested, 3% is haylands, 8% swampland. Most forests and timber reserves are in the Carpathians and Polissia.

Ukraine has mostly coniferous and deciduous trees (pine, oak, fir, beech and birch). Plantations of valuable species (oak and beech) are increasing, while plantations of little-used trees such as hornbeam and aspen are diminishing. The wealth of the forest includes not only timber, but also berries, mushrooms and medicinal herbs.

The animal world of Ukraine is diverse, with hundreds of species of mammals and birds. Predators include wolf, fox, badger, marten; hoofed animals include roe, deer, wild pig and elk; there is beaver, jerboa, marmot, hamster and field mouse. Characteristic of the birds are the sparrow, titmouse, grouse, owl and partridge. Certain fur animals (nutria, mink,

silver-black fox, musk-rat) introduced into Ukraine have acclimatized well. In the rivers, lakes and reservoirs there are perch, bream, pike perch, pike and carp.

Characteristic of Polissia are the pine, oak, birch, aspen, maple and linden with alder and willow predominating. Animals here include the wolf, wild pig, elk, lynx, marten, beaver, polecat, raccoon and bear with birds as black, hazel and wood goose.

The Forest-Steppe zone contains the oak, elm, hornbeam, black poplar, willow, ash and pine. The animals include squirrels, forest martens, foxes, hares and roes. In the past the steppes were covered in natural grasses. Now they are under cultivation. Virgin steppe remains only in nature reserves.

In the Carpathians the vegetation is located in zones according to altitude. Up to 1200m we find mixed forests with beech, hornbeam, platan, fir and oak. Higher fir-trees are widespread, above 1500m spread the alpine plateaux, on which grow grasses and low scrub, especially the creeping pine. In spring the plateaux are abloom with saffron, primrose, mercury, snowdrop and edelweiss.

The animal life of the Carpathians is unique. Here one finds deer, brown bears, wild cats and pigs, ermines and black squirrels. Bird-life includes stone thrushes, golden eagles and black woodpeckers.

The Crimean Mountains vegetation is very diverse. In the coastal strip low-growing forests of oak and juniper grow. Thickets of arid-loving scrub and grassy vegetation are very widespread. The upper strip of the Southern Crimean Coast is covered in forest, mostly beech with hornbeam, pear and maple. The principle tree species in the Crimean Mountains is the oak. The upper flat parts are treeless rocky plateaus (plateaux) covered in grassy vegetation. In late April snowdrops, crocuses, steppe sedge and other flowers come into bloom here. In May these meadows are a multicoloured carpet of flowers, with splashes of bright-red peonies and blue cornflowers.

The parks of the Southern Coast contain cypresses, palms, magnolias, platanus, laurels. Near Yalta there is Nikitsky Botanical Garden containing trees, bushes and grasses from all over the world.

The animal world of this region is different from the other zones. Birds and animals have survived here which are rare or extinct in other places. Such birds include the carrion eagle, black griffons, owls; reptiles include the gecko and others. We can also find noble deer, roe, wild pigeon, small weasel, white-tailed eagle, mountain linnets, blue stone thrushes, etc. The animal life includes many animals from southern countries: the stone marten, badges, fox; there are many lizards and some snakes.

Crocus /ˈkroʊkəs/ - крокус
Sedge /sedʒ/ - осока
Meadow /ˈmedoʊ/ - луг
Peony /ˈpiːəni/ - піонія
Cornflower /ˈkɔːrnflaʊər/ - волошка
Cypress /ˈsaɪprəs/ - кипарис
Laurel /ˈlɔːrəl/ - лавр
Eagle /ˈiːgl/ - орел
Roe /roʊ/ - козуля
Pigeon /ˈpɪdʒɪn/ - голуб
Weasel /ˈwiːzl/ - ласка
Thrush /θrʌʃ/ - дрізд
Marten /ˈmɑːrtn/ - куниця
Lizard /ˈlɪzərd/ - ящірка

2. Are these statements TRUE or FALSE?

1. Snowdrops and crocuses bloom in January. 2. In December the carpet of flowers becomes multicoloured. 3. The parks of the Southern Coast contain cypresses, palms, magnolias and laurels. 4. Nikita Botanical Garden contains trees, bushes and grasses from all over the world. 5. The animal world of the Southern Coast is different from the other zones.

1.2. ENVIRONMENTAL PROTECTION

VOCABULARY 1 **The Protection of the Environment**

biodegradable	*придатний до біологічного розкладу*
car with a low fuel consumption	*авто, яке потребує малу кількість палива*
CFC-free spray	*аерозоль без фреону*
closed to traffic	*закритий для транспортного руху*
environmentalist	*захисник навколишнього середовища,еколог*
environmentally friendly	*той, що не вчиняє шкоди навколишньому середовищу*
glass, paper recycling	*переробка скла, паперу*
green Party	*партія зелених*
hydro-electric power station	*гідроелектростанція*
non-pollutant product	*продукт, який не забруднює навколишнє середовище*
organic product	*органічний продукт*
ozone-friendly	*той, що не пошкоджує озоновий покрив*
polar ice-cap	*північний льодяний покрив*
rain forest	*тропічний ліс*
recyclable, recycling centre	*перероблюваний, центр переробки*
reforestation	*відновлення лісових масивів*
refuse collection	*прибирання (домашнього) сміття*
sense of responsibility among the public	*почуття відповідальності серед громадськості*
to campaign for	*проводити кампанію за (що)*
to establish standards of air quality	*встановлювати норми якості повітря*
to fight pollution	*боротися із забрудненням*
to fine polluting companies	*штрафувати забруднюючі компанії*
to fit a vehicle (with)	*забезпечити машину (чим)*
to limit waste production	*обмежувати кількість сміття*
to pedestrianize	*заборонити транспортний рух*
to protect endangered species	*захищати вимираючі види*
to raise the alarm	*підняти тривогу*
to realize the risk	*усвідомлювати ризик*
to reduce waste	*зменшити витрати матеріалів*
to replant a forest (with trees)	*знову засаджувати дерева в ліс*
to restock a forest (with animals)	*знову заселяти ліс тваринами*
to salvage, to reclaim recyclable waste	*збирати утиль*
to save energy	*зберігати енергію*
unleaded petrol	*неетилований бензин*
waste processing	*переробка відходів*
wildlife sanctuary	*заповідник*

📖***READING***

Text 1

1. Read the text and find the English equivalents for the following words:

природне довкілля, охорона природного довкілля, людство, укорінитися, більшість, вплив, світ природи, ґрунт, токсичні відходи, озонова дірка, посуха, хімічні речовини, турбуватись, рішучій/різкий.

THE PROBLEM OF ENVIRONMENTAL PROTECTION

Environmental protection is the main problem facing **humanity** nowadays. The **image** of a sick planet has become **firmly established** in the public mind lately.

50 years ago the word 'ecology' **hardly** meant anything for the **majority** of people, but today we can't help bearing it in our minds. It has happened because of the growing effect of the rapid industrial development of the natural world which has negative features of its own. As a matter of fact the state of environment has greatly worsened of late.

There is no doubt that **soil,** water and air are contaminated with **toxic waste**. Over the past few years we have been constantly speaking about **ozone holes**, **droughts,** high level of radiation, about food contaminated with **chemicals**. Scientists in many countries are very much **concerned about drastic** changes in weather patterns. The worst drought, the mildest winter and the most **devastating hurricanes** have become **typical** in those parts of the world where they used **to be a rare occurrence.** Weather patterns have been changing recently due to **the global warming-up process** and its **major** reason – **the greenhouse effect**.

Now there are doubts as to the theory of the global warming up process and its reasons.

The greenhouse effect is **created by carbon dioxide** emissions, released by **industrial facilities** and a constantly increasing number of cars. Thus it **is of vital** importance that the world should start **cutting down** the **release of gases** that **contribute to** the greenhouse effect. What is the reason for people **getting** so much worried about the state of environment? The answer to this question is **fairly** simple. The thing is the **deterioration** of the environment **is telling heavily on** people. They are paying for this with their health. And it is obvious what all people need is a **healthy** environment.

To solve this burning problem it is necessary for **people to combine efforts, to raise safety standards** at all industrial facilities**, to adequately process by-products of industry,** to set up an international space laboratory **to monitor** the state of environment and set up **an international centre for emergency environmental assistance.**

All these **measures** will help us in solving these important problems and **prevent** us from **dangerous illnesses** and **diseases.**

1. Match the words in the left column with their explanations in the right column:

1. environment 2. soil 3. waste 4. drought 5. drastic 6. devastating	a) the top layer of the earth in which the plants grow b) a long period of dry weather when there is not enough water for plants or animals to live c) a storm that has very fast strong winds and that moves over water d) a gas or other substance that is sent into the air e) to help to make smth. happen f) badly damaging or destroying smth.

7. hurricane 8. rare 9. emission 10. vital 11. to contribute to 12. to solve 13. to monitor 14. emergency 15. to prevent	g) to stop smth. from happening h) the air, water and land on Earth which can be harmed by man's activities i) unwanted material or substances that are left after you have used smth. j) extremely important or necessary for smth. to succeed or exist k) an unexpected or dangerous situation that must be dealt with immediately l) to carefully watch and check a situation in order to see how it changes over a period of time m) extreme and sudden n) to find or provide a way of dealing with a problem o) not seen or found very often, or not happening very often

2. Rank the following problems facing the world's environment according to your understanding of their importance. Give reasons why you think so:

- the rapid industrial development of the natural world;
- the growing amount of toxic waste;
- soil pollution;
- water pollution;
- air pollution;
- ozone holes;
- the global warming-up process
- local environmental problems.

VOCABULARY 2 **The Deterioration of the Environment**

acid rain	*кислотні дощі*
carbon dioxide	*вуглекислий газ*
CFC	*фреон*
climate/climatic change	*клімат/зміна клімату*
deforestation	*вирубка лісу*
desertification	*опустелювання*
destruction of the flora and fauna	*знищення флори та фауни*
drought	*посуха*
ecological disaster	*екологічне лихо, екологічна катастрофа*
factory	*фабрика, завод*
famine	*голод*
garbage dump	*сміттєве звалище*
global warming	*глобальне потепління*
greenhouse effect	*парниковий ефект*
• to increase the greenhouse effect	*збільшити парниковий ефект*
• to reduce the greenhouse effect	*зменшити парниковий ефект*
heatwave	*хвиля сильної спеки*
lack of rain (see also 'drought')	*недостатня кількість дощів*
oil slick/oil tanker	*нафтова плівка на воді/танкер*

oil-well/oilfield	*нафтова свердловина/родовище нафти*
open-cast mining	*відкриті гірничі роботи*
ozone layer	*озоновий шар*
pollutant/pollution	*забруднююча речовина/забруднення*
• air pollution	*забруднення повітря*
• atmospheric pollution	*забруднення атмосфери*
• urban pollution	*міське забруднення*
• water pollution	*забруднення води*
power station	*електростанція*
• nuclear power station	*атомна електростанція*
• thermal power station	*теплова електростанція*
seepage	*просочування*
shrinkage of the permafrost	*усадка вічної мерзлоти*
spray, aerosol	*аерозоль*
to exhaust natural resources	*вичерпати природні ресурси*
to upset nature's balance	*порушити природний баланс*
toxic cloud	*токсична хмара*
industrial waste	*промислові відходи*
radioactive waste	*радіоактивні відходи*
toxic waste	*токсичні відходи*
• to dump toxic waste (into)	*скидати, викидати токсичні відходи*

🕮***READING***

Text 2

1. Read the text about environmental problems and suggest a suitable title to it.

Recently people have been worrying more and more about the problems of **the environment**. They have set up **a non-governmental environmental organization** called *Greenpeace.* The aim of the organization is **to call public attention to** such **burning issues** as **the destroying ozone layer**, **the greenhouse effect**, **extinction of wild animals and birds**, **chopping down the forests**, the problem of **industrial and household waste**, **pollution** of air, water, soil and some others.

Doctors believe that there is a new illness – "**eco-anxiety**". What is it? It is an anxiety, or worry, about the environment.

One of the main causes is **rubbish**. Years ago we used to throw things away and not to think twice about it. Now people are beginning to learn the facts:

- it is said that 55 percent of world rubbish ends up getting buried in **landfill sites** - big holes in the ground in places far away from the city centres;
- the latest figures available show that UK households produced just under 27 million tonnes of waste in 2017;
- UK **recycled** (saved it in some way and used it later) 45.7% of **households' waste** in 2017;
- the total generation of municipal solid waste in the United States in 2017 was 267.8 million tons;
- the countries with the highest **recycling rates** globally include Germany, Austria and South Korea, according to a 2017 study;
- in Ukraine, 94 percent of **solid waste is disposed of in landfills**.

Of course, the problem is not hopeless. For example, in Sheffield, which is considered to be one of Britain's cleanest cities, each family has **separate dustbins for different kinds of rubbish** – one for bottles, one for plastic, one for paper and cloth, one for cans. In doing so we could help to stop the world's "rubbish mountain".

Another problem is **the greenhouse effect**. The earth has been getting hotter. One of the reasons is that we are producing too many **greenhouse gases**. These gases hold the heat. Trees and plants help to take gases such as **carbon dioxide** from the atmosphere, but we have now destroyed too many trees. There are not enough trees and plants to do this job. We make carbon dioxide when we burn wood or drive cars. **CFCs** (other dangerous gases) are in refrigerators and aerosol cans.

There is **a layer of gas** called **ozone**. It covers the Earth. It protects us from the dangerous rays of the sun. When ozone gets near to earth, in **acid rains**, for example, it is also dangerous and it causes diseases. The hole was around the size of Cuba in 1979 (130,000 sq. km) and has grown to the size of North America today (25 million sq. km). We must know that CFCs and burning the **rainforests** damage the ozone layer most. Every year burning rainforests destroy areas the size of Austria.

Greenpeace **calls public attention to** these problems as well as the problem of protection of wild animals. Many animals are **in danger** today. The number of orangutans for example, has fallen only to 10000.

Whales are also in danger. Men have hunted whales for thousands of years. Since the 18th century men have hunted whales for profit. Most countries have stopped hunting them. But all countries must stop or soon whales will be **extinct**.

When men from Europe **arrived on the island of Mauritius** they found a large bird there. They called it **Dodo**. That was in 1507. In 1681 someone killed the last Dodo.

Until the 18th century there were millions of **American bison**. In 1884 there were only 325. Fortunately the government stopped hunting at the beginning of the 20th century. Since then the number of bison has risen to about 500,000. The European bison was not as lucky as its American brother. The last European bison died in 1627.

We must save wild animals. We can do it. We have done it with the American bison. We do not want any more Dodos.

Technology has made our lives better. But has it improved things for nature? The answer is definitely "no". In 1986 there was **a nuclear accident** in Chernobyl, equal to 2000 Hiroshima bombs. From the very beginning nuclear bombs and nuclear reactors have been designed side by side until the world has been put in nuclear chains. We have **littered** the Earth **with nuclear waste**. We have created weapons capable of turning our green planet into a cold desert.

The battle for control of **atomic power** will continue during our lifetime and during the lives of our children and grandchildren. The price we must pay for our survival is unending **vigilance**.

2. Suggest Ukrainian equivalents to the words in bold.

✍ ***WRITING***

3. Is your city or village doing anything to help stop the world's "rubbish mountain"?
Write to your local Council.
Persuade them to copy Sheffield.
Try to help – it is your world.

VOCABULARY 3 **Natural Disasters**

1. Put the words form the vocabulary into the following categories:
- disasters connected with water, - disasters connected with snow, - disasters connected with wind, - disasters connected with fire.

avalanche	*лавина*
bed (of river)	*русло (річки)*
crater, lava, magma, ash	*кратер, лава, магма, зола*
cyclone	*циклон*
earth tremor/earthquake	*підземний поштовх/землетрус*
emergency shelter	*аварійний притулок/ сховище*
epicentre	*епіцентр*
flood, landslide	*повінь, зсув*
forest fire	*лісова пожежа*
gale, hurricane	*буря, ураган*
monsoon	*мусон*
natural phenomena	*природні явища*
rainy season	*сезон дощів*
Richter scale	*шкала Ріхтера*
river in spate	*повінь*
rockfall (blocking the road)	*скеля (перекриття дороги)/ обвал*
storm at sea	*шторм у морі*
thaw	*відлига*
thunderstorm	*гроза*
tidal wave	*приливна хвиля*
to evacuate an area	*евакуація місцевості*
to overflow (its banks)	*розлитися (за межі берега)*
to tame nature	*приборкати природу*
tornado, typhoon	*смерч, тайфун*
vagaries of nature	*капризи природи*
volcanic eruption	*виверження вулкану*
active/extinct volcano	*діючій/вимерлий вулкан*
whirlpool, whirlwind	*вир, вихор*

🕮*READING*

Text 3
2. Read the text about the protection of environment in Great Britain. Pay attention to the words given below.

sacrifice жертвувати	incineration спалювання
pile up накопичувати	discharge стік, злив
burden обтяжувати	installations спорудження
enhance збільшувати	monitor контролювати
maintain підтримувати	take the lead бути ініціатором
demand потребувати	sustain підтримувати
diversity різноманітність	road bypass магістральна об’їзна дорога
drain осушувати (ґрунт)	relieve полегшувати

watercourse ріка, канал
disposal викидання
dump звалювати
sewage нечистота, бруд
sludge відстій, осадок
essential необхідний
lead свинець
acid [ˈæsɪd] кислота
annoy [əˈnɔɪ] набридати
insulate [ˈɪnsjəleɪt] ізолювати
excessive [ekˈsesɪv] надмірний

THIS COMMON INHERITANCE

Mankind long believed that, whatever we did, the Earth would remain much the same. We know that is untrue. Nature is under threat. One country's pollution can be every country's problem. So we all need to work together to safeguard our environment.

We have a moral duty to look after our planet and hand it on in good order to future generations. That does not mean trying to halt economic growth. We need growth to give us the means to live better and healthier lives. We must not sacrifice our future well-being for short-term gains, nor pile up environmental debts which will burden our children. Where there are real threats to our planet we have to take great care. Prevention can often be better and cheaper than cure.

The Government of Great Britain aims:

- to preserve and enhance Britain's natural and cultural inheritance;
- to encourage the more prudent and efficient use of energy and other resources;
- to make sure that Britain's air and water are clean and safe, and that controls over wastes and pollution are maintained and strengthened where necessary;
- to maintain Britain's contribution to environmental research.

Biological diversity

By burning forests, draining wet lands, polluting watercourses and overfishing, mankind is rapidly driving many species to extinction. The Government is supporting international efforts for a global agreement to protect species of plant and animal life (e.g. the black rhino and the African elephants.)

The North Sea

In the North Sea and other seas around Britain, the Government is working to:

- cut inputs of dangerous substances to all coastal waters from rivers;
- bring industrial waste disposal at sea to an end;
- stop the dumping of sewage sludge and incineration at sea;
- tighten world-wide standards for chemical and oil discharges at sea;
- reduce pollution from offshore oil installations;
- provide greater protection for marine wildlife;
- support international efforts to improve research and monitoring.

Global warming

Trees, woods, forests can help absorb carbon dioxide and store it for a long time. The Government will continue to encourage tree planting in Britain and sustain management and regeneration of existing forests (green belts around English cities).

Building trunk road bypasses in England relieved many towns of the pressures of heavy traffic, particularly lorries.

Good Air

Good air is essential for human health and the health of the environment as a whole. Levels of lead in air have been substantially reduced by effective action to control pollution from industry and by reductions in the use of lead in petrol. Emissions from industrial plants have been effectively controlled by the pollution inspectorates for many years.

Britain tries to improve the air by means of:

- strengthening of existing controls and exploring longer term action against pulmonary disease;
- new advice on avoiding passive smoking;
- reducing carbon monoxide and other harmful emissions;
- extending and improving monitoring of air pollution.

Noise

Noise not only irritates and annoys, but can also do irreparable damage to hearing. They can control it in Britain by:

- reducing noise at source by requiring quieter products or machinery;
- insulating people from it;
- providing effective powers to stop excessive noise.

Water

Thanks to the National Rivers Authority, one of the strongest environmental protection agencies in Europe, the greater part of Britain's river length is of good or fair quality. The privatized industries in England and Wales invest money:

- to improve sewerage works;
- to bring drinking water up to standard;
- to bring most bathing waters up to standard.

3. Using the information from the text match the two columns finding equivalents for the English words and phrases:

1. sewerage	a) питна вода
2. carbon monoxide	b) захистити середовище
3. carbon dioxide	c) вимирання
4. extinction	d) непоправна шкода
5. harmful emissions	e) під загрозою
6. irreparable damage [ɪˈrepərəbl]	f) культурна спадщина
7. drinking water	g) зменшити забруднення
8. excessive noise	h) заощадливий і раціональний
9. to safeguard our environment	i) двоокис вуглецю
10. under threat	k) каналізація
11. cultural inheritance	l) стримувати економічний розвиток
12. to reduce pollution	m) шкідливі викиди
13. prudent and efficient	n) надмірний галас
14. dangerous substances	o) чадний газ
15. to halt economic growth	p) шкідливі речовини

4. Unscramble the words from the text with –tion/-sion suffix: onicinetiran, tiorenegeran, esimonis, lutpolion, fordetatiosen, ventipreon, noisore, tigeraneon.

🗣 ***SPEAKING***

5. Comment on the following expressing your opinion:

1. Where there are real threats to our planet we have to take great care. Prevention can often be better and cheaper than cure.
2. Noise not only irritates and annoys, but can also do irreparable damage to hearing.
3. Good air is essential for human health and the health of the environment as a whole.

🕮***READING***

Text 4

1. You will read a text on pollution in Ukraine. Check the meaning of some words in the table.

contamination - забруднення notably - особливо to attain - досягати to aggravate - погіршувати inefficient engine - поганий двигун runoff - змив salinity - солоність	deterioration - погіршення inflow - прилив warning - застереження to exceed - перевищувати to claim - стверджувати stillbirth - народження мертвого плоду

a. Read the text quickly and answer these questions.

1. Does Ukraine suffer from pollution?
2. What types of pollution can be traced in Ukraine?
3. What are the main sources and causes of pollution in Ukraine?

b. Now read the text again. Six sentences have been removed. Choose from the sentences (A-F) the one which fits each gap. There is one extra sentence you do not need to use.

UKRAINE: POLLUTION

1_____ Such contamination originates from human activities that create waste products. Pollution became evident in Ukraine with industrial development in the 19th century. The industrial and intensively farmed republic, Ukraine contains some of the most polluted landscapes in Eastern Europe and faces a burning necessity to modernize its industry and infrastructure.

Air pollution is especially severe in many of the heavily industrialized cities and towns of southeastern Ukraine, notably in Kharkiv, Luhansk, Donetsk, Dnipropetrovsk, and Zaporizhia. **2**_____ Other Ukrainian cities with major chronic air pollution problems include Kyiv, Komunarsk, Makiivka, and Odessa.

Over one-third of the emissions into the atmosphere originate from automobile transport. That source, which attains overwhelming proportions in cities with little industry,

such as Uzhhorod, Yalta, Poltava, and Khmelnytskyi is aggravated by the use of leaded gasoline and inefficient engines as well as a lack of catalytic converters.

Almost all surface waters of Ukraine belong to the Black Sea and the Sea of Azov basins. **3**_____ As a result, the Dniester and the Danube are included among the most polluted bodies of water in the territory of the former Soviet Union. Hundreds of small rivers supply water for three-quarters of the villages and half of Ukraine`s cities. Widespread fear is growing in Ukraine that a substantial fraction of those water arteries are so polluted as to pose fatal health risks to the people who depend on them. About one-half of the chemical fertilizers, herbicides, and pesticides applied in the fields are washed off into rivers. Moreover, surface runoff from industrial territories is highly contaminated.

One of the areas suffering most from serious and chronic coastal water pollution is the Sea of Azov. That shallow and previously biologically rich and commercially productive body of water has experienced serious problems of industrial and municipal waste-water contamination and increased levels of salinity since the early 1970s. A primary cause of the sea`s ecological deterioration has been the diversion for purposes of irrigation (up to 80 percent) of fresh but not necessarily pure water inflow from the Don and Kuban rivers. The high population density, heavy industrial development, and relatively low freshwater endowment of those basins, and the low governmental priority placed upon environmental protection until very recently, have given rise to chronic and serious levels of water pollution throughout Ukraine, combined with pollution that increase has resulted in a dramatic drop in fish catches (by 60-90 percent). **4**_____

Finally, contamination by various radioactive isotopes, such as caesium-137, iodine-131, strontium-90, plutonium-240, from the Chornobyl nuclear accident have affected the air, land, and water of Ukraine and vast areas beyond it. Recorded but unreported radiation levels in Kyiv a few days after the accident exceeded the maximum allowable levels by a hundredfold. Press reports claim that significant numbers of deaths by radiation sickness and elevated levels of spontaneous abortions, stillbirths and birth defects and highly elevated rates of childhood leukemia have occurred in the affected areas. **5**_____ Recent detailed field studies indicate that significant areas of agricultural and forest lands of Ukraine, Belarus, Russia will remain unsafe for human occupancy and food production for upwards of eight thousand years. Nevertheless, thousands of people who were evacuated after the accident have returned to live and farm in these highly contaminated regions. Thus, the Chornobyl region in fact has become something of a living laboratory for the study of nuclear contamination.

Still, on a careful reflection Ukraine can successfully strengthen its environmental policies in a fundamental way and solve a pollution problem without affecting services and industrial perspectives.

A. Coal-using industries such as metallurgical coke-chemical plants, steel mills and thermal power plants with technically outdated, obsolete equipment are major sources of high levels of uncontrolled emissions of sulphur dioxide, dust, unburned hydrocarbons, and other harmful substances.

B. Pollution is the contamination of the environment, including air, water, and land, with undesirable amounts of material or energy.
C. The pollution emitted by diesel engines contributes greatly to air quality problems.
D. Despite repeated warnings and special government antipollution resolutions the conditions in the Sea of Azov continue to deteriorate.
E. As a result the sea`s salinity has increased by more than 40 percent since the 1950s.
F. Those claims and other concerns are being researched by a host of scientists and medical professionals from Ukraine and other countries.

2. Answer the following questions.

1. Does industrial development necessarily cause pollution?
2. What chemical substances can cause contamination of the environment?
3. What has given rise to chronic and serious levels of water pollution throughout Ukraine?
4. What makes the Chornobyl region a kind of a living laboratory for the study of nuclear contamination?
5. What can be done to combat pollution?

3. Translate into English using the active vocabulary:

1. Проблема забруднення нашої планети надзвичайно гостро постала саме останнім часом, в епоху стрімкого економічного розвитку та технологічного прогресу. Збагачуючись за рахунок природних ресурсів, людина підкорює світ, рідко замислюючись про те, яку спадщину вона залишить прийдешнім поколінням.

2. Планета під загрозою: забруднення землі, водойм, повітря та знищення лісових масивів сягає грандіозних масштабів, що згодом завдасть непоправної шкоди здоров'ю та життєдіяльності людини.

3. Людство постало перед дилемою: як захистити навколишнє середовище і не затримувати економічний розвиток суспільства. Як же знайти щасливий компроміс і відновити природний баланс Землі? Єдиний вихід – заощадливо і раціонально використовувати природні запаси.

4. Шкідливі речовини, які потрапляють у повітря внаслідок викидів великих промислових підприємств, спричиняють забруднення атмосфери не лише у великих містах, але й у масштабах всієї планети, тому проблеми подібного роду мають контролюватися державою.

5. Декілька районів на території Землі страждають від посухи й нестачі питної води, яка життєво необхідна для існування для існування людини.

6. Дефіцит води і чистого повітря може призвести до вимирання декількох видів живих організмів одночасно.

7. Обов'язок кожної людини – дбати не лише про свою родину, але й про своє оточення: не розкидати сміття, не перевитрачати природні багатства, не знищувати зелені насадження, не прагнути розкошів. Лише здоровий глузд допоможе врятувати планету від екологічної катастрофи.

◀ *LISTENING*

Text 5 RAINFORESTS RULE!

Pre-listening tasks

1. To understand the information better match the definitions with the vocabulary.

1. rainforest	a. a set of animals or plants that have similar characteristics to each other
2. sustain	b. being rubbed away gradually
3. species	c. to keep alive
4. canopy	d. a forest in a tropical area which receives a lot of rain
5. humidity	e. the cutting down of trees in a large area; the destruction of forests by people
6. deforestation	f. a measurement of how much water there is in the air
7. erosion	g. the branches and leaves that spread out at the top of a group of trees forming a type of roof

2. Listen to the text and fill in the gaps.

RAINFORESTS RULE!

A world like no other – perhaps this is the best way to describe the world of the rainforest. No rainforest is exactly the same, yet most rainforests are now distributed in the small land area 22.5 degrees north and 22.5 degrees south of the **1**._____, between the Tropic of Capricorn and the Tropic of Cancer. You can find tropical rainforests in South America and Indonesia. Other rainforests **2**._____ further from the Equator, in Thailand and Sri Lanka.

Despite occupying a relatively small area, rainforests have a **3**._____ to play in maintaining the world as we know it. Tropical rainforests are home to a rich, colourful **4**._____ of medicinal plants, food, birds and animals. Can you believe that a single bush in the Amazon may have more **5**._____ of ants than the whole of Britain? Four hundred and eighty varieties of trees may be found in just one hectare of rainforest. These forests **6**._____ around 50 per cent of all the species on earth and offer a way of life to many people living in and around the forest.

Rainforests are the lungs of the planet, storing **7**._____ of carbon dioxide and producing a significant amount of the world's oxygen. Rainforests have their own perfect system for ensuring their own **8**._____; the tall trees make a canopy of branches and leaves which protect themselves, smaller plants and the forest animals from heavy rain, intense dry heat from the sun and strong winds.

Amazingly, the trees grow in such a way that their leaves and branches, although close together, never actually touch those of another tree. Scientists think this is a deliberate tactic **9.**_____ the spread of any tree diseases and make life more difficult for leaf-eating insects like caterpillars. To survive in the forest, animals must climb, jump, fly or glide across the gaps. The ground floor of the forest is not all tangled leaves and bushes, like in films, but is actually fairly clear. It is where leaves **10**._____ food for the trees and other forest life.

They are not called rainforests for nothing! Rainforests can generate 75 per cent of their own rain. At least 80 inches of rain a year is normal and in some areas there may be as

much as 430 inches of rain annually. This is real rain – your umbrella may protect you in a shower, but it won't keep you dry if there is a full rainstorm. In just two hours, streams can rise ten to twenty feet. The **11.**_____ of large rainforests contributes to the formation of rainclouds that may travel to other countries in need of rain.

Worryingly, rainforests around the world are disappearing at an alarming rate, thanks to **12.**_____, river pollution and soil erosion as land is being claimed for agriculture and trees are felled for wood. A few thousand years ago, tropical rainforests covered as much as 12 per cent of the land surface on earth, but today this has fallen to less than 5.3 per cent.

We can only hope that the world governments work together with environmentalists and businesses to use their environmental knowledge and power to preserve the rainforests – awe-inspiring, beautiful and vital for our existence.

After-listening tasks

3. Choose the best answer using the information from the text.

1. *Rainforests can be found*
   a. only in South America.
   b. in many countries all over the world.
   c. in a small strip of land, mostly equatorial.
2. *Rainforests hold*
   a. more than half the world's species.
   b. less than half the world's species.
   c. approximately half the world's species.
3. *Rainforests are 'the lungs of the planet' because they*
   a. produce a large amount of oxygen and store a large amount of carbon dioxide.
   b. store a small amount of oxygen and produce a large amount of carbon dioxide.
   c. produce a small amount of oxygen and store a small amount of carbon dioxide.
4. *Rainforest tree leaves never touch the leaves of another tree*
   a. to make rain fall on the ground of the forest.
   b. to protect the trees from disease and insects.
   c. to give the forest animals more exercise.
5. *Rainforests make a difference to the world's water supply because*
   a. the humidity of the rainforests produces rainclouds.
   b. rainforests are very rainy places.
   c. the rainforests produce their own rain.
6. *Over the last few thousand years, the land covered by rainforests has*
   a. increased.
   b. decreased.
   c. stayed the same.

4. Using the text sum up the information about:

- benefits of rainforests for our planet
- present condition of the rainforests

✍ ***WRITING***

5. Using the text and additional sources of information and useful language phrases write an opinion essay on what is being done and what should be done to preserve rainforests on our planet.

Useful language for expressing your opinion

I think / I believe/ I suppose/ I guess According to me, In my view / In my opinion, It seems to me that From my perspective, I hold the view that	I'd like to point out that What I mean is Generally it is thought that My impression is that It goes without saying that I'm of the opinion that

🕮***READING***

Text 6

1. Read the text and comment on the problems of the nearest future.

Before reading check the meaning of the following words: take for granted, congested, crowded, unspoilt, high security area, guilty, livelihood, supporter, solution.

ROAD TO NOWHERE

We say we can't imagine life without cars or aeroplanes. Can technology really improve our lives? Some people believe that the environmental price is too high and it's time to think again.

Future Shock

There are more than 7 billion people in the world. The majority of them live in developing countries. The People's Republic of China has the largest fleet of motor vehicles in the world, with 340 million motor vehicles in 2019 including 250 million cars, and in 2009 became the world's largest new car market as well. Although this sounds like progress, what effect would more cars have on the world's environment?

Ladder of Wealth

Imagine a world ladder. Rich countries have already climbed on the top. People living in these countries take modern technology for granted. Third World countries are still climbing up the ladder but there's a problem. If everyone gets to the top of the ladder, there will be ten times more cars in the world. A world like this would be polluted, noisy and congested.

Good Technology?

Scientists often claim that technology can help to make the world a better place. In the future, alternative fuels might allow us to travel without running out of energy. We could have «Hypercars» with clever electronics to solve the problems of crowded roads. We wouldn't have to travel so much, people could work from home using computers. However, many people are wondering what we should do if technology can't solve our problems.

A Horrible Thought

What sort of world will we live in if things continue as they are? No one knows for sure. Perhaps there would be no more wild or «unspoilt places». Cities would grow and grow, turning the world into an industrialised monster. Street life might disappear, because cities would be designed for cars, not people. The gap between the rich and the poor would increase. Rich people would live longer with the aid of medical technology and look more

attractive through the use of cosmetic surgery. But they'd have to live in high-security areas. Police would use computers to keep detailed records on every citizen. Civil rights and democracy might be under threat.

Who Are the New Luddites?

The New Luddites (or NEDs) take their name from a group of British workers who were hanged in 1812 for smashing up machines in their factories. At that time, new technology was causing mass unemployment. A man called Ned Ludd was the leader of the group. The word «luddite» now means someone who is against progress and new technology. According to New Luddite Jim Thomas, «the Luddites weren't against all technology, just against the machines that threatened their livelihoods and their environment». Many NEDs use typewrites instead of word processors and grow their own organic vegetables. Perhaps the most extreme NED was the Unabomber, who planted bombs in US Universities because he hated modern society and technology.

Back to the Future?

The New Luddites claim that, «the government has made it clear that the aim for developing new technology is wealth creation…» They take part in «car trials», disrupt scientific conferences by asking «difficult questions». They believe that the public is extremely unhappy about decisions affecting their lives being left to the «experts» and scientists. Technology could play an important role in improving our future but New Luddites argue that at the moment, modern technology is part of the problem, not the solution. Only time will tell…

2. Find the word-combinations with the following verbs in the text, translate the sentences with them: improve, climb, run out, avoid, smash, cause, spread, disrupt, affect.

✍ *WRITING*

3. Which of the problems from the text seem the most serious to you? Make up your own sentences with the word-combinations in the Present Perfect Tense.

4. Write a short paragraph about the problems mentioned in the text which we are having at present.

🗣 *SPEAKING*

5. Are you a pessimist or an optimist? Answer these questions and discuss them with your groupmates.

1) Do you think your life will be similar in the future to what it has been now?
   b. Yes. **b.** No. It will change a lot. **c.** No. It will change a little.
2) Do you think your standard of living will
   a. get better? **b.** get worse? **c.** stay the same?
3) Do you think you will
   a. find a job that really satisfies you? **b.** live to work? **c.** work to live?
4) Do you think your children will have a
   a. better **b.** easier **c.** more comfortable
   d. more dangerous childhood than you did?
5) Do you think many species of animals will become extinct? Which?
6) Do you think we will find new sources of energy that are
   b. efficient? **b.** cheap? **c.** safe?
7) Do you think we are becoming
   a. wiser? **b.** more selfish? **c.** more materialistic? **d.** more nationalistic?

TRY YOUR HAND AT TEACHING

Role-play. Eliciting the words using a restricted vocabulary.

1. Work in groups of three. As a group write down 6 words you have learnt this week.
2. Then write under each of these words five more words which you associate with it.
3. Prepare questions which might elicit each of these words avoiding the words written under them. Modify the teacher talk for the intermediate level pupils. Each member of the group makes a copy of the questions.
4. Choose a student to act as a teacher (*Student A*).
5. *Student A* asks the members of the other groups the questions prepared in step 3 to elicit the words.
6. If the questions do not elicit the words, *Student A* can give the word in the first language and ask *How do you say X in English?*

LANGUAGE IN USE: CHECK YOURSELF *part 4*

1. Put each verb in brackets into either the Past Simple, the Present Perfect Simple, or the Present Perfect Continuous.

It was announced in London this morning that the British Oil Corporation (1) (discover) _____ oil under the sea near the Welsh coast. The company, which (2) (drill) _____ for oil in the area since 2001, (3) (find) _____ small amounts of oil near Swansea last month, and since then (4) (discover) _____ larger amounts under the seabed nearby. Last year the government (5) (lend) _____ over £50,000,000 to BOC, and (6) (give) _____ permission for the company to build an oil refinery and other facilities in South Wales. The reaction of local people to today's news (7) (be) _____ mixed so far. Local MPs (8) (already welcome) _____ the news, pointing out that the oil industry will bring badly needed jobs to the area. But local residents are worried about the danger of pollution. 'Nobody (9) (ask) ____ us yet what we want,' said Ann Griffiths, leader of the Keep Out The Oil Campaign. “Look what (10) (happen) _____ when they (11) (find) _____ oil in Scotland in the 1960s. The oil companies (12) (get) _____ rich, not the local people. BOC (13) (not tell) _____ us the truth about what this is going to mean for our people”. A BOC spokesman later (14) (refuse) _____ to comment. Meanwhile local campaigners (15) (ask) _____ the government to hold an inquiry.

2. Put one suitable word in each space.

A letter to the editor

Dear Sir,

We are writing to suggest that all cars should be (1)_____ from the centre of the city as soon as possible. The amount of (2)_____ from car exhaust fumes

is now (3)_____, and we believe that the public must be (4)_____. Apart from this, the streets are crowded (5)_____ cars, and our lives are at (6)_____ when we try to cross the road! There has been a huge (7)_____ in the amount of traffic recently, and the government just seems to put (8)_____ the problem, instead of (9)_____ with it. Unless we (10)_____ up to the traffic problem, and seriously consider some of the (11)_____, life in our city will become (12)_____. Our organization, Cities for People, has been (13)_____ up to make the government do something! We are holding a (14)_____ next week in the city centre, and hope that many people will (15)_____ us.

Yours faithfully,

Mary Kingwood, Secretary, Cities for People

3. Choose the most suitable word or phrase to complete each sentence.

a) I'm glad I __ my plane! I've just heard that it's broken down.
A) lost B) refused C) missed D) altered

b) The cruise ship hit a rock and __.
A) sank B) drowned C) flooded D) crashed

c) I lost the keys to my house and had to climb in __ the window.
A) by B) to C) through D) with

d) The village was completely __ in an earthquake.
A) collapsed B) destroyed C) ruined D) broken

e) The bus driver couldn't __ the accident.
A) protect B) control C) provide D) prevent

f) After police found drugs there, the disco was __.
A) closed down B) banned C) ignored D) abolished

g) During the match, someone __ fire to the stadium.
A) set B) put C) opened D) caught

h) We decided not to go camping because of the __ rain.
A) great B) amount C) heavy D) extra

i) I had to shut the window because the noise outside was __.
A) shouting B) unbearable C) in danger D) enormous

j) When the fire broke out, an electronic alarm __.
A) came in B) opened up C) went off D) put out

4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

A modern Robinson Crusoe

After a (1) _____ between two ships in the Atlantic, Alan Connaught from Dundee ended up (2) _____ living on a desert island. 'I fell (3) _____ and no-one noticed. A few hours later I found myself lying (4) _____ on a beach after swimming for miles. It was (5) _____ too, not warm and sunny, like Crusoe's island. The only (6) _____ I could find was to dig a hole in the sand as a shelter.' After an (7) _____ in the weather, Alan waited to be

1. COLLIDE
2. EXPECT
3. BOARD
4. EXHAUST
5. FREEZE
6. SOLVE
7. IMPROVE

rescued. 'There was little food and no fresh water. It was an (8) _____ life, and I felt ill most of the time. I suffered from (9) _____ too, but then I found a village on the other side of the island!' he said. 'The people had moved there after the (10) _____ of their homes by a volcano. Luckily they had a radio, and a ship soon came to rescue me.'

8. HEALTH
9. LONELY
10. DESTROY

5. Decide which answer (A, B, C or D) best fits each space.

Past, present and future

A hundred years ago, most people travelled (1)__ foot, by train, or on horseback. (2)__ had made it possible to travel rapidly over long distances. Bicycles were also becoming (3)__, after the invention of the air-filled (4)__ , which made cycling a lot more comfortable. Buses, trams and (5)__ railways had already been invented, and cities all over the world already had traffic (6)__ There were very few private cars, and city (7)__ were still full of horses. What a difference a hundred years have (8)__! (9)__ we have got (10)__ to the problem of private cars, and some cities are so noisy and (11)__ that in many places (12)__ have been banned from the city centre. How will we be travelling in a hundred years' time? Perhaps (13)__ then there will be only personal helicopters. There may be no need to (14)__ to work or school in the future, since everyone will have a computer at home. There might even be more people walking and horse-riding, for pleasure and (15)__.

1)	A by	B on	C with	D to
2)	A Tracks	B Lines	C Ways	D Railways
3)	A popular	B invented	C then	D handlebars
4)	A boot	B brake	C tyre	D engine
5)	A metro	B buried	C underground	D submerged
6)	A blocks	B sticks	C knots	D jams
7)	A streets	B pavements	C lawns	D carts
8)	A taken	B done	C made	D got
9)	A Presently	B Nowadays	C Then	D Later
10)	A more	B them	C motorists	D used
11)	A even	B polluted	C so	D poisoned
12)	A vehicles	B traffic	C transport	D trips
13)	A cars	B by	C even	D transport
14)	A have	B transport	C decide	D commute
15)	A exercise	B keep fit	C energy	D healthy

UNIT 5. THEATRE

1.1. THE MODERN THEATRE

THEATRICAL VOCABULARY

an act (of the play)
to act
an actor / actress
applause
an assistant stage manager
audience
back of stage
to be in management
to be on the bill
to be on the stage
to bow to the applause
to bring down to the house
cast / to cast
a character (part)
to close down
a company
a costume play (drama)
a cue
curtain calls
curtains
to direct (play)
direction (to accept, take the direction)
a director
to design (the sets)
a drawing room comedy
a dressmaker
a dress-rehearsal
to dress the part
dust sheets
entrance on the stage (the first entrance)
an exit line
feeling of the scene
a final call of the entire company
a first night
fittings
footlights
the gallery/the gallery door
to get an engagement
to get the theatre booked
to give a fine display of acting
to give somebody an opening
to go on the stage
a matinee
a musical comedy
off the stage
on the stage
one-act plays
to open with a new play
a part
a pass door
a performance
a pit / a pit door
to play to capacity
playhouse (*formal or as part of a theatre name*)
the principal woman's part
to produce a play
production of a play
a prompter
public
a publicity agent
to put a new play
to read the part
reception (of the audience)
rehearsal
to rehearse (the cast / the part)
a repertory theatre
revival of the play
revue
a row
to run a theatre
a scratch rehearsal
a script
a script writer
the set(s)
to set someone up in management
to set a stage for the act
the setting
a small-part actress
stage / the stage door
a stage-hand
a stage manager
stalls
a star part

to go (to be) on tour	to start management
to have long runs	to start somebody in management
to head (top) the bill	to start someone in (with) a part
a lead	to take a cue
a leading actor (man)	taking
a leading juvenile	to tour the country
a leading lady (actress)	an understudy
a leading part	wings
the lights	a word-rehearsal

1. Match the words to the definitions below:

to act	***a play***	***actor/actress***	***director***	***tragedy***	
comedy	***scene***	***monologue***	***dialogue***	***stage***	***curtain***
script	***lines***	***to rehearse***	***scenery/set***	***cast***	

	WORD	DEFINITION
1		A piece of dramatic work for the stage. Ex: *Romeo and Juliet*
2		The person who makes the decisions and tells the actors what to do
3		A verb, to practice the lines of the play before there is an audience
4		What the actors say in the play film
5		A play with a sad or unhappy ending
6		One actor speaking for a long time
7		All the people in the play
8		The person in the film or in the theatre. ex: Leonardo di Caprio
9		The papers that have everything the actors say and everything that happens in the film or play
10		A section of play or film; the play or film is usually divided into these
11		A play with a funny or happy ending
12		A verb, when an actor plays a role in a film or in the theatre
13		Two actors speaking together
14		The place in the theatre where the actors do the play
15		In a theatre, it is usually red; it signals the end of the show
16		The background or the furniture in the film/ on the stage

2. Choose the most appropriate answer for each sentence.

1. It was one of those plays where the... moved at great speed.

A. acting B. act C. actor D. action

2. There are different ways of... Shakespeare's plays and each director makes an individual choice.

A. meeting B. welcoming C. approaching D. showing

3. One of the greatest actors of the century... an unforgettable character in the part of Scrooge from the novel by Charles Dickens.

A. developed B. manufactured C. moulded D. created

4. Many people go to the theatre not to see a play where the plot is complicated but to listen to the brilliant... between the actors.

A. dialogue B. chat C. conversation D. comments

5. You can't compare the... of watching live theatre with watching a film.
A. knowledge B. experience C. understanding D. knowing

6. Are you one of those people who never goes to see a play until you've read the... in the newspaper?
A. writers B. reviews C. opinions D. notes

7. The... were so carried away with the acting that at the end of the play they all stood up and applauded.
A. spectators B. watchers C. listeners D. audience

8. There are always special... in her tragedies that move you to tears.
A. constituents B. elements C. particles D. ingredients

9. However well written the play is, it will never succeed without outstanding...
A. performers B. movers C. workers D. creators

10. As always his latest play has been a huge success and all the tickets are... until August.
A. taken out B. put out C. sold out D. bought out

🕮***READING***

Text 1

Read the text and answer the question: What is a theatre?

THEATRE

Theatre is a word with a magic ring. It calls up a bright and exciting picture. It may be of people in holiday spirit streaming down the aisles of the playhouse. It may be of the wonders hidden behind the folds of the front curtain. Or it may portray the hushed and eager audience, waiting for the house lights to dim.

Theatre magic also works its spell on the other side of the curtain, behind the footlights. Anyone who has ever been a part of this world knows the thrills of life backstage. No one can forget the excitement that mounts steadily until the moment when the stage manager finally signals, "Curtain going up!"

There are many different kinds of theatre performances. Circus, carnival, night club, fair, vaudeville, musical comedy, ballet, modern dance, opera, and operetta are all forms of theatre. Motion pictures, television, and radio present all these forms.

Some people go to the theatre to laugh, to relax, to escape from their everyday worries and cares. Others go to be emotionally stirred, to live through the troubles and crises of the characters on the stage. Still others seek adventure and excitement. Some are curious to find out how other people live. Some go to learn, to be taught a moral lesson. As the French actor Louis Jouvet said, "Faced with the mystery of life, men invented the theatre."

1. Answer the questions:

1. What pictures can the word "theatre" call up? 2. What are the forms of theatrical activities? 3. Why do people go to the theatre? 4. Louis Jouvet said, "Faced with the mystery of life, men invented the theatre." Do you agree with him? Why?

2. Use these words from the text above in the sentences of your own:

Call up, aisle, fold, hush (-ed,) eager, dim, spell, footlights, thrill, backstage, mount, steadily, stir.

🕮*READING*

Text 2

Read the text below and decide which answer A, B, C or D best fits each space.

A NIGHT AT THE THEATRE

Going to the theatre brings back happy memories, as it (1) …… me of my first performance on stage, (2) …… was thirty years ago. Parts of that particular night are so vivid that I can still picture myself as though it were yesterday. The excitement amongst the actors, the (3) …… applause and the party after the opening night are memories which will remain with me for (4) …… .

I don't know how we managed to do so well. The rehearsals were far from satisfactory because we thought that we could just have two rehearsals a week (5) …… in fact we needed more. The background (6) …… to the last act weren't ready until an hour before the beginning of the play despite the set builder's best (7) …… . The director was not satisfied (8) …… anything and he didn't even want to show up on the first night. Admittedly, I wouldn't have wanted to either.

(9) …… the night finally arrived, we were all a bit worried. I remember (10) …… through the curtain ten minutes before the start and being amazed (11) …… the (12) …… of full house. Finally, it was time for the curtain to go up. In the end, we proved the director wrong and everything went like clockwork.

1	**A** recognises	**B** reminds	**C** recalls	**D** memorises
2	**A** which	**B** when	**C** where	**D** who
3	**A** onlookers'	**B** viewers'	**C** audience's	**D** spectators'
4	**A** life	**B** ages	**C** a while	**D** time
5	**A** where	**B** when	**C** which	**D** whenever
6	**A** images	**B** visions	**C** scenes	**D** sights
7	**A** attempts	**B** efforts	**C** trials	**D** tries
9	**A** When	**B** After	**C** While	**D** Until
10	**A** glancing	**B** noticing	**C** starting	**D** watching
11	**A** in	**B** at	**C** on	**D** for
12	**A** view	**B** vision	**C** sight	**D** image

🔈 *LISTENING*

Text 3 LONDON'S THEATRELAND

Pre-listening tasks

1. Discuss the following issues:

- Do you remember your last visit to the theatre? When was it? What was the name of the play? Did you enjoy the performance?
- What have you heard of London's theatres? Can you name the most outstanding?
- Do you know any ABBA songs? Have you heard of the movie or stage version of *Mamma Mia!*?
- Are musicals popular in Ukraine?

2. Explain how you understand the following words and phrases: A sneak peek, the back stage, glittery, the warm up, the backstage crew, to ensure the safe and clean running of the production, the cast, to put on a show.

After-listening tasks

3. Choose the best answer to complete the information from the video.

1. The musical *Mamma Mia!* is ___
   a) a love story.
   b) a story about the Mafia.
2. Craig Fletcher is ____
   a) the director of *Mamma Mia!*.
   b) an actor in *Mamma Mia!*.
3. Clare Whitfield's job is to take care of ____
   a) people (e.g. actors and dancers).
   b) things (e.g. the set and furniture).
4. A prop is _____
   a) an everyday object which an actor uses in a play.
   b) somebody who helps actors put on their costumes.

4. Complete the sentences with the correct information.

1. In London's West End, there are more than _____ theatres.
2. The Prince of Wales Theatre has been showing *Mamma Mia!* since _____.
3. *Mamma Mia!* is a love story set on an island in _____.
4. The music and songs were written by _____.
5. The character Sky is going to marry Sophie, who is Donna's _____.
6. At the end of the show, all the characters wear really colourful _____.
7. Clare started working on *Mamma Mia!* in _____.
8. Props used by the actors include: luggage, letters, a hairbrush, a _____

5. Complete the sentences with the correct expressions with 'get'.

get a move on / get a sense of / getting (a bit) nervous / get dressed up in / get ready for / getting married to / getting a bit jealous

1. Come on Stephen, _____!
2. You can really _____ what history was like in a place like this.
3. All the greatest actors have played Shakespeare here. I'm _____ now.
4. You're so lucky. I'm _____ now!
5. This is the warm up, when the actors _____ the show.
6. I play Sky, who is _____ Sophie, who is Donna's daughter.
7. Everyone _____ big, glittery, loud colour costumes.

🗣 *SPEAKING*

6. Express your opinion.

1. Theatre is a word with its magic ring.
2. No one can forget the excitement after visiting a theatre.
3. People have different reasons for going to the theatre.
4. Theatre is dying nowadays.

7. Speak about theatre 1) with love, 2) with interest, 3) with hatred.

1.2. HISTORY OF BRITISH THEATRE

📖***READING***

Text 4

Read the text and choose the best title. Explain your choice. Give your variants of its title if nothing suits.

a) The origins of theatre.
b) Theatre: past, present, future.
c) The history of British theatre.
d) London's Theatreland.

The history of British theatre has a very rich and fascinating history. Its "birth" belongs to ancient times and since that time it has undergone essential transformations, it shone with popularity and recognition as well as it suffered hard times. Nevertheless theatre in Great Britain makes an integral part of its great history and cultural heritage of the past centuries.

It was introduced to England from Europe by the Romans, and auditoriums were constructed across the country for this purpose. By the medieval period, the mummers' plays had developed, a form of early street theatre associated with the Morris dance, concentrating on themes such as Saint George and the Dragon and Robin Hood. These were folk tales re-telling old stories, and the actors travelled from town to town performing these for their audiences in return for money and hospitality. The medieval mystery plays and morality plays, which dealt with Christian themes, were performed at religious festivals. The period known as the English Renaissance, approximately 1500-1660, saw a flowering of the drama and all the arts. During the reign of Elizabeth I in the late 16th and early 17th century, a London-centered culture that was both courtly and popular produced great poetry and drama. Perhaps the most famous playwright in the world, William Shakespeare from Stratford-upon-Avon, wrote plays that are still performed in theatres across the world to this day. Other important playwrights of this period include Christopher Marlowe, Ben Jonson, and John Webster. Various types of plays were popular.

During the Interregnum 1649-1660, English theatres were kept closed by the Puritans for religious and ideological reasons. When London theatres opened again with the Restoration of the monarchy in 1660, they flourished under the personal interest and support of Charles II. New genres of the Restoration were heroic drama, pathetic drama, and Restoration comedy.

In the 18th century, the highbrow and provocative Restoration comedy lost favour, to be replaced by sentimental comedy, domestic tragedy. Popular entertainment became more dominant in this period than ever before.

By the early 19th century, few English dramas were being written, except for closet drama, plays intended to be presented privately rather than on stage. A change came in the Victorian era with profusion on the London stage of farces, musical burlesques, extravaganzas and comic operas that competed with Shakespeare productions and serious drama. In l855, the German Reed Entertainments began a process of elevating the level of musical theatre in Britain that culminated in the famous series of comic operas by Gilbert and Sullivan and were followed by the l890 with the first Edwardian musical comedies.

Postmodernism had a profound effect on English drama in the latter half of the 20th Century. This can be seen particularly in the work of Samuel Beckett (most notably in *Waiting for Godot*), who in turn influenced writers such as Harold Pinter and Tom Stoppard.

Today the West End of London has a large number of theatres, particularly centered

around Shaftesbury Avenue. A prolific writer of music for musicals of the 20th century, Andrew Lloyd Webber, has dominated the West End for a number of years, and his works have travelled to Broadway in New York and around the world, as well as being turned into film.

Times went by and so new tendencies appeared till it came to nowadays. It's no secret that from the 20th century on times weren't easy. Many questions turned up such and their appearance gave soil for new genres and new authors who weren't afraid of bringing painful problems to public vision. British theatre continues to develop and brings its audience many surprises.

1. Say if the statements are TRUE or FALSE. Prove your opinion. Use the phrases of agreement/disagreement: *That's right! Absolutely! Exactly! I don't agree! I totally disagree! Absolutely not! That's not right! I'm not sure about that.*

1. British theatre gas a long-standing history.
2. It was necessary to build special places which served as theatre.
3. Street theatre was particularly popular throughout the country before the construction of auditoriums.
4. It was unpopular to perform plays focused on religion in the medieval period.
5. William Shakespeare was the only playwright in the 17th century in Britain.
6. English theatre was kept closed in the 17th century because it supported personal interests of Charles II.
7. Drama was introduced only in the 19th century.
8. Today there are many theatres in London.
9. British theatre is in the period of depression now.

2. Write out from the text all the genres of theatrical performances mentioned, mark the period they are mentioned in the text.

period	genre
Medieval period	

🕮***READING***

Text 5

1. Read the text and complete the table after the text.

ELIZABETHAN THEATRE

Elizabethan theatre and the name of William Shakespeare **are inextricably bound together**, yet there were others writing plays at the same time. One of the most successful was Christopher Marlowe, who many **contemporaries** considered Shakespeare's superior. Marlowe's career, however, **was cut short** at a comparatively young age when he died in a tavern fight in Deptford, the victim of a knife in the eye.

Theatre had an **unsavory reputation**. London authorities refused to allow plays within the city, so theatres opened across the Thames in Southwark, outside the authority of the city administration.

The first proper theatre as we know it was the Theatre, built at Shoreditch in 1576. Before this time plays were performed in the country yard of inns, or sometimes, in the houses of noblemen. A noble had to be careful about which play he allowed to be performed within his home, however. Anything that was **controversial** or political was likely to get him in trouble with the crown!

After the Theatre, further open-air playhouse opened in the London area, Shakespeare including the Rose (1587), and the Hope (1613). The most famous **playhouse** was the Globe (1599) built by the company in which Shakespeare **had a stake**.

The Globe was only in use until 1613, when a canon fired during a performance of *Henry VII* caught the roof on fire and the building **burned to the ground**. The site of the theatre was rediscovered in the 20th century and a reconstruction built near the spot.

These theatres could hold several thousand people, most standing in the open pit before the stage, though rich nobles could watch the play from a chair set on the side of the stage itself.

Theatre performances were held in the afternoon, because, of course, there was no **artificial lighting**. Women attended plays, though often the prosperous woman would wear a mask **to disguise her identity**. Further, no women performed in the plays. Female roles were generally performed by young boys.

Who?	What?	Where?	When?

2. Explain the phrases in bold in your own words, give their Ukrainian equivalents, then use them in the sentences of your own.

3. Answer the questions to the text.

1. Who is considered Shakespeare's superior in ply writing?
2. Why did London authorities forbid theatrical performances in the city?
3. Where and how were the plays performed before the first propped theatre was founded?
4. What is the history of the Globe?
5. What was the usual time for most theatre performances?
6. Were women allowed to the theatre?

🗣 ***SPEAKING***

4. With the help of the chart given after the text, present briefly the information about Elizabethan theatre.

🕮***READING***

Text 6

1. Read the text and fill in the gaps with the words from the box below.

replica	**guided tours**	**stage**	**plays**	**event**	**a tragedy**	**speakers**
owner	**demolished**	**a historical play**	**River Thames**	**drink**		

THE GLOBE THEATRE

The original Globe Theatre stood in Southwark, London, on the south bank of the _____. Today, an accurate replica stands on the site of the original building.

The Globe was built in 1559, by the acting company of which William Shakespeare was a member. It burnt down in 1613, was rebuilt the following year and then _____ in 1644.

The Globe was an open in air theatre, with three floors and could seat about 3,000 people. The _____ measured about 27 by 43 feet and was raised off the ground to allow access by a trapdoor.

The Globe Theatre regularly showed up to 10 different _____ in just two weeks. The plays often incorporated special effects, such as acrobatic, fireworks and even a real cannon firing.

Shakespeare was a part _____ of the Globe Theatre, and several of his plays were performed there including *Hamlet*, *As You Like It* and *Macbeth*.

A visit to the Globe Theatre was a big _____. As well as the play, there would be music, food, _____ and many businesses complained that their employees were going to the theatre rather than to work.

Advertising was also important in Shakespeare's day and the Globe would fly colour-coded flags to indicate what was playing. A black flag meant _____, while a red flag indicated _____.

The new Globe Theatre was built in 1997, following a 20 year campaign by the film maker Sam Wanamaker. Wanamaker's vision was to build _____ of the Globe as it would have looked in Elizabethan times.

The authentic replica was made from wood and has London's only thatched roof. There are no microphones or _____ and the music is played live on period instruments.

Today the Globe Theatre offers _____ of the facility, as well as an exhibition of life in Shakespeare's London. The theatre attracts over 200,000 visitors every year.

2. Complete the sentences about William Shakespeare and his work with the correct form of the following verbs: *be, die, visit, write, love, become, work, move, not live, be.*

Example: William Shakespeare *was* born in Stratford on the 23th April 1564.

1) He _____ on the same day, 23th April, fifty-two years later.
2) Over 500,000 tourists _____ Stratford every year/
3) Shakespeare _____ in Stratford all his life. He _____ to London in 1585.
4) In London, he _____ as an actor and he _____ plays.
5) People _____ Shakespeare's plays and he _____ a rich man.
6) Shakespeare's plays _____ still very popular today.

3. Complete the sentences with the correct form of the verbs given in brackets.

The first Globe Theatre *burned* (burn) to the ground in 1613. Actors **1.**_____ (perform) the play Henry VI at the time. They **2**. _____ (use) a real cannon on the stage when suddenly a fire **3.**_____ (start) in the roof. The fire **4**._____ (move) quickly through the wooden building and **5.** _____ (destroy) it completely. A year later they **6.** _____ (open) the Globe theatre again.

3. Complete the sentences with the correct form of the verbs using the Present Perfect.

Example: The students are excited because they <u>*haven't been*</u> (not be) to the theatre before.

1) _____ (you/see) the film of Romeo and Juliet with Leonardo DiCaprio?

2) Shakespeare's plays _____ (be) popular for centuries.

3) She _____ (work) in the theatre, but she _____ (not appear) in any films.

4) We _____ (just study) some of Shakespeare's poetry. It's difficult to understand because English _____ (change) a lot since the 16th century.

5) How long _____ (he/know) the drama teacher?

4. Complete the sentences with the correct relative pronoun *who, where* or *which*.

Example: The balcony scene in Romeo and Juliet is the part <u>*which*</u> people know best.

1) Verona is the city in Italy _____ Romeo and Juliet lived.

2) Friar Lawrence is the character _____ helped Romeo and Juliet to marry secretly.

3) We're studying Lope de Vega _____ lived at the same time as Shakespeare.

4) A sonnet is a poem _____ has fourteen lines with ten syllables in each line.

5) The «gallery» in the Globe theatre is the place _____ the rich people sat.

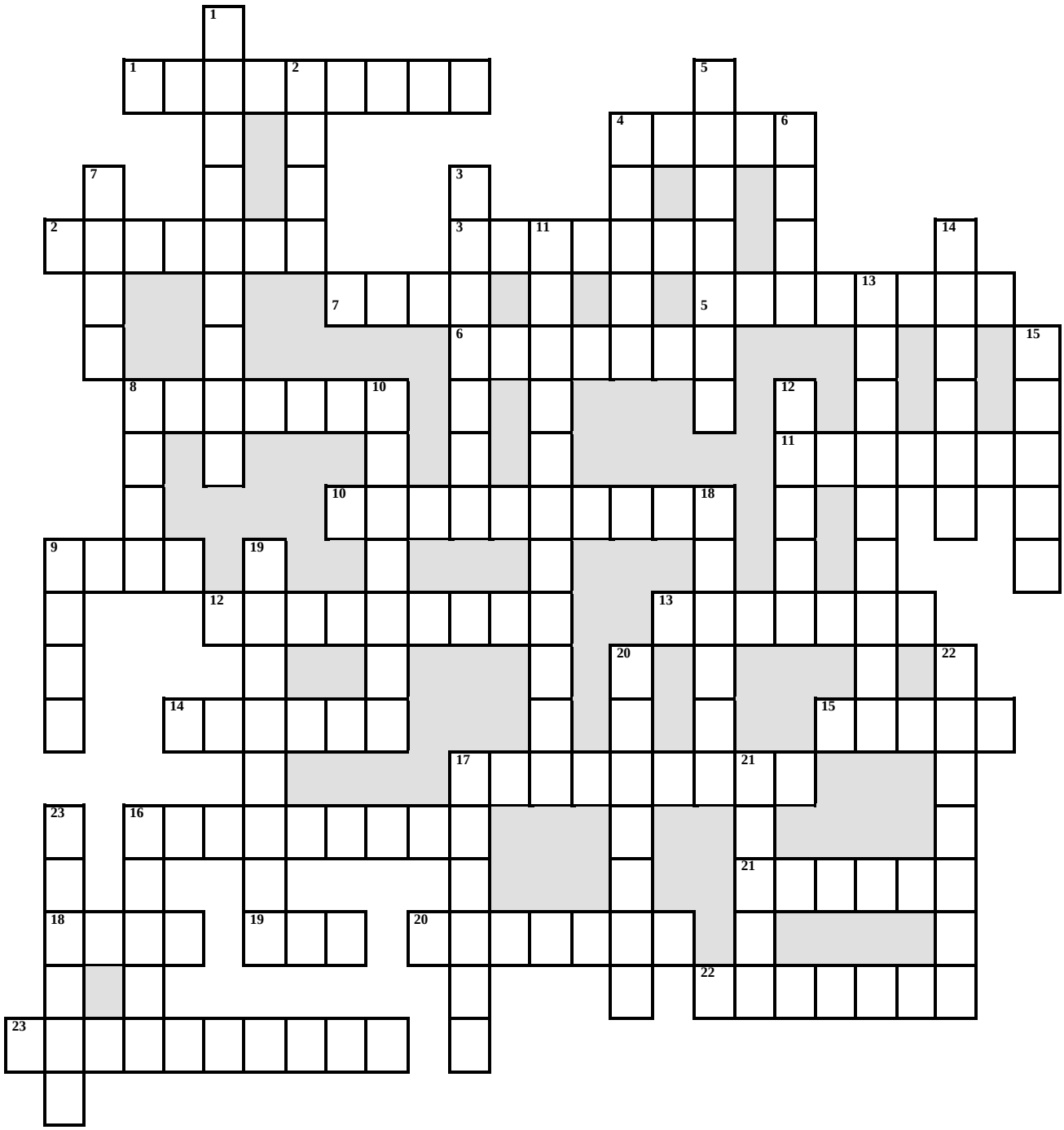
✍ ***WRITING***

5. Once W. Shakespeare said: "*To be or not to be? That is the question*".

Can you answer? "*To go or not to go to the theatre? That is the question*".

6. USE OF LANGUAGE.CROSSWORD PUZZLE "THEATRE"

Down: 1. The person who directs the musicians. 2. The character played by a particular actor. 3. An upper floor in a theatre which sticks out over the main floor. 4. A composition in verse or prose, especially one telling a serious story, designed for the theatre. 5. The …… man – the main (most important) actor in a play. 6. The place in a theatre which you pay for and where you sit. 7. A journey in which a group of actors visits several different places in order to play. 8. The sound that tells the people in the theatre that it is time to begin the play. 9. All the performers in a particular play. 10. An upper section of a theatre where the seats are the cheapest. 11. A theatrical presentation of a play before an audience. 12. A person, whose job is to show people where to sit at the theatre. 13. A practice session during which the director works with the actors and crew, preparing a play for production. 14. A theatrical representation of a story that is performed to music by trained dancers. 15. A large area close to the entrance inside the theatre. 16. The area where actors perform. 17. Seats in the forward part of the lowest level of a theatre. 18. A piece of paper that shows you have paid to go to a theatre. 19. A person whose job is to remind actors what to say when they forget their words. 20. A theatrical performance held during the daytime (especially in the afternoon). 21. A theatrical presentation in which a dramatic performance consists of singing with orchestral accompaniment. 22. Entertainment consisting of different short performances, such as singing, dancing or telling jokes. 23. A toylike figure of a person or animal that is made to move by someone pulling strings or wires at a theatre performance.



Across: 1. A booklet containing information about a particular production. 2. Clothing worn by an actor on stage during a performance. 3. To express approval by clapping hands. 4. A …….. circle – the seats in the front part of the upper floor in a theatre. 5. A short break between parts of a play; intermission. 6. A screen, usually made of cloth, used to separate the stage from the auditorium. 7. The large room in which theatrical performances are held. 8. A …….. office – a place where you can buy tickets. 9. A curtain …….. - The final appearance of the cast, at the end of the play, to receive the applause of the audience. 10. A person who writes plays. 11. Everything on stage (except props) used to represent the place at which action is occurring. 12. A large group of musicians using many different musical instruments to play mostly classical music. 13. A female person who performs a role in a play. 14. A humorous play with a happy ending. 15. A ……..room - a room in a theatre where people leave their coats. 16. A lighting instrument used in a theatre to create a pool of light. 17. A person who watches a performance or an event. 18. The stage

representation of an action or a story; a dramatic composition. 19. A line of adjacent seats in a theatre. 20. Opera …….. – an object that you look through so that you can see the actors more clearly. 21. A call or demand (by continued applause) for a repetition or an extra performance. 22. A passageway between seating areas in a theatre. 23. The group or list of plays which a group of actors have prepared for performance.

🕮 ***ADDITIONAL READING***

Text 7

1. Read the text and give your own heading for each paragraph.

TOP 10 REASONS WHY THEATRE IS MORE APPEALING THAN MOVIES

Though movies are gaining popularity with their technological advancements and graphical effects, theater clings to its traditional essence and is yet able to mesmerize the audience in a splendor way. What is it that keeps this art form alive and still appeals to the people in large number? The list below associates 10 good reasons with it.

10. HIGHLY UNPREDICTABLE!

With movies, one can predict the story-line from the trailers, the title and the posters. Many movies turn out to be revolving over the same story-line and even resort to various unnecessary ways to get an uplift at the box office. This includes crass humor, an item song, some romantic scenes, terrible fight with the goons where the hero takes up all of them single-handed and Boom!! The movie lands with a bang at the box office! Theaters on the other hand don't make much hype beforehand. This makes them highly unpredictable and the audience inquisitive. There are always surprises waiting for the spectators. You can never predict the plot in the play beforehand.

9. MASTERS OF ART

With the camera rolling, in front of the actors, zooming in and out wherever and whenever required, they don't require to put in their obvious acting skills to the best. The focus could be solely made to the face expressions or just the body movements from a distance, lifting off a certain restriction of giving a flamboyant performance. Theater actors, on the other hand, have to relentlessly display their expressions and body language to make a scene come alive on stage. They obviously cannot rely on any camera tricks for the same. They have this impressive ability to express themselves onstage keeping intact the whole audience, who is given no option but to watch them keenly and thoroughly.

8. CONSISTENCY

Movies are actually clubbed scenes, shot in different moments at breathtakingly beautiful places, which make them fascinating to the audience. Theater on the other hand, is restricted to a stage and needs to display their act constantly, one after the other. There are no breaks, no make-up artists jumping in between shots, no rest, no lights-camera-action thing. Once the play starts it maintains its consistency, which is a big challenge for the artists.

7. IMPERFECTIONS ACCEPTED

You need not have a size zero figure or a body full of six, may be eight-abs to get into a Theater. The Silver Screen requires you to be in perfect shape and appealingly fit to

grab the attention of people. Showing off girls in skinny clothes and short skirts and guys taking out shirts and displaying their masculinity, are mere ways to grab attention, mastered by the screen. On the other hand theater warmly welcomes old, young, over-weight, under-weight or whosoever has got the talent of acting burning within him.

6. ADHERES TO THE ORIGINALITY

There are times when books are taken to the screen and put to life in the form of movie. While in the making, many details, in context to the books are either missed or omitted. Whereas the theater respects the author's work and strictly adheres to the minutest details. The play holds the individual's work as a sacrosanct, not altering it and presenting it with originality.

5. CONNECTION WITH THE AUDIENCE

Theater is known to create an atmosphere controlled by the talented actors. These experts come to know the mood of the audience, and accordingly increase and decrease their volumes and exaggerations to get the attention of the crowd. They can feel the aroma of the silence in the theater and get to know that the people are keenly paying attention to them to them. This is not in case of the movies as screen doesn't give that live opportunity to its actors. Rather they remain on a safer side this way.

4. NO CRAP TO GRAB

Movies sometimes just have to offer junk as to make the film more appealing to the audience, catering to unnecessary special effects and other gimmicks. This part is impossible in a play because the audience sits right in front, acknowledging your each and every act and move. What is fed to the spectator is the raw feed of emotions and expressions. Theater always has to offer originality and cannot lure public by any means. There only the act speaks and not the aesthetics.

3. THEATER DELIVERS EXCELLENCE

It is seen that theater always delivered fine actors to the cinema. Those artists who have shifted from the curtains to the screen have been successfully able to establish themselves in the movie world. This notion comes not from real life examples of some famous people like Morgan Freeman, Daniel Craig, Glenn Close, and Julie Andrews, to name a few. They have successfully established themselves as fine performers on both stage and screen.

2. CHEAP AND EFFECTIVE

Theaters may be considered as surpassed and old-fashioned by some while others think movies are just do show-buzz to attract the crowd. Everyone have their own opinion, but there is one point where theater surely takes over movies. Today if you seek to make a film, your pockets should be overflowing with money, contrary to that stage asks for nothing much, but talent in abundance. Theater connects intensely to audience, with each performance unique and impossible to replicate unlike films. What greatly differentiates stage from the screen is the manner in which it influences its artists and the audience.

1. IT'S ALIVE!!

What could be more than everything coming to life in front of you? The mere two-dimensional screen ready to fascinate you as it comes alive with the curtains drawing in

slowly. Imagine the actors spell bounding you making the atmosphere come to life where you can feel the whole scenario and the story line taking shape in front of you. Theater and Films, both are a source of entertainment and knowledge for their audiences. They expertise in their own way, confining the people to their seats for those 2 to 3 hours, leaving them mesmerized with the magic they create which drives people back yet again. Theater being lively, establishes a connection between the performer and the audience. The relentless performances of the actors is what draws the crowd to a theater. Unlike movies they are not spread across the cinema halls throughout the town, neither do they publicize or create much hype yet many are drawn towards theater out of curiosity and to witness the atmosphere created in a theater that makes one wonder in amazement.

2. Rearrange the paragraphs according to their importance for you. Explain your choice.

TRY YOUR HAND AT TEACHING

Get the words you want. Eliciting vocabulary and predicting the words the pupils may not know.

1. Work in pairs. Choose **three words** from the texts of Unit 5 which you think other students in the class may not know.
2. Look the words up in monolingual and bilingual dictionaries.
   In pairs practise eliciting the words.
   Adjust your eliciting for the beginners.

Example: *Word: CHEERFUL. This word is an adjective. We can use it to describe a person who is always or usually in a good mood, who smiles a lot and usually is positive about life. I think it's a good word to describe… (name a student in the group).*

3. After practicing in pairs try to elicit a word from the rest of the class.
4. If you have an idea what the word is, raise your hand. This gives the volunteer who is trying to elicit an idea whether to continue with the description of the word.

LANGUAGE IN USE: CHECK YOURSELF *part 5*

1. Put each verb in brackets into a suitable future form.

Have you ever wondered what exactly (1) (you do) _____ in ten years' time? Well, according to computer expert Tom Vincent, computers (2) (soon be able) _____ to make accurate predictions about the future. Professor Vincent, from Cambridge, (3) (hold) _____ a press conference next week to describe the computer which he calls "*Computafuture*". "This computer can tell us what life (4) (be) _____ like, based on data describing past events," explains Professor Vincent. For example, *Computafuture* can predict how many people (5) (live) _____ in a particular area, or whether there (6) (be) _____ a lot of rain during a particular period.

Professor Vincent also believes that by the year 2050, computers (7) (replace) _____ teachers, and (8) (also do) _____ most of the jobs now being done by the police. “Computers are becoming more intelligent all the time,” says Professor Vincent. “Soon they (9) (direct) _____ traffic and (10) (teach) _____ our children. And telling us about the future.”

2. Put one suitable word in each space.

Asking for directions

Have you ever tried asking people for directions? I (1) _____ to go to London on business recently, and I soon realised that I (2) _____ have bought a street map. Whenever I followed the directions of passers-by I got lost. 'You can't (3) _____ it,' they would say. 'Carry straight (4) _____, it's opposite the bank.' After walking for half an hour, I would realise that I (5) _____ have gone wrong somewhere. '(6) _____ you tell me where the bank (7) _____, please?' I would ask someone. I (8) _____ to have known that this was a mistake. 'Which bank do you mean? I think you (9) _____ go back to the station ...' I now see that I (10) _____have taken a taxi. After all, London taxi drivers (11) _____ to pass a test on their knowledge of its streets. But of course, whenever I thought of this, I (12) _____ not find a taxi.

In the end I found a solution. I went up to the first tourists I saw and asked if I (13) _____ look at their tourist map. They turned out to be from Scotland, and they (14) _____ me very detailed instructions. The only problem was that I wasn't (15) _____ to understand exactly what they said.

3. Choose the most suitable word or phrase to complete each sentence.

a) Susan's first painting was a/an __ portrait.
A) self B) own C) selfish D) auto
b) We all enjoyed the play so much that we __ for ten minutes.
A) booed B) screamed C) applauded D) handed
c) Peter sings every Sunday in the local church __.
A) concert B) chorus C) opera D) choir
d) I bought this book mainly because it has a very attractive __.
A) folder B) cover C) coat D) wrapping
e) The play was a success and had very good __ in the papers.
A) reviews B) critics C) advertisements D) notes
f) If you can't find what you are looking for in the book, use the __.
A) preface B) directory C) list D) index
g) The average __ watches television for about 15 hours a week.
A) viewer B) audience C) spectator D) observer
h) First we see their faces from far away, and then we see a __.
A) side by side B) foreground C) replay D) close up
i) Please note that the next programme is __ for children.
A) unusual B) unsuitable C) unmistakable D) unreasonable
j) All the members of the __ had a party after the play was over.
A) scene B) cast C) circle D) drama

4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

The school play

Congratulations to all involved with the school (1)_____ of *The Woman Next Door*. The (2) _____ was carried out by the Art Department, and the posters were very (3) _____. We certainly have some very (4) _____ students in our school! Many people helped with building and painting the (5) _____ and the play was written by the English Department, who managed to create an (6) _____ story, with excellent songs. The music was written by Sue Porter, who also (7) _____ the singers on the piano. Everyone enjoyed a thoroughly (8) _____ evening, and there was a long round of (9) _____ at the end. Jim Barrett gave a brilliant (10) _____ as Sergeant Moss, and Liz Aitken was a delightful Mrs Jump. Well done everyone!

1. PRODUCE
2. ADVERTISE
3. IMAGINE
4. ART
5. SCENE
6. AMUSE
7. COMPANY
8. ENTERTAIN
9. APPLAUD
10. PERFORM

5. Decide which answer (A, B, C or D) best fits each space.

The latest news

Dear Linda,

I'm sorry I (1) ___ to you for so long, but I (2) ___ very busy lately. All last month I (3) ___ exams, and I (4) ___ anything else but study for ages. Anyway, I (5) ___ studying now, and I (6) ___ for my exam results.

As you can see from this letter, I (7) ___ my address and (8) ___ in Croydon now. I (9) ___ that I wanted a change from central London because it (10) ___ so expensive. A friend of mine (11) ___ me about this flat, and I (12) ___ here about two months ago. When you (13) ___ to London this summer, please visit me. I (14) ___ here until the middle of August. Then I (15) ___ on holiday to Scotland.

Please write soon,

Margaret

1)	A don't write	B haven't written	C am not writing	D wasn't writing
2)	A was being	B had been	C am	D have been
3)	A had	B was having	C had had	D have had
4)	A haven't done	B don't do	C wasn't doing	D am not doing
5)	A stop	B will have stopped	C have stopped	D was stopping
6)	A wait	B am waiting	C have waited	D was waiting
7)	A am changing	B had changed	C will change	D have changed
8)	A will live	B have been living	C live	D have lived
9)	A decided	B have decided	C was deciding	D decide
10)	A will become	B becomes	C has become	D will have become
11)	A tells	B told	C was telling	D will tell
12)	A have moved	B had moved	C was moving	D moved
13)	A will come	B came	C come	D were coming
14)	A am staying	B stayed	C stay	D have stayed
15)	A have gone	B went	C am going	D will have gone

UNIT 6. ON THE MOVE

1.1. TRAVELLING

Certainly, travel is more than the seeing of sights;
it is a change that goes on, deep and permanent,
in the ideas of living.

Miriam Beard

VOCABULARY 1

1. Look at the table of some basic travel vocabulary. Highlight any of the words that you are not sure about and look them up in the dictionary.

Transport type	Different kinds of vehicle	Parts of vehicle	People working with it	Associated facilities
road	sports car, estate car, bus, coach, tram, van	boot, engine, gears, tyres, steering-wheel, brakes	driver, mechanic, chauffeur, bus-conductor	petrol station, garage, service station
rail	passenger train, freight train, local train, express	sleeping-car, restaurant-car, buffet, compartment	engine-driver, ticket collector, guard, porter	waiting-room, ticket office, signal-box
sea	yacht, rowing-boat, fishing-boat, liner, ferry	engine-room, deck, bridge, companion	captain, skipper, steward(ess)	port, buoy, quay, customs shed, light-house, docks
air	aeroplane, helicopter, supersonic aircraft, jet	cockpit, tail, nose, wings, fuselage, joystick	pilot, ground staff, steward, air traffic controller	duty-free shop, departure lounge, runway

2. Here are some more words which could have been included in the table above. Where would they fit into the table?

bonnet	balloon	deck-chair	guard's van
mast	petrol pump	bus driver	anchor
glider	oar	rudder	left luggage lockers
check-in desk	control tower	canoe	dual carriageway

3. Choose the verbs which can go with:

a) Means of transport such as *plane, ship, car, train*: take off, run, swerve, land, dock, be delayed, be wrecked, do 10 km to the litre, set sail;
b) People who travel such as *air passengers, car drivers, train passengers, ship passengers:* sail, fly, be marooned, back, overtake, park, suffer delays, change, disembark.

4. Complete the sentences with verbs from Exercise 3.

a) Trains always … on time here. b) The car … into the middle of the road to avoid the cyclist. c) We are … on the QE2. It … sail at noon. It will dock at 6 p.m. and we shall … as soon as we can. d) Last week he … to London. The plane was to … at 6a.m. and land at 7a.m. local time. But the plane was …by fog. Air passengers often … such delays. e) You have to … trains at Crewe. f) The ship was wrecked. The passengers were … on a desert island. g) Our car … 10km to the litre. It goes quite fast. We can usually … other cars. h) He backed the car into the drive and … in front of the house.

5. Fill in the blanks. Most of the words you need can be found in Exercises 1, 2.

Yesterday John was supposed to take a……. (1) from London to Paris. He got up very early, put his luggage in the ……. (2) of his car and tried to start the engine. It wouldn't start. John lifted the……. (3) but he couldn't see what the matter could be. He immediately called his local……. (4) to ask them to send a ……. (5) at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've…….. (6) of petrol', he said. John felt very foolish. "Why didn't I…….. (7) everything last night?" he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the……. (8) to read a newspaper while he waited. Soon he heard an announcement. 'Passengers on flight BA 282 to Paris are informed that all flights to and from Paris are……. (9) because of a heavy snowfall last night'. 'If only I had decided to go by……. (10)', John thought. 'It would probably have been quicker in the end and even if I sometimes feel sick on the……. (11) across the Channel, it can be quite pleasant sitting in a……. (12) on the deck, watching the seagulls and the other……. (13). The……. (14) on a ship seem to produce much better food than on an aircraft too'.

🕮***READING***

Text 1

Read the text about the precautions which should be taken while travelling by car. Before reading check the meaning of these words in your dictionary:

vehicle *carjacking* *escape*
suspicious *approaching* *immediately*

STOP CARJACKING

Your car can be stolen at anytime. This is called "carjacking." Carjacking can happen anywhere but there are ways to keep your car from being taken.

✓ When you leave your car, lock all the doors and close the windows. When you drive, lock your doors and keep the windows rolled up.

✓ Do not stop to help a car that has broken down. Instead call a service station or police to tell them where the car is.

✓ When stopped at a light, leave enough room between you and the car in front of you. This will leave you room for escape.

✓ Be suspicious of anyone approaching the car with fliers, asking for change or directions. Be ready to leave quickly, even if it means running a red light or stop sign.

✓ While driving, if struck from behind or in any suspicious way, stay in your vehicle with the doors locked and windows closed until the police arrive. Turn on your car's emergency flashers.

✓ If you're very suspicious, get the other vehicle's license number and drive to the nearest police station or a well-lighted area with lots of people.

✓ If you think you are being followed, drive immediately to an area with lots of lights and people. If possible, drive to the nearest police station.

1. Pick an answer and fill in the gaps.

1) Do not stop to help a car that has _____.
a. broken down b. flashing lights c pulled over

2) Be __ of anyone approaching the car with fliers, asking for change or direction.
a. pleasant b. friendly c. suspicious

3) Your car can be _____ at anytime.
a. stolen b. washed c. ruined

4) Turn on your car's _____ flashes.
a. blue b. turn signal c. emergency

5) _____ can happen anywhere but there are ways to keep your car from being taken.
a. Carjacking b. Accidents c. Trouble

2. What did you learn? Read each question and pick an answer.

1) What should you do at a stop light?
a. Put your car in park. b. Leave a lot of room between the cars. c. Use your brakes.

2) What should you do if you see a car broken down?
a. Pull over and help. b. Call a service station or a police. c. Drive them to a service station.

3) If someone is approaching your car, how should you feel?
a. not trusting b. kind and helpful c. ready to help

4) What should you do if you are hit from behind?
a. Stay in your car with windows up. b. Stay in your car with windows down. c. Get out and talk to the person who hit your car.

5) How can your car be stolen?
a. Anywhere at anytime. b. Only in bad neighbourhoods. c. Only at night.

✍ ***WRITING***

3. Write a letter to your friend.
Tell him or her how to be safe from carjacking while travelling.

📖***READING***

Text 2

1. Read the article below and put the paragraph headings into the correct places in the text.

a) Determine who's driving. b) Let the music play. c) Talk about the trip before you take it. d) Make food a priority. e) Don't be afraid of silence.

ARE YOU READY FOR …?

by Erika Rasmusson Janes

Early in our dating days, my husband and I took a road trip from New York City to Minneapolis. I knew the 21-hour trip could make or break our relationship. But despite the stops and the songs – or maybe even because of them — we emerged from that trip with our affection for each other more than intact.

If you are planning a road trip, know that a successful excursion means more than a well-tuned vehicle and good directions. It also means learning how to navigate the often-rocky road of travelling in pair. There are going to be moments of frustration brought on by traffic, weather delays, and the occasional mechanical problem.

While there's no one right way to take a road trip, the following tips can help prep your relationship for the rigours of the road.

1. ____. People have wildly different underlying reasons to take trips, even when they seem to match up perfectly on the surface. So discuss some key questions before you leave.

- First, why are you taking the trip? Are you trying to quickly get to your cousin's wedding or are you undertaking a joint quest for adventure? Know the goal before you begin.
- Second, what are your expectations? You might view a road trip as an opportunity to indulge in a romantic inn, while your partner may associate a road trip with Motel 6. You don't want to discover that after a long day of driving.
- Third, how far do you plan to drive in a day? Fights can arise when one person has a "get-there-fast" mentality while the other wants to take frequent pit stops. For women, bathroom breaks are non-negotiable, but other stops – like whether to check out the world's largest something – might require some compromise. Try to lay out what each day is going to hold before getting started. Then, if you are ahead of schedule, you can stop for tourist destinations; if you are behind, you are to barrel through.

2. ___. It's almost inevitable that one of you will want to tune out at times. And that's fine. "Quiet time is totally appropriate on a road trip," say some psychologists. As part of your "expectations" conversation, bring up the fact that there might be times when you'll want to pull out a book or put on your headphones.

Still, you can't spend an entire trip tuned in to your own iPod. Long stretches in the car are an opportunity to learn more about your mate, so:

- Have some conversation-starters in mind.
- Ask about a favorite vacation or what her/his childhood summers were like.
- Avoid taboo topics like religion, politics, or past relationships. You're confined to a small area with few distractions and no way out for a long period of time.

3. ___. When it comes to tunes, learn to share. If one of you absolutely can't stand the other's selections it's a good idea to let each person veto a selection or two. Or agree

beforehand that you won't listen to anything the other person despises. But don't get hung up on differences.

4. ____. If you both love (or hate) driving, agree to an equal split. And if you're not driving, be a good passenger.

If your partner's driving skills make being a good passenger difficult, broach your discomfort tactfully. Use "I" statements (such as, "I'm getting a little carsick, so would you mind slowing down?") rather than "you" statements (like, "You drive too fast!") And if you're the driver, be considerate of your passenger's feelings.

5. ____. It's hard to eat right on the road. Regardless, most women (and plenty of men) aren't happy eating fast food three times a day. Don't be afraid to declare your desire to eat at a real restaurant with healthy fare one night if you've been relying on burgers and fries most of the time. Indeed, part of the fun of road-tripping can be finding quirky, local eateries.

You'd better pack a cooler with your favorite snacks. That way you'll always have an alternative to fast food.

2. Find words or expressions in the text which mean the following.

a) A brand of portable media players designed and marketed by Apple Computer
b) Limited, bottled up
c) Undamaged, unharmed
d) Distresses, problems during a trip
e) Whims of character
f) To move very quickly
g) An unusual, peculiar, original cafeteria/restaurant

3. What advice from the text above would you give to the people who complain?

a) "My car-loving husband claims my night-driving almost killed us once, and I'm happy to let him take over the wheel."

b) "We hardly survived our road trip. The rule was simple: The driver ruled the radio (which often meant National Public Radio when she was driving) but I prefer listening to baseball games."

c) "I can't handle being driven 90 miles per hour down the highway, and there's no reason to make me uncomfortable."

d) "We ate bad fast food, stayed in unpleasant places and had one big blowout argument."

4. Find sentences in the text to support these facts.

a) Road trips can be the best possible way to spend time with someone, but they can also be incredibly stressful.

b) It's important to recognize that you won't always love the same music.

c) Part of being comfortable with each other is recognizing that silence is OK, and it doesn't signal that there's any problem with you or the relationship.

d) For years, New Yorker Kara Perrin's husband, Jesse, didn't have a license. To make up for his inability to drive, "he did things like pump the gas, rub my head and neck, and

play the music I liked," she says. "He also always thanked me, and he never slept—no matter how tired he was."

e) Know where you want to be at the end of the day.

5. Find six sentences with verbs *bring* and *tune* in the text and translate them.

6. a) Match these multi-word verbs with their definitions:

1. to tune in	a. to cause
2. to bring on	b. to watch or listen to a particular television or radio programme or station
3. to bring along	c. to reveal (smth) to be seen or known
4. to bring up	d. to take someone or something with you
5. to tune out	e. to mention
6. to bring out	f. not to listen to something

b) Complete these sentences with the correct multi-word verb.

1. Why don't you _____your brother____? 2. At the class meeting Bob _____ the idea of a picnic. 3. His report _____ the foolishness of the plan. 4. The murder of Archduke Franz Ferdinand in the summer of 1914 _____ the First World War. 5. "How can you work in such a noisy environment?" Jane asked Sue. "Well, I simply _____it ____," she answered. 6. Millions of viewers _____ every weekday to 'News at Night'.

🕮***READING***

Text 3

Before reading

1. Answer the following questions:

a) In what cases should you pay high charges for the excess at the airport? Choose only one variant:

- if your hand luggage bag is too small;
- if someone has the bag that looks exactly like yours;
- if your luggage is overweight or oversized;
- if your home address is displayed on the outside of your bag.

b) What is the most secure way of carrying money and important documents?

c) Are you allowed to knit on the plane to calm yourself?

d) Which of the following objects are forbidden to have on the plane: darts, hair spray, deodorant, knitting needles, and toy guns?

2. Read the article below and check your answers with the following tips:

PACKING

General Tips

Packing can be a pain. You spend ages cramming everything into your case and, when you finally reach your destination, you've still forgotten stuff. We tell you what to take to get the best out of your trip, as well as how to ensure your travels run smoothly.

Take a look at our packing checklist for what to take, what to ditch and what will be confiscated if you put it in your hand baggage at the airport.

✓ Be aware that if your luggage is overweight or oversized, you may have to pay high charges for the excess.

✓ Hand luggage allowances vary between airlines, but you're usually restricted to one bag small enough to fit under the seat or in an overhead locker. Many airlines impose a 5kg limit.

✓ There will be at least five bags that look exactly like yours, label them or stick something on so you can spot them easily. It's a good idea to put contact details inside your bags in case the outside tag gets lost.

✓ It's safer not to have your home address displayed on the outside of your bags. A postcode, email address or mobile phone number is just as good.

Basic tips

Some of these tips may seem pretty common sense, but you'd be surprised how many people forget the obvious stuff:

1. Take less clothes and more money than you first decide on. With clothes, lay out the minimum you think you need then take some out. With money, work out the maximum you need and then take a bit extra.

2. A secure way of carrying money and important documents is a pouch on a string that goes around your neck and inside your clothing. The documents you need to keep safe include:

- Passport, travel tickets
- Accommodation vouchers and addresses
- Credit card and bank account details
- Insurance certificate and contact details
- Driving licence (if you're going to hire a car)
- Inoculation certificates Visas and/or work permits.

3. Take two photocopies of all important documents. Keep one with you, separate from your originals. Leave another set with someone.

4. Make a note of the number to ring if your credit card goes missing. Keep it separate and leave the same details with someone you can contact quickly if you lose both.

5. If you suspect you might need some medicines, take plenty. They're not always easy to get and would you know how to ask where to find them in rural Poland? Plus, they might not be as reliable or user-friendly as you're used to.

6. Take a mixture of cash and credit cards. Be sure to get small denomination notes and, if possible, some coins.

7. Leave space for things you want to bring back, or pack a foldable, lightweight bag.

Hand luggage

Stricter security at airports means you are not allowed to have any sharp objects in your hand luggage. No more knitting on the plane to calm yourself! The official list of banned items is:

- Knives of any type. Any cutting and puncturing instruments such as pocket knives, box cutters, ice axes, razors, scissors, corkscrews and metal nail files.
- Toy or replica guns (metal or plastic).
- Sports equipment that could be used as a weapon such as baseball/softball bats, golf clubs, pool cues, ski poles and hockey sticks.
- Mace, teargas, or pepper spray. Aerosol spray cans - hair spray, deodorant, insect repellent, or butane fuel (such as in curling iron refills, scuba tanks, camping gas).

- Explosives - fireworks, sparklers or signal flares. Flammable liquids or solids - fuel, paints, paint thinners or cleaners, lighter fluid and more than 16oz of perfume.
- Catapults and darts. Hypodermic needles (unless required for medical reasons).
- Knitting needles.

Your home

Empty homes tempt burglars so don't make it obvious:

- Cancel milk and papers.
- Use a timer to bring on lights in the evening.
- Leave a radio on.
- Ask neighbours to keep an eye on the place.
- Unplug electrical appliances, particularly TVs and videos.
- Turn off water at the mains in winter and set the heating to come on for a short time overnight to prevent pipes freezing.

After reading

3. Decide if the following statements are true or false:

a) The passenger on the plane is usually restricted to one bag.
b) Never take coins or credit cards.
c) Scissors and corkscrews are on the official list of banned items.
d) It's a good idea to put contact details inside your bags in case the outside tag gets lost.
e) Empty homes tempt burglars.
f) Take less money and more clothes than you first decide on.

◀ ***LISTENING***

Text 4 TRAINS: PAST, PRESENT AND FUTURE

Pre-listening tasks

1. Remember the following words and make up your own sentences with them.

coast: the land next to or close to the sea.
electrify: to make a machine or system operate using electricity.
hover: to stay in one place in the air.
knock smb. down: to hit someone with a vehicle and injure or kill them.
locomotive: the engine of a train.
luxury: great comfort, especially as provided by expensive and beautiful things.
network: a large system consisting of many similar parts that are connected together to allow movement or communication between the parts.
rails: one of the two bars fixed to the ground on which trains travel.
refine: to improve an idea, method, system, etc. by making small changes.
steam engine: a machine that uses the energy from steam to produce movement.
tracks: the pair of long metal bars fixed on the ground at an equal distance from each other, along which trains travel.
wagons: a vehicle with four wheels, usually pulled by horses or oxen, used for transporting heavy goods, especially in the past.

2. Discuss the following questions.

1. Railways are not a modern invention, are they?
2. Train is the fastest means of travelling, isn't it?
3. Speak about pros and cons of travelling by train.

After-listening tasks

3. Listen to the text, read the sentences and select the right answers.

1. Railways are a recent invention.
   a) True b) False
2. Rails were always made of metal.
   a) True b) False
3. Who invented the first steam engine for trains?
   a) James Watt b) Richard Trevithick
4. The Rocket first travelled on the:
   a) Stockton and Darlington Railway
   b) Manchester and Liverpool Railway
   c) Eurotunnel
5. The Orient Express was:
   a) A railway in China
   b) The fastest steam train in the world
   c) A European train service for rich people
6. How many times did The Flying Scotsman stop (for passengers) between London and Edinburgh?
   a) 0 b) 2 c) 5
7. Was all the Trans-Siberian Express open 100 years ago?
   a) yes b) no
8. Which country uses the TGV?
   a) France b) Germany c) Japan
9. Eurotunnel connects which two countries?
   a) Britain and Wales b) France and Italy c) Britain and France
10. Maglev trains can now travel at 1000 km/h.
   a) True b) False

4. Fill the gaps with the appropriate word from the text.

1. The idea of …… and people on rails has been around for a long time.
2. Railway wagons were pulled by ……., some were even …… and had sails.
3. But canals and horsepower were a very …… to move things around the country, so ……..of railway wagons needed to be increased.
4. The first locomotive was so heavy that it …… .
5. The most famous early locomotive was …… .
6. By 1870 it was possible to ……..by train, and the building of railways in many other countries allowed people and progress to …….. across the world.
7. …… locomotives or trains running on …… now run on most railways.
8. Quite a few countries now use …… trains.
9. Journey times are now ……, and trains can travel on some …….
10. Maglev trains are supported by ……. and …… the ground.

5. Listen to the text one more time and answer the questions.

1. Why did railways develop? 2. How did steam engines help? 3. When was the first accident? 4. What was the Golden Age of Steam? 5. What replaced steam engines? 6. How fast can trains travel now? 7. How can trains further develop?

6. Complete the following chart.

TRAINS		
PAST	PRESENT	FUTURE

🗣 ***SPEAKING***

7a. Work in pairs. What do you know about packing a rucksack? What should a backpacker put in it? Want to know more?
Ask your partner the questions and fill in the missing information.
Answer your partner's questions.
***Student A* uses this page. *Student B* – see SUPPLEMENT ex. 7b.**

❖ **What kind of backpack should you get?**

❖ **Where should you put heavy things?**

Answer: *Pack soft things to protect your back against any hard items and put heavy things close to your spine so your pack doesn't feel as if it's pulling you over.*

❖ **Why is it necessary to put your clothes in plastic bags?**

❖ **What things should be put in side pockets?**

Answer: *Pack things you'll need to access quickly or frequently in side pockets. It's good to have a washbag, towel and bottle of drink handy.*

❖ **How to get a feel for the weight and comfort of your backpack?**

❖ **You have just learnt the items from the self-catering list. What else can be useful?**

Answer: *All the items in the self-catering list are also useful for backpacking holidays. Plus, a sheet sleeping bag can save you having to rent linen.*

🕮***READING***

Text 5

1. A) Read the answers of Paul Clements, a travel writer, and match them with the questions in Travel Guest Chat:

Answer 1. The best way is by Greyhound bus if you're **low on cash and high on time.** You can hitch if you're even lower on cash and even higher on time (in pairs is safer). The best way is as a passenger in a car on the classic east to west coast car journey at your own pace.

Answer 2. Everyone reaches a point when they want to live in New York! It's not easy. The difficulty with working in the US is you need a visa and the authorities are more interested in providing jobs for their own citizens than giving them to foreign nationals. You'll need a firm offer of work from an employer in the States before you can even think of applying for a working visa.

Answer 3. Sit down with pen and paper and start budgeting with what you've got left. If you're desperately low you might consider making contact with friendly locals - we've all had to rely on the comfort of strangers at some point, and they can be extraordinarily generous! If you think you can do it without scaring your parents call home. (Maybe try a friend first). You should nominate someone before you go who can wire you money **in an emergency.**

Answer 4. You need to make sure you've got enough money to see you through until you've got a job in the first place you come to. You might want to think about getting a short-term job in the first place you stay and then use the contacts you make there to get work in other places. It would be helpful if you've got someone back home in case you run out of cash so that they can wire you some.

Answer 5. You need to take at least a couple of changes of clothing, a spare pair of specs if you wear them, at least one credit card, I suggest you take a case that's not the latest Gucci leather, but a battered old thing that won't get nicked from the carousel at the airport. Don't take a camera, take a diary - the memories will last longer if you've written them down.

QUESTIONS:

a. Hi, Paul, I got sent to the US last year to work for a week and loved it. I'd love to live in New York but don't have a clue how to start looking for a job or house first. I definitely don't want to just go over there and hope!

b. What are the top 5 things any traveller should take with ?

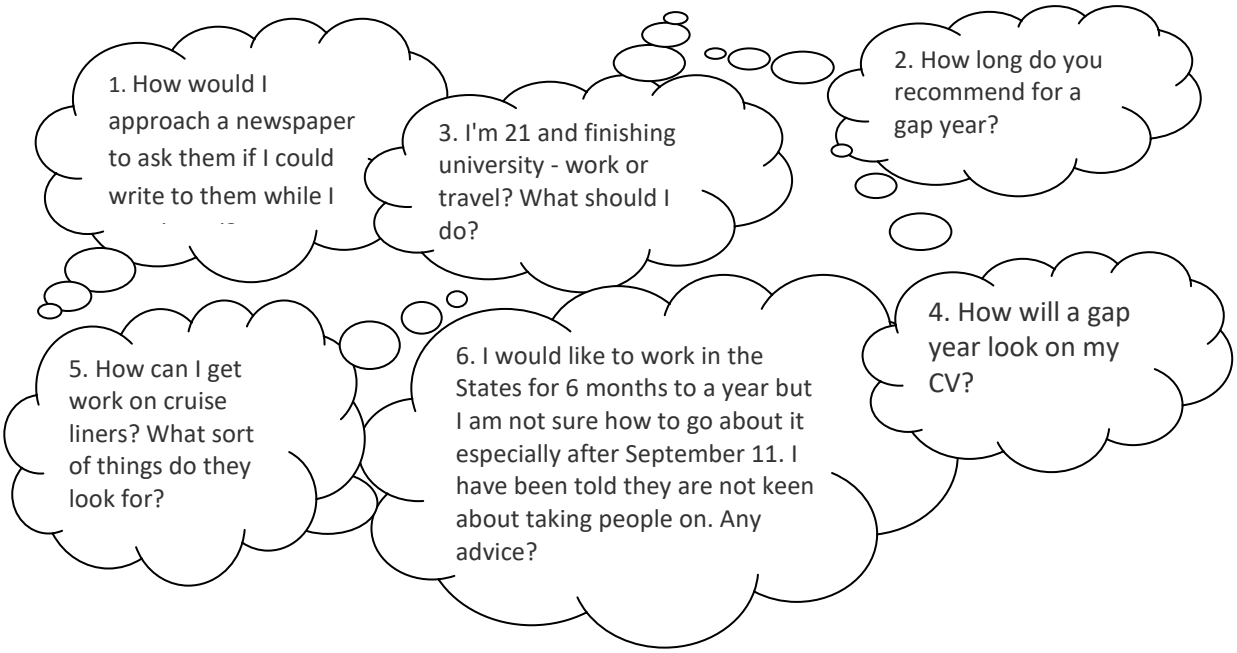
c. What's the best way to travel across the USA?

d. My friend and I have saved up some money and are intending to make a travel around Europe, starting with Spain. What would you say is the number one thing to prepare for such a trip? We will stay in each place approximately for 6 months.

e. What do you do if you run out of money abroad?

B) Read the questions first and match them with Paul's answers.

QUESTIONS:



ANSWERS:

a) The decision is whether to travel the world now or later. My recommendation is to go now (if you've got the money) because once you start employment it's harder to leave. Top places to go: South America (although maybe not Venezuela or Argentina) and South East Asia is good as well.

b) What you should do is strike up a rapport with the travel editor of your local newspaper, who will probably be thrilled to have you interested in his newspaper. Then suggest some ideas that you would write about while you're away. Be specific - don't just say "I want to write about Africa". Say something like "the 200th sushi restaurant opening in Kyiv and I'm the person to cover it". Don't be disenchanted if he says no - it happens. If all else fails, write it for yourself, it'll make a change from showing your friends boring holiday snaps!

c) A gap year doesn't have to be a strict 12 month calendar year. Think about it like a meal and break it down into smaller courses if you want. Think about spending a few months at home earning some money to finance the next nine months which you could then spend in one place working or volunteering, or just travelling. You'll be surprised how fast a year can pass, so plan wisely.

d) As with much of the hospitality industry they will be looking for "personable people" with a proven track record in handling customers. Check in your local area to see if the big cruise operators are holding recruitment days or call them directly to find out when and where these are held.

e) September 11th hasn't really changed anything in tourism. There's not been a crack down on immigration as such. The US economy is feeling the pinch at the moment that's why work visas are as tough as ever to find.

f) To an extent it depends how you spend it. You can treat it as a holiday, or as a chance to further your career goals by working or volunteering in an area that will impress an employer. These days, gap years are looked on increasingly favourably as character building, so go for it!

2. Find in Ex. 1 A) and B) the words related to:

1. Means of transport -
2. Ways of travelling -
3. Types of activities -
4. Geographical names -

🗣 ***SPEAKING***

3. Role Play. Work in pairs.

TASKS for *STUDENT A*

A) You need to take a business trip in June to one or more of these places:

Mexico City, Mexico	Vancouver, Canada
Madrid, Spain	Buenos Aires, Argentina

Go to your travel agent and ask about the weather there and what kind of clothes you should take.

Useful Expressions

What will the weather be like in…?	*Does it rain that time of year?*
Do you think I'll need…?	*Is it OK to wear…?*
Will it get cold at night?	

After you have gotten all the information you need what clothes to take, look at *ACTIVITY B)*.

B) You are a travel agent. A customer wants to go to one or more of the following places in June. The customer is going to ask you about the weather there and what kind of clothes to take. Here is some information that will help you.

Venice, Italy - Very hot and humid. Temperature is about 27-35 degrees Celsius during the day and from 21 to 26 degrees at night. Light clothes.

Helsinki, Finland – Warm in the daytime, cool at night. Usually humid, rains almost every day. About 25 degrees Celsius in the daytime; from 15 to 20 degrees at night. (At this time of the year, the sun sets about 11p.m. and rises around 2a.m.)
Light clothes, with a sweater for nights. Include an umbrella and a light raincoat. Insect repellant if planning to leave the city. Lots of mosquitoes.

Nairobi, Kenya – June is the coolest time of the year. In the daytime temperatures are in the 20s Celsius. Cooler in the early morning and at night. Light clothes, but include a sweater or light jacket.

Manila, Philippines – Hot and humid day and night with temperatures in the high 30s Celsius. Rain probable – June is beginning of rainy season. Rains could be heavy.
Light clothes. Include an umbrella or a light raincoat.

Useful Expressions

If I were you, I'd take…	*You'll probably have temperatures in the…*
Include…	*It often… this time of year.*
You'll want to bring along…	*It could (be)…*

TASKS for *STUDENT B*

A) You are a travel agent. A customer wants to go to one or more of the following places in June. The customer is going to ask you about the weather there and what kind of clothes to take. Here is some information that will help you.

Mexico City, Mexico – Warm in the middle of the day (21-27 degrees Celsius). Rains very hard every afternoon and with temperatures in the10s Celsius at night. Light clothes, but include an umbrella, a raincoat, a sweater or light coat, and shoes to wear in the rain.

Madrid, Spain – Very hot and dry, with temperatures in the high 20s and 30s Celsius. Light clothes. Shorts should not be worn in the city.

Vancouver, Canada – Usually in the high 10s and low 20s Celsius in the daytime and in the low 10s at night. Sunny but good idea to take an umbrella. Light clothes, but be sure you have several sweaters and at least one warm jacket for evenings.

Buenos Aires, Argentina – Cold, with temperatures ranging from -5 degrees to +7 degrees Celsius. Could be very windy and could snow. Warm clothes. Include boots and a heavy coat.

Useful Expressions

If I were you, I'd take…
Include…
You'll want to bring along…
You'll probably have temperatures in the…
It often… this time of year.
It could (be)…

When you have finished, look at *ACTIVITY B)*.

B) You need to take a business trip in June to one or more of these places:

Venice, Italy
Helsinki, Finland
Nairobi, Kenya
Manila, Philippines

Go to your travel agent and ask about the weather there and what kind of clothes you should take.

Useful Expressions

What will the weather be like in…?
Do you think I'll need…?
Will it get cold at night?
Does it rain that time of year?
Is it OK to wear…?

🗣 ***SPEAKING***

4. Read and translate the following quotations. Choose one to your preference and comment on it.

- Travel is only glamorous in retrospect.

  Paul Theroux, US novelist (1941 -)
- Everywhere I go I find a poet has been there before me.

  Sigmund Freud, Austrian psychologist (1856 - 1939)
- Travel only with thy equals or thy betters; if there are none, travel alone.

  The Dhammapada (collection of sayings of the Buddha)
- No one travelling on a business trip would be missed if he failed to arrive.

  Thorstein Veblen, US economist and philosopher (1857 – 1929)

2.2. TOURISM

A man travels the world over in search of what he needs and returns home to find it.
George Moore

VOCABULARY 2

1. Match the following tourism-related terms with their definitions or descriptions.

a) tourist	1) Travel schedule provided by a travel agent. A final one gives all details (flight numbers, departure times, and reservation confirmation numbers) and describes planned activities.
b) escort	2) Anyone who spends at least one night away from home, no matter what the purpose.
c) backpacker	3) The individual who sells travel services, issues tickets and provides other travel services.
d) destination	4) Any prearranged (but not necessarily prepaid) journey to one or more places.
e) itinerary	5) A person with special qualifications who conducts a particular travel group, such as a botanist who conducts a garden tour.
f) travel agent	6) A visitor in a country for the purpose of a holiday or special event who stays in a backpackers' lodge/hostel.
g) hostel	7) A company that creates and/or markets tours and/or performs tour services.
h) tour leader	8) A person who accompanies a tour from departure to return as a guide or troubleshooter; or a person who performs such functions only at the destination. The term "host" is also often used, and is preferred, to describe this service.
i) voucher	9) The end point of a trip. This can be a town, a resort, or a stand-along attraction. The place to which a traveler is going.
j) tour operator	10) Documents issued by a tour operator to be exchanged for accommodations, meals, sightseeing, admission tickets, etc.
k) tour	11) An inexpensive, supervised lodging, particularly used by young people or elders.

2. Three general types of travel have been identified, according to the motivation, purpose or reason for the trip, along with various sub-categories. They are:
1) -*Pleasure/Leisure travel* - includes Group Travel and Fully Independent Travel (FIT)
2) -*Business travel* - includes Conventions and Meetings; Incentive Travel
3) -*Personal travel* - includes Visiting Friends and Relatives (VFR)

Answer the question: What general type of travel do the following travels and tours refer to? Explain your choice. More than one variant is possible.

1) *Holiday travel*: Travel of 1-365 days duration, for the purpose of a holiday, a honeymoon, skiing/snowboarding, or as an incentive/reward for good work.

2) *Coach tour*: A guided bus tour for a group of holiday makers that follows a scheduled itinerary.

3) *Learning and enrichment travel* refers to vacations with authentic, hands-on or interactive learning experiences featuring themes such as adventure, agriculture, anthropology, archeology, arts, culture, cuisine, education, forestry, gardening, language, maritime, mining, nature/wildlife, science, spirituality, sports, and wine. These travel experiences broaden the mind and enrich the soul.

4) *Familiarization Tour ("Fam Tour"):* A travel program for travel agents, airline and rail employees, or other travel buyers, designed to acquaint participants with specific destinations and to stimulate the sale of travel. Familiarization tours are sometimes offered to journalists as research trips for the purpose of cultivating media coverage of specific travel products.

5) *Technical Visit*: Tour designed for special interest groups, usually to visit a place of business with a common interest. The tour usually includes part business/part leisure and is customized for the group.

3. Tourism itself has been defined by the World Tourism Organization as "*the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business or other purposes*."
In fact, there are various types of tourism available for holiday-makers.
Read and translate the following definitions. Choose the type of tourism which appeals to you most. Comment on your choice.

a. *Ecotourism* is "responsible travel to natural areas that conserves the environment and improves the welfare of local people," according to The International Ecotourism Society.

b. *Domestic tourism*: Travel within the country of residence.

c. *Wellness tourism* is the sum of all the relationships and phenomena resulting from a journey and residence by people whose main motivation is to preserve or promote their health. They stay in a specialized hotel which provides the appropriate professional know-how and individual care. They require a comprehensive service package comprising physical fitness/beauty care, healthy nutrition/diet, relaxation/meditation and mental activity/education.

d. *Wine/Culinary tourism* is tourism in which the opportunity for wine and/or culinary related experiences contributes significantly to the reason for travel to the destination or to itinerary planning while at the destination.

e. *Geotourism:* Focuses on preserving a destination's geographic "character" – the combination of natural and human attributes that make one place distinct from another. Geotourism encompasses cultural and environmental concerns, as well as the local impact tourism has upon communities and their individual economies and lifestyles.

4. Do you know any other types of tourism? Recommend your friend to try one of the following kinds of tourism. Give your reasons.

-Adventure tourism,
-Agriculture tourism/Agri-tourism
-Cultural/Culturally-based and heritage tourism,
-Nature-based tourism
-Spa tourism,
-Sport tourism,
-Winter tourism

🗣 ***SPEAKING***

5. Group decision-making activity.

Samui Carnival

July 18-20 is carnival time on the internationally-renowned Samui Island famous for its fine sandy beaches, coconut trees and full-moon night parties.
The island is venue for Samui Carnival three days and three nights of partying backed by cultural performances, games, food festival, races and dancing. The carnival will take off with a spectacular parade of floats from 6:30 on July 18.

Bird watch

Thap Lan National Park in Nakhon Ratchasima is an ideal spot for bird watching. Tours are organized there from July 19-20.The dipterocarp woodland is in full bloom during the rainy season.
The weekend trip by mini van is limited to five-eight persons.
The tour cost is 2,200-2,900 baht depending on group size and includes meals, guide fee and accommodation at park bungalow.

GREEN LEAF PACKAGES

Green Leaf Travel Co Ltd is offering various tour packages to explore nature and culture in the lower northeastern region, a few hours' drive from Bangkok.
One of them is trekking in Khao Yai, a national park closest to Bangkok. The day tour takes you on a trek to study the ecology of Khao Yai, plus a visit to its famous waterfalls.
A less adventurous package involves visiting fruit orchards to sample fresh fruits and watching the largest cattle farm in Southeast Asia.
Culture enthusiasts may want to visit Dan Kwian village to see and shop for crafted and sculpted products, and visit Pimai Sandstone Sanctuary.

Preah Vihear reopens

The historic Khmer sanctuary, Preah Vihear, which straddles the Thai-Cambodian border, has been reopened to visitors after a two-year closure due to environmental problems.

From the Thai side, visitors can reach the sanctuary through the national park which has numerous other natural attractions, such as waterfalls, caves and walking trails.

The park charges Thai visitors 20 baht and foreigners 200 baht. The sanctuary charges Thais 50 baht and foreigners 200 baht.

Stage 1 Work in groups of 4 or 5 students. Choose one of the following tourist groups.

Group 1 is a group of active middle-aged travellers from Japan visiting Thailand for a twelve-day holiday.
Group 2 is a group of American teenagers who volunteer at an environmental project in the south and have the next two weeks off.
Group 3 is two foreign families living in Bangkok and wanting to get out of town for a few days to avoid the crowds and polluted air of the city.
Group 4 is a small group of European backpackers in Thailand as part of a three-month trip around Asia.
Group 5 is a group of your friends who want to spend a few days together doing something interesting for everyone.

Stage 2 Read the four short articles about places to go and things to do in Thailand.

Stage 3 Decide which activity or activities your group of travellers would enjoy and have time for. You should consider the following:

-their ages; -how much money they have or want to spend; -what would they be interested in? As a group you might want to add to the description with some ideas of your own, for example, what their interests might be or how they would like to travel.

Stage 4 Explain to the class why you chose the particular activities for your group.

Stage 5 Create more groups. They can be the following:

- A travel agency that books flights, bus tickets, tours or hotel rooms!
- It would be interesting to make a visa office for those that may need visas to enter Thailand!
- You may collect a certain amount of money and try to budget your expenses!

🗣 ***SPEAKING***

6. Discussion points.

Do you agree that tourism may be linked with taking risks? Comment on the following statements. What are your arguments for and against each one?

1. It seems to me that people have vast potential. Most people can do extraordinary things if they have the confidence or take the risks. Yet most people don't. They sit in front of the telly and treat life as if it goes on forever.

Philip Adams

2. First weigh the considerations, then take the risks.

Helmuth von Moltke,
Prussian marshal (1800 - 1891)

3. Take calculated risks. That is quite different from being rash.

George S. Patton, US general (1885 - 1945)

4. …Happiness comes from facing challenges and going out on a limb and taking risks. If you're not willing to take a risk for something you really care about, you might as well be dead.

Diane Frolov and Andrew Schneider

✍ ***WRITING***

7a. To find more useful language relating to holidays, get some holiday brochures or other tourist information written in English. You could either try the embassies of those countries or a travel agency. Remember to make it clear that you want the information in English. When you receive the information, make a point of noting down any useful new words and expressions that you learn.

7b. Find a tourist brochure in your own language about your own town or region. Try to translate it for English-speaking visitors.

8. Write a paragraph answering the questions:

-*Where would you spend your ideal holiday?*
-*What kind of accommodation would you stay in?*
-*How would you spend your time?*

1.3. ECOTOURISM

When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.
Clifton Fadiman (1904 - 1999)

VOCABULARY 3

1. The glossary of ecotourism terms will help you do exercises from this unit.

Community-based tourism: Tourism that consults involves and benefits a local community, especially in the context of rural villages in developing countries and indigenous peoples.

***Ecotourism*:** Responsible travel to natural areas which conserves the environment and sustains the livelihood of local people.

Ecotourism activities: Activities included in a tour that are designed to entertain clients and are coordinated by a professional guide or interpreter. Over 80 activities have been listed for ecotourism, such as birdwatching, hiking, diving, kayaking, participating in cultural events, photography, and mountaineering.

***Ecotourism product*:** A combination of resources, activities, and services, which are sold and managed through professional tour operators.

Ecotourism resources: Natural and cultural features that attract visitors, such as landscapes, endemic or rare flora and fauna, cultural festivals, and historical monuments.

Ecotourism services: Tourism services such as transportation, food, lodging, guiding and interpretation services which cause minimal damage to the biological and cultural environments and promote a better understanding of the natural and cultural history of an area.

***Fair trade*:** Equitable, non-exploitative trade between developing world suppliers and Western consumers

***Green travel*:** A UK alternative to the American term ecotourism.

***Indigenous people*:** The original inhabitants of a country and their descendants. Indigenous communities are often, but not always, tribal peoples and the two terms are often and easily confused.

Kite-mark: trademark (in the UK), an official kite-shaped mark on goods approved by the British Standards Institution.

***Local communities / people*:** People living in tourist destinations, especially in the rural developing world.

***Pro-poor tourism*:** Tourism that benefits poor people in developing-world tourist destinations

***Responsible tourism*:** Tourism that aims to avoid harmful impacts on people and environments. Sometimes referred to as ethical tourism. Other similar concepts include People First Tourism, reality tourism, etc.

Sustainable development: Development that meets the needs and aspirations of the current generation without compromising the ability to meet those of future generations.

***Sustainable tourism*:** Tourism that does not degrade the environment or local cultures/societies

2. There is a great variety of habitats and options for ecotourism activities. Choose ten activities and list them according to your personal preferences. Share your ideas with the partner. Give your reasons.

-Trekking	-turtle watching	-desert excursions
-trips to the frozen wastes -river trips/kayak trips	-trail hiking -nature hikes	-mountain biking -glass bottom boat trips
-visiting ethnic villages	-bird watching walks	-horse/camel riding
-rainforest-flora and fauna studies and visits	-climbing -snorkelling	-volcano watching -scuba diving
-whale/dolphin watching	-ecologing	-farm visits
-whitewater rafting trips	-camping	-bike tours

3. Match the travel agency information with the activities above.

A) Discover and see fish, corals and more on the reef in the park.

B) It is a popular way to explore the mountains and forests. There are many well designed 1–3 day trips available that usually involve an overnight stay in rural ethnic minority villages.

D) Visitors to the Arctic see thousands of beluga whales, musk ox, arctic foxes, birds and archeological sites. You can travel the land and water by foot, sea kayak, raft, mountain bike, and ATV (All terrain vehicles).

C) There are 314 species of birds that the island plays host to throughout the year. The tour highlights many of the birding hot spots.

E) Participants will use Parabolic Ears and Bausch & Lomb Binoculars to hunt for evidence of wolves, wolf tracks and other signs of wildlife.

F) Stay with us and we will provide you with tours that take you through country fields, over rivers, along shorelines and forested areas. Tours range from 20km to 50km and all begin and end at the park.

🕮***READING***

Text 6

Read the essay about the pros and cons of ecotourism.

THE ADVANTAGES AND DISADVANTAGES OF ECOTOURISM

Ecotourism has many advantages. It provides environmental education and awareness to people. It also promotes ecologically and culturally sustainable travel. Tourists become informed about a natural environment, which often encourages conservation and appreciation of the environment's natural and cultural resources. Another big advantage of ecotourism has to do with involving the local community. Since ecotourism uses local goods and services, it boosts the local economy by providing jobs for locals and profits for the community.

Major disadvantages of ecotourism have to do with its being a fairly new industry that is not yet as well organized as mass tourism. Also, ecotourism requires a lot of labor

and knowledge. Not everyone can lead a whitewater rafting trip or drive a whale-watching boat; intensive training is often needed.

In addition, there are "better" and "worse" forms of ecotourism, depending on how the activity is carried out. For example, in some regions where whale watching is the main form of ecotourism the local community benefits economically and tourists learn a great deal about the life cycle and the environment of the gray whale, which promotes environmental conservation.

However, whale watching can become less beneficial when regulations are not obeyed. Sometimes, several boats surround a whale or get close enough for tourists to touch it when only two boats are legally allowed to observe whales from a distance. Both of these actions can disturb whales' normal way of life.

When ecotourism does not promote conservation and is not ecologically sustainable, the benefits become only economic.

1. Skim the text, finding examples for advantages and disadvantages of ecotourism, and fill in the corresponding category in the table.

Advantages	Disadvantages
provides environmental education; …	not yet well organized; …

2. Choose more pluses and minuses of ecotourism from the sentences below.

a) Local companies, stores, and restaurants can advertise their services, special crafts, and precious resources the world over to draw people.

b) Crime may come with development.

c) As hotels, restaurants, bars, and stores are being built up, the natural area that attracted visitors in the first place is being eroded.

d) One person hiking on a trail may not have an effect, but 3000 hikers wear away a forest.

e) It can offer local people ways to make money using the unpolluted beauty of the places they live.

f) Prices of many goods may increase.

g) As visitors learn more about the fragile or endangered beauty of areas, such as The Great Barrier Reef and the Daintree Rainforest, they often take an interest in their preservation.

h) A visitor's exposure to the different peoples and lifestyles of the world can help increase cultural awareness and cultural appreciation.

i) The local people may experience a change in their lifestyle as different demands are made in the area.

j) Land may be lost and traditions hard to follow when people are walking through your backyard.

✍ ***WRITING***

3. A) Rate from 1 to 5 ecotourism activities typical for people of our country.

B) Write a paragraph about ecotourism activities preferences in our country using your scale.

Activities	Rating scale				
bike tours	1	2	3	4	5
camping	1	2	3	4	5
bird watching walks	1	2	3	4	5
snorkelling	1	2	3	4	5
river trips	1	2	3	4	5
nature hikes	1	2	3	4	5

4. Take the following Quiz and find out if you can think of yourself as an environment-conscious traveller: Are you green or obscene? Are you a city-break tart, travelling Europe on the cheapest airfares you can get or is your idea of a good holiday a cycle tour of Dorset? **While doing the Quiz consult the following reference information, which can be helpful to you:**

✓ *Allotment* (gardening), in the United Kingdom, a small area of land, let out at a yearly rent for individuals to grow their own food.

✓ *Carbon footprint* is a measure of the amount of carbon dioxide (CO_2) emitted through the combustion of fossil fuels; in the case of an individual or household, as part of their daily lives.

✓ *Carbon offsetting* is the act of mitigating ("offsetting") greenhouse gas emissions. A well-known example is the planting of trees to compensate for the greenhouse gas emissions from personal air travel.

✓ *Human-induced climate change* refers to the variation in the Earth's global climate or in regional climates over time caused by human activities.

✓ *Treetop cabin* - a tree house cabin hidden in tree tips.

HOW GREEN A TRAVELLER ARE YOU?

1. You are about to book a holiday, do you

a) Research the driving route to Provence?

b) Order a stack of brochures and book a lodge in a different hemisphere?

c) Go online and get the cheapest flight to the best destination you can afford?

d) Reserve a spot for your tandem on the train and head to Wales?

2. Your next weekend away will be

a) A whistle-stop shopping trip to New York

b) To the allotment

c) A cheap-flight city break – your sixth this year

d) A four-hour drive to your country cottage

3. Human-induced climate change is

a) A song by *Girls Aloud*

b) A big deal, but what hope is there - the Americans aren't doing anything about it, are they?

c) A terrible consequence of 150 years of industrialisation and man's disregard for our planet's delicate ecological systems

d) The second button on the left in your Range Rover

4. You're in Morocco, it's muggy and hot, do you

a) Spend the day in your private rooftop pool?

b) Get an air-conditioned room and only go out in the evening, leaving the air-con on for when you get back?

c) Wear loose, cool clothes like the locals and drink lots of fluids?

d) Put on your hi-tech keep-cool travelling clothes and drink much water?

5. It's dinner time and you're on holiday in Turkey, do you

a) Eat something vegetarian from a street stall?

b) Call your aircraft and get it flown out?

c) Stick to the buffet at your hotel – they've got branded western food and imported beers from home?

d) Try out one of the recommended places in the guidebook?

6. While on a photo-safari in Kenya the guide ties a goat to a tree to attract the lions in for the kill. What do you do?

a) Wonder aloud about the fate of the goat, but wait! There's something in those bushes!

b) Have the goat moved closer to your treetop cabin so you can dart a lion and pose with it unconscious

c) Protest, put down your camera, explain why and ask for a refund later

d) Thank heavens you've got the latest digital camera to capture all the action

7. The carbon footprint of a return flight from London to Sydney is

a) About 23 inches, but I prefer the flatbed option in First Class

b) 5.61 tonnes

c) The what?

d) Don't know, but I'm sure I can find out

8. You are trekking in the deforested valleys of the Nepalese Himalaya when your guide lights a fire to cook dinner, do you

a) Offer to pay extra to buy kerosene and a stove for the rest of the trip?

b) I don't think I will ever have such experience

c) Get nearer and start to reminisce?

d) Start skinning the leopard you shot earlier by the light of the fire?

9. You're booking your honeymoon in Tanzania. The travel agent knows you are "keen to be green" and asks if you would like a suite with a shared self-composting toilet? You say

a) Yes please, that sounds interesting, maybe we should get one for the flat

b) Not this time, it's a special occasion

c) I hate the word toilet, can't you use loo?

d) No thanks, I'll have a different cocktail.

10. You want to go whale watching, do you

a) Hire a helicopter and cruise low along the coastline

b) Get the train to Scotland and go sea-kayaking, if you're lucky you'll see them up close

c) Book a cruise to the Canadian Arctic

d) Get a no-frills flight to Malaga – there's great whale watching in Spain.

11. You are in a Spanish resort that requests you don't use too much water

a) You fly to Brazil

b) You bathe normally but only change the towels once every couple of days

c) You run a cold bath to ease the sunburn each day

d) You brush with bottled water and only take a quick shower once a day

12. You are concerned about climate change and the environmental impact of flights you have taken this year. Do you

a) Invest in a carbon-offsetting company and start trading in carbon futures?

b) Recycle your milk bottles?

c) Promise to insulate the loft and resolve to fly only once a year?

d) Switch your household to a green electricity supplier, insulate your home and a little guiltily offset your flights for about £40 online?

Score your points:

Points	Questions
"1"	1d, 2b, 3c, 4c, 5a, 6c, 7b, 8a, 9c, 10b, 11d, 12d
"2"	1a, 2d, 3b, 4d, 5d, 6a, 7d, 8c, 9d, 10d, 11b, 12c
"3"	1c, 2c, 3d, 4b, 5c, 6d, 7c, 8b, 9a, 10c, 11c, 12b
"4"	1b, 2a, 3a, 4a, 5b, 6b, 7a, 8d, 9b, 10a, 11a, 12a

Answers:

From 12 to 17: Well done, eco-warrior. Climate Change and the environment are moral issues and you are obviously a very ethical person. Any greener and the sheep would be after you.

From 18 to 24: You must try harder. You think you try your best, but are a bit bumbling and non-committal about it. Truthfully, you don't try very hard at all. You're comfortable, and secretly think that Climate Change is somebody else's problem – one day you'll probably visit the flooded cities of coastal Asia on an "eco-tour".

From 25 to 36: You are dangerously clueless. What's wrong with a cheap flight or two you ask? What's wrong with soaring temperatures, a melting Antarctic ice sheet, mass famine and mega-storms sweeping through the Gulf of Mexico like daisy cutters through Baghdad, we ask you back? Sort it out and start getting informed.

From 37 to 48: You are a monster. You would have a tiger-skin bathmat if you could get away with it. What can anyone say to make you see the error of your ways? Probably nothing – but don't worry, the carbon taxes will clobber you where it hurts. Then we'll see some action.

🕮***READING***

Text 7

1. Read the text about the main principles of *ecotravelling*. Translate the underlined words and word combinations.

HELP PROTECT THE EARTH

Ecotravel offers an alternative to the negative effects of mass tourism by helping <u>to conserve</u> fragile ecosystems, support endangered species and habitats, preserve <u>indigenous</u> cultures and develop <u>sustainable</u> local economies.

Travelling while being environmentally aware is both a rewarding and enriching experience. It gives you the opportunity to have a positive impact on other people and places; it also allows you to broaden your horizons and return home with a sense of personal achievement and fulfillment. You can be an ecotraveller wherever you are by taking the following steps:

- **Purchase local products and handicrafts** - Remember to make sure that you are not buying products made from endangered species.
- **Think before you snap** - Always ask before you photograph someone to avoid causing offence.
- **Look, don't touch** - The cumulative effect of many travellers taking away natural 'souvenirs' can soon destroy a delicately balanced ecosystem. Enjoy the different environments that you visit and leave them just as you found them for others to appreciate in the same way.
- **Be environmentally aware** - Dispose of your waste responsibly and don't smoke in inappropriate places.
- **Stay on track** - try not to disturb the local environments and animal habitats by going off track, this can be harmful to the area and dangerous for you.

By looking at the alternatives and making informed travel choices, you can minimize your impact and positively contribute to the people and places that you visit.

Environmental Impacts: Mass tourism as a global industry has had devastating effects on the environment, including the destruction of natural beaches, coral reefs, coastlines, forests and the homes of endangered animals, due to overbuilding and irresponsible development.

As a young independent traveller you can help to prevent these negative impacts, by choosing businesses, services, tour operators and accommodation that are environmentally friendly and understand the value of preserving of the Earth's natural resources.

Cultural Impacts: If indigenous cultures start to rely on foreign support and financial aid from tourists and foreign companies, their traditional methods of survival and heritage could disappear forever. By supporting cultural events and traditions, you can encourage local people to take pride in their cultural heritage and enable traditions to be preserved or resurrected.

Economic Impacts: For many countries, tourism-related income is vital. However, it is important that you spend your money in the right ways to encourage and support the diversity these countries offer.

When you travel, spend your money on locally owned businesses, products and services to enable them to continue to support themselves and compete with foreign companies.

2. With a partner, select three steps of an ecotraveller which you think will be the most environmentally friendly.
Try to use the underlined words and phrases from the article and some of these words and phrases asking for opinion:

Wouldn't it be better if…?
I don't think…, do you?
Wouldn't you agree that…?
Don't you think it would be useful to…?
What about…?
On the one/other hand
In the same way
Not/just as…as
Much better than…

🕮***READING***

Text 8

1. Do you know any other ways to be an ecotraveller? What would you suggest about toiletries, glass, coffee, laundry, shower, power, transportation, dining and newspapers? Read some more ideas how "*to go green*".

GREEN TRAVEL TIPS
How to leave nothing but a footprint in your travels

Many people hear the terms "green travel" or "ecotourism" and picture someone sleeping in a tree house in the jungles of Borneo or canoeing down the Amazon. But this type of eco-adventure is just one end of the green travel spectrum. You don't need to sacrifice creature comforts or go off into the middle of nowhere to be a green traveler; you can visit big cities or small villages, and stay in small ecolodges or luxury hotels. All that's required is an effort to preserve and protect the environment of the place you're visiting — and it's easier than you might think. Want to learn how? Read on…

What is green travel? "Green travel" is one of many catch phrases — like ecotourism, sustainable tourism and responsible travel — that are bandied about with increasing frequency these days. But what exactly do these terms mean? There are various shades of difference among all these terms, but at the heart of the matter is the importance of protecting the natural and cultural environment of the places you visit. That means conserving plants, wildlife and other resources; respecting local cultures and ways of life; and contributing positively to local communities.

Why go green? With nearly 1 billion tourists crisscrossing the globe every year, it's more important than ever for travelers to minimize their individual impact on the earth's natural and cultural treasures. The potential negative effects of tourism are both local and global; oceanfront hotels contribute to beach erosion in Hawaii, rising numbers of visitors threaten the fragile ecosystems of the Galapagos Islands, and carbon dioxide emissions from planes are a growing contributor to global warming.

Taking a green approach to travel is an easy and essential way to protect the places you love to visit, not just for yourself but for the travelers who come after you and for the people who will continue to live there long after you've flown home. As an added bonus, it often makes for a more rewarding, authentic travel experience, encouraging deeper connections with the people and places you visit. Contrary to popular belief, you don't necessarily have to pay more in order to travel green. While offsetting the carbon emissions from your air travel will set you back a negligible amount (usually between $10 and $40 per flight, depending on the length), you can find green lodging options in all budgets, from hostels to luxury hotels. And earth-friendly transportation options like biking, walking and taking public transit are often cheaper than taking a cab or renting a car.

Choosing a green hotel. There are a number of Web sites that list environmentally friendly hotels, B&B's and lodges around the world; these are a good place to start. Keep in mind that each site has its own guidelines for rating properties, so you'll want to do your homework to make sure that the hotel meets the standards you're looking for. A few questions to ask before booking your hotel:

- Is the hotel locally owned and operated? If not, is it at least staffed by local employees?
- What kind of recycling programs does the hotel have (aluminum, plastic, paper, gray water, composting)?

- Do guests have the option to reuse towels and sheets instead of having them changed every day?
- What programs does the hotel have to reduce consumption? Examples include energy-efficient lighting, low-flow toilets and showers, and alternative energy sources like solar or wind power.
- How does the hotel contribute to the local community?

Travel tips:

Next time you travel, consider making small adjustments that could have a big impact on the environment. From toiletries and towels to restaurants and recycling, "sustainable tourism" can help you preserve the local culture while you enjoy it.

Bring toiletries: Many hotels offer soaps, toothpastes, shampoos and more to help their guests feel comfortable and keep their luggage lighter. Using these amenities creates waste from the plastic wrappings, paper boxes and plastic containers they come in. Instead, you should bring your own toiletries in reusable containers.

Use glass, not plastic: If your hotel room comes with glass cups, use them instead of plastic ones to reduce the impact on the environment. Using plastic means throwing away not only the cup but also the plastic wrapper it came in. Also, plastic can take hundreds of years to decompose in landfills.

Don't make coffee: It's better for the environment -- and more of an adventure -- to grab a mug of coffee at a cafe than use the hotel room coffeemaker. You'll likely use less electricity and avoid the waste that comes with foil coffee wrappers and plastic cream containers, stirrers and cups.

Don't throw in the towel: Unless you put the "do not disturb" sign on your room door, housekeepers will usually change the sheets and towels every day. Green travelers can save water and power by re-using their linens; many hotels offer this as an option.

Take short showers: There may be nothing more relaxing than soaking in a tub after a day of hiking, but short showers generally use less water and energy than a full bath -- especially if the shower has a low-flow head.

Turn it off: Hotel rooms often have thermostats or individually controlled heating and cooling units, as well as task and ambient lighting. Just as you would turn down the thermostat and turn off the lights when you leave home, doing the same each time you leave your hotel room saves energy.

Use public transport: To use less fossil fuel and create less CO2 emissions while on vacation, walk or take public transit instead of renting a car or jumping in a cab. Also, think about traveling to your vacation destination by train instead of plane to reduce your CO2 footprint.

Dine out: Local food helps form the spirit of any vacation, so why stay in the hotel and order room service, which uses energy and other resources to create single servings for guests? Opt for local restaurants and support the culture, while avoiding the paper lids, plastic wraps and paper napkins that can come with room service.

Recycle newspapers: Newspapers are useful for travelers as they plan their day's events, offering weather and information as well as a view into the local culture. Instead of throwing away your paper each day, leave it in the hotel lobby for other guests to use.

Booking travel plans: Flying on an airline with an environmental focus, such as recycling in-flight trash, can create a less wasteful journey, as can booking rooms in "green" hotels that offer water-saving techniques, in-room recycling bins and soap and shampoo dispensers instead of single-portion containers.

2. Discuss the tips from the article above and put them in order of importance. In each case give your reasons.

🗣 ***SPEAKING***

3a. Work in pairs. What do you know about guilt trips? How to avoid them and enjoy really guilt-free trips? Want to know more?

Ask questions to your partner and fill in the missing information on your sheet. Answer your partner's questions.

***Student A* uses this page. *Student B* – see SUPPLEMENT ex. 3b.**

❖ **What do you know about appropriate clothes in a foreign country?**

❖ **How do you understand the expression "*Our holidays- their homes*"?**

Answer: Ask before taking pictures of people, even children, and respect their wishes. Talk to local people. What do they think about our lifestyle, clothes and customs? Find out about theirs.

❖ **Should you give money to begging children?**

❖ **Should you pass judgment on the way local people live?**

Answer: Something may seem bizarre or odd to 'you', but it may be normal and just the way things are done to 'them'. Try not to assume that the western way is right or best.

❖ **How can your travelling by plane contribute to global warming and environmental destruction?**

❖ **Is it important to haggle for the lowest price when you buy something from the locals?**

Answer: Try to put money into local hands. If you haggle for the lowest price, your bargain may be at the seller's expense. Even if you pay a little over the odds, does it really matter?

4. Match the advice with the questions above.

a) Think before you fly.
b) Be aware.
c) One school pen is better.
d) Be fair.
e) Be open.
f) Be polite.

🗣 ***SPEAKING***

5. Pair work. Team up with another student to discuss the following quotations. Use expressions of agreement and disagreement.

1. Nature is just enough; but men and women must comprehend and accept her suggestions.

Antoinette Brown Blackwell, US abolitionist (1825 - 1921)

2. I would feel more optimistic about a bright future for man if he spent less time proving that he can outwit Nature and more time tasting her sweetness and respecting her seniority.

E. B. White, US author (1899 - 1985)

3. After you have exhausted what there is in business, politics, conviviality, and so on - have found that none of these finally satisfy, or permanently wear - what remains? Nature remains.

Walt Whitman, US poet (1819 - 1892)

4. You must not know too much or be too precise or scientific about birds and trees and flowers and watercraft; a certain free-margin, and even vagueness - ignorance, credulity – helps your enjoyment of these things.

Walt Whitman, US poet (1819 - 1892)

5. The goal of life is living in agreement with nature.

Zeno of Citium, Greek philosopher (335 BC - 264 BC)

6. Project making. Ecotourism: The Great Debate

Stage 1 Work in groups of two or four to research ecotourism. Form your own opinion about the controversial topic of ecotourism based on the information from this Unit. Consider the following points:

What is ecotourism? How do you feel about it? What are the pros and cons? How does it help the environment? How does it endanger the environment?

Stage 2 If more information is needed about ecotourism look for information on research done by scientists, information about National Parks, protected areas and developed areas, deforestation, travel information, etc. and any information that would give you better insight into what ecotourism is and how it affects the environment.

Stage 3 Discuss the prospect of ecotourism in any country to your preference, for example, Australia. Make a list of the positive and negative aspects you discover.

How will ecotourism affect the rainforest? The Great Barrier Reef? Is it beneficial for these ecosystems? Are there any other alternatives? If so, what are they? How will communities and people influence the decisions? How will it affect the plants in the area? How will it affect the animals?

Stage 4 Create a poster or brochure reflecting the conclusions you made together.

Stage 5 Make a presentation using your poster or brochure.

Stage 6 Extension: Take part in a contest to design a brochure for an ecotourism travel agency. Each brochure should:

- highlight what the traveller might see during the visit;
- include useful information about the area/country tourists will visit;
- ways that the environment might benefit from nature-based tourism.

TRY YOUR HAND AT TEACHING

PART 1. A) Consider different ways for praising pupils and giving them encouraging feedback (if the answer is not correct).
B) Decide at which level (beginners, intermediate) these teacher's phrases can be used.

PRAISING	ENCOURAGING FEEDBACK
1. There's nothing wrong with your answer. 2. What you said was perfectly all right. 3. You didn't make a single mistake. 4. That's exactly the point. 5. That's just what I was looking for. 6. You have good pronunciation. 7. Your pronunciation is very good. 8. You speak very fluently. 9. You have made a lot of progress. 10. You've improved no end. 11. Good, you're getting better.	1. There's no need to rush. 2. There's no hurry. 3. We have plenty of time. 4. Go on. Have a try. 5. Don't worry about your pronunciation. 6. Don't worry, it'll improve. 7. Maybe this will help you. 8. Let me help you with it. 9. Let me explain again. 10. Do you want a clue (hint)?

PART 2. Take it in turns to play the part of the teacher of intermediate level pupils.
A) Prepare 10 true/false statements about the text "*Green Travel Tips*".
B) Ask your fellow students to answer them.
Use the following ways to facilitate learning:
- praise pupils;
- give encouraging feedback (if the answer isn't correct).

LANGUAGE IN USE: CHECK YOURSELF *part 6*

1. Put each verb in brackets into a suitable past verb form.

When Professor Mallory, the famous archaeologist, (1) (invite) _____ me to take part in his expedition to find the Lost City of the Himalayas, I (2) (not hesitate) _____ to accept his invitation. Mallory (3) (discover) _____ an ancient map showing the position of the city, although no European (4) (ever be) _____ to the area before. In fact, most of Mallory's colleagues either (5) (believe) _____ that the city (6) (never exist) _____ or (7) (feel) _____ that it (8) (vanish) _____ long ago and (9) (become) _____ simply a legend. According to the Professor, the builders of the city (10) (hide) _____ it among the mountains in order to protect its immense riches. He (11) (believe) _____ that the descendants of these ancient people (12) (still keep) _____ themselves apart from the rest of mankind for the very same reasons. So when we (13) (set off) _____ on a cool May morning towards

the distant mountains, each of us (14) (look forward) _____ to exciting discoveries. For a week or more we (15) (climb) _____ higher and higher, following the map, which Mallory (16) (study) _____ from time to time. Then one afternoon, while we (17) (rest) _____ at the top of a valley, we (18) (notice) _____ that a rider on a horse (19) (wave) _____ at us from the other side of the valley. A rider whose clothes (20) (shine) _____ like gold!

2. Put one suitable word in each space.

Holiday problems

Somehow I always have problems when I go away on holiday. (1) _____ year my travel agent promises me that my holiday will be (2) ___ best I have ever had, but none of these promises has ever (3) _____ true. This year I got food poisoning (4) ___ day I arrived. It must have been the fish I ate at the hotel (5) _____ evening. In (6) ___ morning I felt terrible, and I was seen by two doctors. I tried to explain my problem to them, but (7) _____ of them spoke English, (8) _____ didn't help. It took me (9) _____ of the first week to recover, and I spent three or four days sitting next to (10) ___ hotel swimming pool reading newspapers. By the time I felt better, (11) ___ weather had changed, but I was determined to go sight-seeing, and do (12) _____ swimming. Unfortunately (13) _____ of the museums were open, as there was (14) ___ strike. I would have enjoyed myself (15) _____ if I had stayed at home.

3. Choose the most suitable word or phrase to complete each sentence.

a) They __ all day swimming and sunbathing at the beach.
A) did B) used C) spent D) occupied
b) The hotel room __ over a beautiful garden.
A) viewed out B) faced up C) opened up D) looked out
c) We didn't __ to the station in time to catch the train.
A) get B) reach C) arrive D) make
d) I was in such a hurry that I left one of my bags __.
A) out B) aside C) on D) behind
e) Mr Hill had his money stolen and couldn't __ his hotel bill.
A) pay up B) pay C) pay for D) pay out
f) Jane lost her case. It did not have a/an __ with her name on.
A) ticket B) poster C) label D) identification
g) Take the bus, and __ at Oxford Circus.
A) get out B) get off C) get down D) get away
h) I was too tired to __ my suitcase.
A) unpack B) empty C) put out D) disorder
i) On the first day of our holiday we just __ by the hotel pool.
A) enjoyed B) calmed C) comforted D) relaxed
j) The wind was blowing so much that we couldn't __ our tent.
A) raise B) put up C) make up D) build

4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

A letter of apology

I am writing to apologise for the (1) ____ of your Happy Holiday Coach Tour to Aberdeen. (2) ____ our luxury coach was involved in a (3) ____ in France a week ago, and our driver has been (4) ____ obliged to remain there for the moment. The coach was travelling on a road (5) ____ for heavy traffic, and the accident was (6) Luckily none of the passengers suffered any (7) ____, and we have complained to the authorities that the road needs (8) ____. Our new coach will be fitted with (9) ____ seat belts for the safety and comfort of passengers. We will of course return the (10) ____ you have made for your holiday as soon as possible.

1. CANCEL
2. FORTUNE
3. COLLIDE
4. EXPECT
5. SUIT
6. AVOID
7. INJURE
8. WIDE
9. ADJUST
10. PAY

5. Decide which answer (A, B, C or D) best fits each space.

Holidays

Is it better to go on a package (1)__, or to (2)__ on your own? I suppose the answer depends on what kind of (3)__ you are. A complicated tour organized by a travel (4)__ has some advantages. You have a/an (5)__, which gives you definite (6)__ and arrival dates, and a list of all your (7)__. The (8)__ may be cheaper, as it has been (9)__ in advance, so you spend less time worrying about where you are going to (10)__ If you book your own hotel, you might have trouble finding a/an (11)__ , unless you are going to stay for a (12)__, for example. On the other hand, organizing your own (13)__ can be fun. Many students (14)__ or buy cheap train tickets, and (15)__ the night in student hostels or guest-houses.

1)	A travel	B tour	C journey	D cruise
2)	A travel	B trip	C voyage	D tourist
3)	A voyager	B passenger	C tourist	D mover
4)	A office	B agent	C tour	D operation
5)	A timetable	B scheme	C notice	D itinerary
6)	A departure	B parting	C leave	D quitting
7)	A cancellations	B expeditions	C organisations	D destinations
8)	A bedrooms	B staying	C flat	D accommodation
9)	A preserved	B booked	C reservation	D hotels
10)	A stay	B pass	C live	D cross
11)	A empty	B free	C vacancy	D available
12)	A fortnight	B daytime	C fifteen days	D passage
13)	A voyage	B expedition	C trip	D package
14)	A auto-stop	B hitch-hike	C lift	D journey
15)	A have	B at	C for	D spend

SUPPLEMENT

Unit 6 🗣 *SPEAKING*

7b. Work in pairs. What do you know about packing a rucksack? What should a backpacker put in it? Want to know more?
Ask questions to your partner and fill in the missing information on your sheet. Answer your partner's questions.

***Student B* uses this page, *Student A* – exercise 7a on page 122.**

❖ **What kind of backpack should you get?**

Answer: Get a comfortable backpack with padded straps, a padded back and a waist belt.

❖ **Where should you put heavy things?**

❖ **Why is it necessary to put your clothes in plastic bags?**

Answer: No backpack is completely waterproof, so put your clothes in plastic bags.

❖ **What things should be put in side pockets?**

❖ **How to get a feel for the weight and comfort of your backpack?**

Answer: Get a feel for the weight and comfort of your backpack by taking it out. Go up and down stairs, through busy streets and try public transport.

❖ **You have just learnt the items from the self-catering list. What else can be useful?**

Unit 6 🗣 *SPEAKING*

3b. Work in pairs. What do you know about guilt trips? How to avoid them and enjoy really guilt-free trips? Want to know more?
Ask questions to your partner and fill in the missing information on your sheet. Answer your partner's questions.

***Student B* uses this page. *Student A* – exercise 3a on page 140.**

❖ **What do you know about appropriate clothes in a foreign country?**

Answer: Start enjoying your travels before you leave. Think about what sort of clothing is appropriate for both men and women. If the locals are covered up, what sort of messages may you be sending out by exposing acres of flesh?

❖ **How do you understand the expression "*Our holidays- their homes*"?**

❖ **Should you give money to begging children?**

Answer: Giving to children encourages begging. A donation to a project, health centre or school is more constructive.

❖ **Should you pass judgment on the way local people live?**

❖ **How can your travelling by plane contribute to global warming and environmental destruction?**

Answer: Use alternative forms of transport where possible. The more and further you fly, the more you contribute to global warming and environmental destruction. Consider flying long-haul less often but staying longer when you're there.

❖ **Is it important to haggle for the lowest price when you buy something from the locals?**

◀ ***LISTENING***

Unit 1 Text 4 Universities

More than a quarter of the working population of the USA has one. Cairo, Bologna, and Paris have been offering them the longest. And you can now supposedly get them by sitting at home at a computer. What am I talking about? A university education, of course. So who goes to university and what do they get out of their experience?

Admission Most universities don't let just anyone in. Grades in the subjects you take in the final years of secondary education are what usually count and in many countries people also have to do an entry test. While most participants in higher education are in the 18-25 age group, some people choose to take a break from work later on in life and opt for the role of mature student, bringing experience of work and the real world to their studies.

Which one to go to In many countries there is a pecking order to the universities, with a few high status institutions at the top turning out an intellectual elite and attracting the best minds in teaching and research. Take a quick name check of the leading writers, politicians or scientists in the UK or the USA and you should find the majority chose to spend their student years sitting in the dining halls and libraries of Oxford and Cambridge or Harvard, Princeton and Yale. The training grounds for medicine, law or engineering in Britain tend to be the metropolitan 'redbrick' universities slightly lower down the list.

Money When entrance was restricted to a lucky few in Britain, the state actually paid the sons and daughters of the middle classes not only their tuition fees but also a yearly grant towards living expenses as well. These days most European and North American students are given a loan which they have to pay back to the government once they are in full-time employment, or they finance themselves by working their way through college with part-time jobs in the evenings or at weekends.

Where to live For the majority of students, attending a university in a town or city near to where they live is the only financially viable option, but in Britain for many years going to university meant leaving home, with all the freedom and independence that implied. Universities traditionally offer cheap and clean accommodation in halls of residence or student houses. After a year or so, many students opt to share private rented accommodation outside the university, which often pushes their culinary and hygiene skills to the limit.

Year out These days if you haven't taken time off between finishing school and embarking on higher education, you haven't really lived. The gap year can be devoted to working for charities in different parts of the world, or simply to travelling, but it can at least concentrate the mind and perhaps give you a few more ideas about what you should do with the rest of your life. If you want to study abroad, you can often get a year out as part of a language course, or enter a scholarship programme such as Erasmus to support you while studying at a foreign university. Business or management students often devote time away from university in the form of a work placement, to help them gain practical experience in a professional environment.

Teaching & learning A common feature of any university is attending lectures, which involves taking notes while a lecturer, a university teacher, is speaking to large group of students. In Britain, you are also expected to present a subject perhaps once a term and comment on it in tutorials. These are small group discussions led by a lecturer at which closer analysis of a particular area is undertaken.

Science-oriented courses also involve practical lessons and field trips which enable students to get to grips with their chosen course of study in the laboratory or beyond the university walls.

How you are doing As at school, progress is measured by examinations, either divided into Parts I & II, or taken at the end of the course, and known as Finals. Alternatively, it can be based on continuous assessment and coursework. An important component of most systems is the extended dissertation, a piece of writing measured by the number of words a student has to produce, say 10,000. This must be based on some original research from primary as well as secondary sources and on some sort of gathering and interpretation of data.

Social life There is an old saying that 'all work and no play makes Jack a dull boy', and prospective students expect a rich and varied social life. Friendships forged in the student union bar or in the many and varied clubs & societies that exist at most universities may last a lifetime. In the USA fraternities & sororities encourage a similar bond.

Life after university Well before the graduation ceremony, when students queue up to receive their degrees from the Chancellor of the university at a special ceremony, the careers office has been busy assessing future graduates for the kind of employment paths they should take by giving them an aptitude test, arranging interviews, company presentations and recruitment fairs. For those attracted by the academic life, there are further opportunities for study on Master`s and Doctorate (PhD) programmes and on into further research and teaching.

And what does university education all add up to? This was the opinion of Theodore Roosevelt, a former US American President - *A man who has never gone to school may steal from a freight car; but if he has a university education he may steal the whole railroad.* Or is it as an American journalist, Sydney Harris, said? - *The primary purpose of a liberal education is to make one's mind a pleasant place in which to spend one's time.*

Unit 2 Text 5 Acupuncture

"The person who takes medicine must recover twice, once from the disease and once from the medicine." William Osler, M.D

"If all the medicine in the world were thrown into the sea, it would be bad for the fish and good for humanity" O.W. Holmes, (Professor of Medicine Harvard University)

Alternative medicine has become much more popular in the West in recent years. It seems that people are becoming increasingly worried about the side effects of drugs, and are turning to treatments such as homeopathy, osteopathy, yoga, reflexology and acupuncture to complement, or sometimes even replace, Western medicine.

An event in my life three or four years ago made me examine my own attitudes towards alternative medicine. After suffering from insomnia for a few months, I was feeling mentally and physically exhausted. A trip to my GP, and attempts at self-medication with nightly doses of Guinness and whisky, failed to bring any relief from my condition. My friend Tony, who was studying acupuncture at a college near London at the time, suggested that I visit an acupuncturist. Since I have a healthy fear of needles from waiting in line for vaccinations in gloomy school corridors, I was reluctant to take his advice, but by this time I was so tired that I was prepared to try almost anything.

I made an appointment with the only acupuncturist in my area, and after another nearly sleepless night, turned up at his room in the local alternative health centre the following morning. After taking my pulse, looking at my tongue, and asking a few questions about my diet and lifestyle, the acupuncturist correctly deduced that I was worn-out (I found this extremely impressive since he hadn't asked me why I had come to see him.) He then inserted a needle in my right foot between my first and second toe, and, despite my anxiety, I fell asleep immediately. At the time I considered the whole experience to be close to a miracle.

What is acupuncture? Acupuncture is based on the idea that energy flows through the human body along 12 lines or meridians. These meridians end up at organs in the body, and illness is the result of a blockage of the energy flow to these organs. To remove the blockage, an acupuncturist inserts very fine needles into the body at points along the meridians. This stimulates the flow of energy, and restores the patient's health.

What is the history of acupuncture? Traditional Chinese medicine has been practised for around 3000 years in the Far East, but is relatively recent in the West, and acupuncture only really became well-known in the West in the 1970s as people began to travel more frequently between the two areas of the world.

A significant event in the history of acupuncture came in 1971, when a journalist from the New York Times had his appendix removed in China, when on a trip to the country with Henry Kissinger, the Secretary of State for the USA. Surgeons used acupuncture to deaden the pain of the operation, which greatly impressed Kissinger.

Although at first doctors in the West were often skeptical of the medical value of acupuncture, in the last few years it has become more established as an alternative to Western medical treatments, since clinical tests have shown that acupuncture is effective for a number of conditions.

What can acupuncture be used to treat? In the Far East acupuncture is used to treat a wide range of complaints, and is also used as a preventative medicine, since it is thought to increase the body's resistance to infection. In the West, the treatment is often used to relieve headaches, dental pain, back pain, and arthritis, and to treat depression, asthma, stress, high blood pressure and anxiety.

Who uses acupuncture? Since acupuncture is known to be effective against pain, it is not surprising that many sportspeople have experimented with acupuncture when fighting injury. Martina Hingis, the famous tennis player, had a wrist injury cured through treatment, and English Premier Division football club Bolton Wanderers employ an acupuncturist to keep their squad in good physical condition. While in Korea for the World Cup in 2002, soojichim, a Korean form of acupuncture, was very popular with the German football team.

Cherie Blair, a well-known human rights lawyer, and the wife of the British Prime Minister, was recently spotted wearing an acupuncture needle in her ear, suggesting that she uses the treatment to cope with stress. The Queen of England is also interested in acupuncture, although she doesn't use the treatment herself – she and many of her family rely on another alternative medical treatment, homeopathy, to keep them healthy.

What are the risks? Finally, if you do decide to visit an acupuncturist, it is important that you check that they are qualified and registered to practise acupuncture. In the past some people have experienced allergic reactions, broken needles and even punctured lungs while being treated, although this is very uncommon.

Unit 3 Text 2 Water sports

We'll all be planning that route
We're gonna take real soon
We're waxing down our surfboards
We can't wait for June
We'll all be gone for the summer
We're on surfari to stay
Tell the teacher we're surfin'
Surfin' U. S. A. (Chuck Berry, Brian Wilson)

All over the world people head for oceans, lakes, pools and rivers in search of fun, freedom and excitement. On the water, in the water or under the water, there are a huge range of sports and activities available to lovers of H2O. This week, let's take a look at some of the more colourful and adventurous water sports.

Surfing When Captain James Cook landed in the Polynesian islands of Hawaii in 1778, he was surprised to find the native men and women, both royalty and ordinary citizens, riding waves standing on wooden boards. Despite being centuries old, surfing only really took off in the rest of the world from the 1950s, starting with the southwest coast of the USA. Nowadays surfing is enjoyed by surfers wherever there are waves, in Bali, Australia, Japan, France and even Britain.

Contemporary surfers use lightweight fibreglass boards to catch waves of varying shapes and sizes as they roll in towards the beach. One of the main attractions of the sport is its simplicity – all a surfer really needs is a surfboard, a wetsuit and a way of getting to the beach.

Although there has been a fiercely competitive professional tour since the 1970s, surfing traditionally appeals to young people with a relaxed outlook on life. A whole lifestyle has built up around the sport, and movies like Big Wednesday, Point Break and Blue Crush have popularized surf culture. Surfing also has its own language – an excited surfer is 'stoked', a surfer who falls off their board 'wipes out', and something a surfer really likes is 'awesome'. The heroes of the surfing community are the soul surfers – surfers who live only to travel and surf.

Windsurfing and kiteboarding Both close cousins of surfing, windsurfing and kiteboarding use the wind to propel modified surfboards at high speeds across the surface of the water.

Windsurfing is a hybrid of sailing and surfing invented by sailor Jim Drake, and surfer Hoyle Schweiter in South California in the late 1960s. Windsurfing has become a hugely popular outdoor activity, and made its first appearance at the Olympics in LA in 1984. There are many different styles of windsurfing which include 'freestyle', where windsurfers do tricks, 'bump-and-jump' in which surfers use waves to take to the air, and 'slalom'. Kitesurfing is an even more recent development; it has only been around since the 1980s, and is only recently becoming an established watersport. As the name of the sport suggests, kitesurfers are towed along by large kites, allowing them to pull-off incredible tricks in the air. The names of the tricks give an idea of how exciting the sport is; the 'heart-attack', 'boneless' and 'slim chance' are among the most exhilarating to watch.

SCUBA diving Just as mankind has always had a desire to fly, the human race has wanted to swim under the water since prehistoric times. Pictures of primitive devices to enable people to breathe underwater have been found dating from 3000 years ago, but our dream of moving freely beneath the ocean waves for long periods of time was only realized about 60 years ago, when French diving legend Jacques Cousteau developed the first practical Self Contained Underwater Breathing Apparatus (SCUBA). Since then the sport of SCUBA diving has gone from strength to strength.

Lovers of SCUBA diving rave about the feeling of weightlessness, the peace and quiet under the water, the ability to move in three dimensions and the sense of adventure they get while on a dive. SCUBA divers often travel to some of the most beautiful and remote places in the world in the search for rare underwater flora and fauna. Palau, The Red Sea, The Maldives and Hawaii have many of the most popular diving sites, but recreational divers often have to make do with less exotic local destinations, like the North Sea in Britain.

SCUBA diving is not without its dangers, however. The mixture of nitrogen and oxygen divers breathe underwater, combined with the pressure under the water can be deadly if a diver rises too quickly to the surface, causing a condition called 'the bends'. Divers can also get lost or trapped when diving on wrecks, and fatalities are particularly common in cave diving, where divers add to the dangers of diving by swimming through underground caves filled with water. Diving can also be harmful to the underwater environment – in the past irresponsible divers have caused a great deal of damage to coral reefs. However with proper precautions diving can open up a whole new world, far from the stresses of daily life.

So what are you waiting for? Get your wetsuit on, strap your board to the roof rack, throw your SCUBA gear in the boot and head for the beach. I'll see you there.

Unit 3 Text 3 The Olympic Games - then and now

In 2004 the Olympic Games returned to its home in Greece, where it began around 3000 years ago. The first recorded Olympic festival took place in 776 BC. Similar festivals had been organized for at least two or three centuries prior to this, but 776 BC saw the start of a regular festival which was to take place every Olympiad, or four year period.

In ancient Greece citizens of different city states could not always travel freely around the country, but during the Olympics the various rulers agreed truces so as that their citizens could attend the Olympics without problems. Sport was only one part of the festival; there were also ritual sacrifices, poetry readings, exhibitions of sculpture and trade fairs. It was a festival which celebrated on the one hand the Greek gods, and on the other hand the abilities of the Greek people.

The early athletic competitions were only running races, but later other sports such as boxing and wrestling came to be included. It was not simply a matter of professional athletes arriving and entering the competitions; for one thing, there were no professional athletes! All the competitors were ordinary Greek citizens who felt that they were among the best in their chosen sports. Anyone wishing to compete had to arrive four weeks early, and undergo a full month of training. It wasn't only physical training, either: would-be competitors had to prove that they were morally and spiritually suitable to compete. Even if someone was physically fit enough, they couldn't compete unless the judges thought they were of the right moral fibre. Curiously, all sportsmen competed nude – it was widely believed that wearing clothes slowed an athlete down!

At the start of the games, every competitor had to swear an oath that they were a free citizen of Greece who had committed no sacrilege against the gods. In today's Olympics, one athlete takes an oath on behalf of all the competitors, although of course it is a little different to the ancient Greek oath. Today, competitors promise that they shall abide by the rules of the games, will act in an honourable and sportsmanlike manner, and not use any performance-enhancing drugs. Cheating, though, is almost as old as the games itself: records of the ancient Greek games are riddled with tales of athletes paying off their competitors, and of boxers fixing the results of their fights. In ancient Greece, though, there weren't many ways an athlete could cheat in a race: maybe take a shortcut, or borrow a horse.

By the time of the St Louis Olympics in 1904, more modern means were available. The original "winner" of the 1904 Olympic marathon, Fred Lorz, was disqualified after it was revealed that he had travelled half the distance in a car. The man later declared the official winner, Thomas Hicks, wasn't much better: he was carried across the finishing line by two of his trainers. Hicks's trainers had tried to enhance his running ability by feeding him a mix of egg whites, strychnine and brandy. This early attempt at a performance-enhancing drug was rather unsuccessful, as it left Hicks drunk and incapable. The trick of having two men carrying him, though, seems to have worked.

The motivation for cheating hasn't changed much at all. Today, athletes compete primarily for the honour of being awarded a gold medal, but also for the enormous amounts of lucrative corporate sponsorship

bestowed upon top sportspeople. Similarly, while ancient Greek athletes were officially only competing for the honour of being awarded a symbolic olive branch, winners were usually sponsored by their city state, receiving a large sum of money, or a new home, or a lengthy tax holiday.

As mentioned earlier, the connection between sport and business hasn't changed much. Even in the earliest Olympics, sporting competition went alongside trade fairs and business deals. This was acknowledged in 19th century Greece when the first modern attempts were made to revive the Olympics. The "Zappian Olympics", as they became known after wealthy organizer Evangelos Zappas, were the bridge between the ancient and modern Olympics, and took place in Greece between 1859 and 1875. It was the first real international sporting competition, but officially it was about far more than sport. Greek politicians of the time felt that nations were no longer competing primarily in sport, but in agriculture and manufacturing. It was decided, then, that these new Olympics ought to be as much about competing in industry as in sport. The sports events were highly popular, but in terms of funding and regularity were of a lower priority than the commercial side, which concentrated on the demonstration of agricultural and industrial inventions.

However, the sporting sides of the games were hugely popular with the public, and the level of support meant that, in Athens in 1896, the Olympics as we know them began. Despite the occasional shambles of the sort we saw in St Louis in 1904, it has continued from strength to strength since then.

Unit 4 Text 5 Rainforests Rule!

A world like no other – perhaps this is the best way to describe the world of the rainforest. No rainforest is exactly the same, yet most rainforests are now distributed in the small land area 22.5 degrees north and 22.5 degrees south of the Equator, between the Tropic of Capricorn and the Tropic of Cancer. You can find tropical rainforests in South America and Indonesia. Other rainforests flourish further from the Equator, in Thailand and Sri Lanka.

Despite occupying a relatively small area, rainforests have a colossal role to play in maintaining the world as we know it. Tropical rainforests are home to a rich, colourful variety of medicinal plants, food, birds and animals. Can you believe that a single bush in the Amazon may have more species of ants than the whole of Britain? Four hundred and eighty varieties of trees may be found in just one hectare of rainforest. These forests sustain around 50 per cent of all the species on earth and offer a way of life to many people living in and around the forest.

Rainforests are the lungs of the planet, storing vast quantities of carbon dioxide and producing a significant amount of the world's oxygen. Rainforests have their own perfect system for ensuring their own survival; the tall trees make a canopy of branches and leaves which protect themselves, smaller plants and the forest animals from heavy rain, intense dry heat from the sun and strong winds.

Amazingly, the trees grow in such a way that their leaves and branches, although close together, never actually touch those of another tree. Scientists think this is a deliberate tactic to prevent the spread of any tree diseases and make life more difficult for leaf-eating insects like caterpillars. To survive in the forest, animals must climb, jump, fly or glide across the gaps. The ground floor of the forest is not all tangled leaves and bushes, like in films, but is actually fairly clear. It is where leaves decompose into food for the trees and other forest life.

They are not called rainforests for nothing! Rainforests can generate 75 per cent of their own rain. At least 80 inches of rain a year is normal and in some areas there may be as much as 430 inches of rain annually. This is real rain – your umbrella may protect you in a shower, but it won't keep you dry if there is a full rainstorm. In just two hours, streams can rise ten to twenty feet. The humidity of large rainforests contributes to the formation of rainclouds that may travel to other countries in need of rain.

Worryingly, rainforests around the world are disappearing at an alarming rate, thanks to deforestation, river pollution and soil erosion as land is being claimed for agriculture and trees are felled for wood. A few thousand years ago, tropical rainforests covered as much as 12 per cent of the land surface on earth, but today this has fallen to less than 5.3 per cent.

We can only hope that the world governments work together with environmentalists and businesses to use their environmental knowledge and power to preserve the rainforests – awe-inspiring, beautiful and vital for our existence.

Unit 5 Text 3 London's Theatreland

This is London's West End, where theatre is centre stage. Over 40 playhouses can be found in the largest theatrical district in the world. The Prince of Wales theatre is home to the hit show *Mamma Mia*. And I'm getting a sneak peek back stage. *Mamma Mia* has been playing at the Prince of Wales theatre since 2004. It's a love story set on a Greek island. The show features hit songs by the band Abba. It's been a worldwide hit, winning many awards. This is the warm up, when the actors get ready for the show. I can't wait to see them

in their full costumes in the actual performance. I think this is the way to the dressing room. Ah, now this one is so me. I've come backstage to meet one of the stars of the show.
Amandeep: Craig, which character do you play?
Craig: I play Sky who is getting married to Sophie, who is Donna's daughter, who runs the taverna on the island.
Amandeep: Tell me about the costumes.
Craig: I'm mainly in a wetsuit or swimming trunks and everyone else is in normal clothes throughout - except right at the end, when we do the big finale, everyone gets dressed up in big, glittery, loud colour costumes.
Amandeep: What's the best thing about working on *Mamma Mia*?
Craig: The crew and cast are great. And the music's great.
There are a lot more people involved in putting on a show than just the actors. Without the backstage crew, the show can't go on.
Clare Whitfield is a Stage Manager and has worked on *Mamma Mia* since 1999.
Amandeep: So Clare, tell me about what you do.
Clare: My job is to look after the show from the set and the props and the furniture to ensure the safe and clean running of the production every night.
Amandeep: Can you explain what a prop is?
Clare: Yes, a prop is just an everyday object that the actors use. In our show we use a lot of luggage, a diary, letters, a hairbrush. It can be anything, but the fact that the actor picks it up and takes it on stage makes it a prop.
Amandeep: Why do people enjoy *Mamma Mia*?
Clare: Everyone loves Abba. People of all ages can relate to it. And it's such a great, uplifting story.
It's almost time for the show to start. I'd better go and find my seat.

Unit 6 Text 4 Trains: past, present and future

Why did railways develop? Railways are not a modern invention as most of us think. The idea of transporting things and people on rails has been around for a long time. Rails were made of wood, stone or metal, and railway wagons were pulled by horses, some were even wind powered and had sails. At the start of the Industrial Revolution in Britain, people needed to transport raw materials such as coal, so created a network of canals and rail links between towns. But canals and horsepower were a very slow way to move things around the country, so the speed of railway wagons needed to be increased.

How did steam engines help? By 1800 many industries were using steam engines, designed by James Watt (from where we get the electrical measurement - Watt). Richard Trevithick, a Cornish engineer, refined Watts' invention and after failing to build a steam powered road vehicle, he designed the first locomotive for an Iron Works in Wales. He called it a 'puffer' because of the noise it made, and on its first journey it travelled at almost 8 km/h! Unfortunately, it was so heavy that it broke the rails - it only made three journeys. But it had shown that steam engines could be used to move trains, and speeds began to increase.

When was the first accident? By 1829 locomotives were travelling at speeds of over 45km/h and the first public railway had been opened, the Stockton and Darlington Railway. The most famous early locomotive was The Rocket. In 1833 it won a competition organized by the owners of the Manchester and Liverpool railway, to find the best locomotive for their new line. Unfortunately, during the competition, a Member of Parliament wasn't careful as he crossed the tracks and The Rocket knocked him down. He died later. This was one of the first train accidents in history.

What was the Golden Age of Steam? The next 130 years can be described as a Golden Age of Steam. Railways were built all over the world, and the size, speed and comfort of trains continued to increase. By 1870 it was possible to cross America by train, and the building of railways in many other countries allowed people and progress to move quickly across the world.

There were famous trains and famous journeys. The Orient Express started in 1883 and carried people in luxury through more than 13 countries between France and Turkey. The Flying Scotsman travelled non-stop from London to Edinburgh, between 1928 and 1963, and reached speeds of over 130 km/h. The Trans-Siberian railway was finished in 1916, and is still the longest railway line in the world. It goes between St. Petersburg and Vladivostok, is over 9000 km long and even today the journey takes over a week.

The fastest steam train in the world was The Mallard. This locomotive travelled up and down the east coast of England between London and York, and in 1938 reached 202 km/h.

What replaced steam engines? Although it is still possible to travel on the Trans-Siberian railway, and take the Orient Express from Paris to Vienna, steam trains such as the Mallard or Flying Scotsman, have not travelled regularly for almost 30 years in many countries. Diesel powered locomotives or trains running on electrified lines now run on most railways. Modern trains are cleaner and much faster than steam engines but many people still miss the puffing sound and the romance of steam.

How fast can trains travel now? Quite a few countries now use high speed trains. The famous Bullet Train in Japan and the TGV in France can both carry passengers at speeds of over 300km/h. Journey times are now much shorter, and trains can travel on some unusual routes; up hills, through mountains, even under the sea. Euro-tunnel was opened in 1994 and connects Britain to France through a railway that goes under the sea.

How can trains further develop? The future of train travel could be in Maglev trains. These trains are supported by electro-magnets and hover off the ground. Some countries are already using this technology in cities, and others are planning to use it on longer journeys. At the moment they can go more than 500km/h, but some engineers think speeds of over 1000 km/h are possible – some even think they could be used to launch space shuttles! Trains have come a long way since Richard Trevithick's puffer.

Language in use: check yourself part 1

Ex.1
1. am just writing
2. appreciate
3. am getting on
4. am really enjoying
5. am studying
6. am spending/spend
7. am still staying
8. am looking for
9. live
10. seem
11. go
12. study
13. am writing
14. think
15. costs
16. am saving
17. gets
18. know
19. have
20. am also learning

Ex.2
1. an
2. that
3. of
4. get
5. while
6. a
7. to
8. was
9. am
10. of
11. was
12. Then
13. had
14. from
15. with

Ex.3
a) A
b) C
c) D
d) B
e) D
f) C
g) A
h) B
i) A
j) B

Ex.4
1. annoying
2. disobedient
3. talkative
4. impolite
5. unfriendly
6. dishonest
7. pride
8. conscientious
9. violence
10. bravery

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

Language in use: check yourself part 2

Ex.1
1. sat
2. read
3. was wondering
4. noticed
5. began
6. went
7. Do you go
8. Have you been putting off
9. was saying
10. will hurt/ is going to hurt
11. suddenly realized
12. had stopped
13. was opening
14. opened
15. called
16. pushed
17. was waiting
18. shouted
19. Have you ever done
20. hates

Ex.2
1. is extracted
2. are mixed
3. dissolves
4. is also found
5. contain
6. be called
7. is made up
8. is used
9. lasts
10. eat
11. also eat / are also eating
12. believe
13. is eaten
14. is said
15. has been definitely proved
16. is known
17. causes
18. damaged
19. damages
20. would be banned

Ex.3
a) B
b) D
c) B
d) A
e) D
f) B
g) C
h) B
i) A
j) D

Ex.4
1. muscular
2. weight
3. painful
4. poisonous
5. infectious
6. expression
7. heartened
8. incurable
9. treatment
10. recovery

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

Language in use: check yourself part 3

Ex.1
1. was walking
2. started
3. will get
4. reach
5. had remembered
6. had left
7. am always forgetting/always forget
8. Are you going
9. do you want
10. took
11. don`t change
12. will fall
13. won`t be able
14. have been practicing
15. will wait
16. like
17. relaxed
18. have been worrying
19. worry
20. fall

Ex.2
1. decided
2. had spent
3. are going to move / are moving
4. announced
5. am selling /have sold
6. are going to live
7. loaded
8. have been trying
9. started
10. was mixing
11. opened
12. had told
13. would be / were going to be / were
14. spent
15. have happened
16. woke up
17. was dripping
18. have spent
19. closed down
20. haven`t found

Ex.3
a) B
b) D
c) C
d) A
e) A
f) C
g) D
h) B
i) D
j) B

Ex.4
1. photography
2. skilful
3. failure
4. imaginative
5. successful
6. unexpected
7. valuable
8. misunder-standing
9. unbelievable
10. disagree-ment

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

Language in use: check yourself part 4

Ex. 1
1. has discovered
2. has been drilling
3. found
4. has discovered
5. lent
6. gave
7. has been
8. have already welcomed
9. has asked
10. happened
11. found
12. got
13. hasn't told
14. refused
15. have asked

Ex. 2
1. banned
2. pollution
3. unbearable
4. protected
5. with
6. risk
7. increase
8. off
9. dealing
10. face
11. solutions
12. impossible
13. set
14. demonstration
15. join

Ex. 3
a) C
b) A
c) C
d) B
e) D
f) A
g) A
h) C
i) B
j) C

Ex. 4
1. collision
2. unexpectedly
3. overboard
4. exhausted
5. freezing
6. solution
7. improvement
8. unhealthy
9. loneliness
10. destruction

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

Language in use: check yourself part 5

Ex. 1
1. you will be doing
2. will soon be able
3. is holding
4. will be
5. will live/will be living
6. will be
7. will have replaced
8. will also be doing/do
9. will be directing
10. (will be) teaching

Ex. 2
1. had
2. should
3. miss
4. on
5. must
6. Can/Could
7. is
8. ought
9. should
10. should
11. have
12. could
13. could
14. gave
15. able

Ex. 3
a) A
b) C
c) D
d) B
e) A
f) D
g) A
h) D
i) B
j) B

Ex. 4
1.production
2.advertising
3.imaginative
4.artistic
5.scenery
6.amusing
7.accompanied
8.entertaining
9.applause
10. performance

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

Language in use: check yourself part 6

Ex. 1
1. invited
2. did not hesitate
3. had discovered
4. had ever been
5. believed
6. never existed/had never existed
7. felt
8. vanished/had vanished
9. become/had become
10. had hidden
11. believed
12. were still keeping/still kept
13. set off
14. was looking forward
15. climbed
16. studied
17. were resting
18. noticed
19. was waving
20. shone/were shining

Ex. 2
1. Every
2. the
3. come
4. the
5. that
6. the
7. neither
8. which
9. most
10. the
11. the
12. some
13. none
14. a
15. more

Ex. 3
a) C
b) D
c) A
d) D
e) B
f) C
g) B
h) A
i) D
j) B

Ex. 4
1. cancellation
2. Unfortunately
3. collision
4. unexpectedly
5. unsuitable
6. unavoidable
7. injuries
8. widening
9. adjustable
10. payment

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

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