

**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ФІЗИЧНОГО ВИХОВАННЯ
І СПОРТУ УКРАЇНИ**



**ІНОЗЕМНА МОВА
(АНГЛІЙСЬКА)**

НАВЧАЛЬНИЙ ПОСІБНИК

Київ – 2025

УДК 372.881.111.1

ББК

*Рекомендовано до видання Вченою радою
Національного університету фізичного виховання і спорту України
Протокол засідання Вченої ради № 11 від 27.03.2025
Наказ № 142-заг.*

Рецензенти: *Коваленко Н.Л.* – кандидат філологічних наук, доцент, завідувач кафедри іноземних мов Придніпровської державної академії фізичної культури і спорту
Кувшинова Н. М. – кандидат філологічних наук, доцент, доцент кафедри іноземних мов за професійним спрямуванням факультету іноземної філології Українського державного університету імені Михайла Драгоманова
Шестопалова І.О. – кандидат педагогічних наук, доцент, доцент кафедри іноземних мов та перекладу Державного некомерційного підприємства «Державний університет «Київський авіаційний інститут»

Колектив укладачів:

<i>Т.Г. Лук'янець,</i>	кандидат філологічних наук, доцент
<i>О.П. Алексеєнко,</i>	кандидат філологічних наук, старший викладач
<i>І.О. Буну,</i>	кандидат філологічних наук, старший викладач
<i>Л.З. Доценко,</i>	старший викладач
<i>І.О. Коробова,</i>	кандидат філологічних наук, доцент
<i>О.В. Назаренко</i>	кандидат педагогічних наук, доцент
<i>А. І. Шматюк</i>	старший викладач

Лук'янець Т. Г. Іноземна мова (англійська) / Т. Г. Лук'янець, О. П. Алексеєнко, І.О. Буну, Л. З. Доценко, І.О. Коробова, О.В. Назаренко, А. І. Шматюк. К. : – 2025. – 132 с.

Навчальний посібник створений на матеріалі аутентичних анломовних текстів й аудіозаписів носіїв мови. Він слугує основою для практики професійної комунікації в сфері фізичної культури. Добірка різноманітних вправ цієї розробки спрямована на розвиток мовленнєвих навичок сприйняття й розуміння загальних і спеціальних текстів, а також формування вмінь читання, слухання, говоріння і письма у повсякденному і професійному англомовному середовищі.

Навчальний посібник рекомендований для здобувачів вищої освіти ступеня бакалавр за спеціальностями А7 Фізична культура і спорт і А4.11 Середня освіта.

ПЕРЕДМОВА

Навчальний посібник створений на основі оригінальних фахових англомовних джерел, а саме: автентичних текстів й відеозаписів, – і представляє авторське бачення мовної специфіки професійного спілкування у сфері фізичної культури і спорту в міжнародному контексті.

Навчальний посібник спрямований на розвиток мовленнєвих навичок сприйняття і розуміння англомовних текстів і формування вмінь читання, слухання, говоріння і письма у професійному колі з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Робота за пропонованою авторами методикою вивчення англійської мови сприяє формуванню загальних та фахових компетентностей зі спеціальності, як-от: здатність спілкуватися іноземною мовою для оволодіння сучасними знаннями з фаху; здатність діяти експертно для безпосереднього професійного розвитку; здатність використовувати широкий спектр міждисциплінарних зв'язків для забезпечення якісного освітнього процесу.

Структурно навчальний посібник містить 4 розділи, кожен з яких інформаційно співзвучний із робочою програмою навчальної дисципліни «Іноземна мова» для здобувачів вищої освіти ступеня бакалавра, які навчаються за спеціальностями А7 Фізична культура і спорт та А411 Середня освіта.

Теоретична складова навчального посібника виявляє знання граматичного та лексичного матеріалу, здобуті здобувачами під час багаторічного опанування англійської мови, та спрямована на аналіз і систематизацію цієї інформації у контексті розвитку їхніх комунікативних вмінь міжкультурної взаємодії в галузях спорту й охорони здоров'я.

Практичний компонент навчального посібника стосується виявлення комунікативно-прагматичної цінності повсякденного і професійного спілкування майбутнього фахівця в сфері фізичної культури і спорту. Відтак, система лексико-граматичних і мовно-стилістичних вправ, яка доповнює автентичні тексти завданнями репродуктивного і творчого характеру, слугує для розвитку навичок усного та письмового мовлення здобувачів з опорою на сприйняту інформацію. Запропоновані завдання мають навчальний, тренувальний і контролюючий характер. Частина завдань запропоновано здобувачам на самостійне опрацювання. За формою вони співвідносні із тестовими завданнями єдиного вступного іспиту (ЄВІ), виконання яких сприяє підготовці здобувачів до складання вступного іспиту для подальшого навчання і здобуття другого магістерського вищого рівня вищої освіти.

CONTENTS

Chapter I LET’S BE ACQUAINTED	6
Practical Lesson 1.1 UNIVERSITY LIFE	6
I. VOCABULARY	7
II. READING COMPREHENSION	8
III. SPEAKING PRACTICE.....	11
Practical Lesson 1.2 DAILY ROUTINE.....	13
I. VOCABULARY	13
II. READING COMPREHENSION	14
III. GRAMMAR.....	18
IV. SPEAKING PRACTICE.....	23
Practical Lesson 1.3 MY CAREER PURSUITS	25
I. VOCABULARY	25
II. LISTENING COMPREHENSION	28
III. SPEAKING PRACTICE.....	30
Practical Lesson 1.4 WRITING AN INFORMAL LETTER	31
I. WRITING	31
Chapter II SOCIAL CONTACTS.....	34
Practical Lesson 2.1 TRAVELLING	34
I. VOCABULARY	34
II. READING COMPREHENSION	37
III. GRAMMAR.....	40
IV. SPEAKING PRACTICE.....	43
Practical Lesson 2.2 SHOPPING	45
I. VOCABULARY	45
II. USE OF ENGLISH.....	51
III. GRAMMAR.....	54
IV. SPEAKING PRACTICE.....	61
Practical Lesson 2.3 SPEAKING ENGLISH.....	63
I. SPEAKING PRACTICE.....	63
II. READING COMPREHENSION	64
III. LISTENING COMPREHENSION	66
Practical Lesson 2.4 WRITING AN INFORMAL EMAIL.....	68
I. READING COMPREHENSION.....	68
II. WRITING	70
Chapter III HEALTHY LIFESTYLE.....	72
Practical Lesson 3.1 WORK – LIFE BALANCE	72
I. VOCABULARY.....	72
II. READING COMPREHENSION	75
III. SPEAKING PRACTICE.....	79
Practical Lesson 3.2 RECREATIONAL ACTIVITIES.....	80
I. VOCABULARY	80

II. READING COMPREHENSION	84
III. GRAMMAR.....	88
IV. SPEAKING PRACTICE.....	90
Practical Lesson 3.3 HEALTHY EATING HABITS	92
I. VOCABULARY	92
II. READING COMPREHENSION	95
III. LISTENING COMPREHENSION	98
IV. SPEAKING PRACTICE.....	100
Practical Lesson 3.4 WRITING AN ESSAY	101
I. WRITING.	101
Chapter IV A SOUND MIND IN A SOUND BODY	104
Practical Lesson 4.1 HUMAN BODY	104
I. VOCABULARY.....	105
II. READING COMPREHENSION	106
III. USE OF ENGLISH	108
IV. SPEAKING PRACTICE.....	110
Practical Lesson 4.2 AT THE OUT-PATIENT DEPARTMENT	111
I. VOCABULARY.....	111
II. USE OF ENGLISH.....	112
III. GRAMMAR.....	115
IV. SPEAKING PRACTICE.....	119
Practical Lesson 4.3 EMERGENCY CARE. FIRST AID MANAGEMENT.....	121
I. VOCABULARY	121
II. USE OF ENGLISH.....	123
III. LISTENING COMPREHENSION	126
IV. SPEAKING PRACTICE.....	128
Practical Lesson 4.4 WRITING A FORMAL LETTER.....	130
I. WRITING	130
REFERENCES	134

Chapter I

LET'S BE ACQUAINTED



Practical Lesson 1.1 UNIVERSITY LIFE

Lesson objectives:

- to use vocabulary on the topic;
- to develop speaking skills.

LEAD-IN. Discuss the following questions and statements.

1. What is a university life?
2. How is university life different from school life?
3. What is it like to be a university student?
4. According to statistics, people create the largest number of lifelong friendships at the *university*...
5. One of the first challenges you may face in university is missing home.
6. You may have difficult classes, more homework, and you're now responsible for managing your own time.
7. From new friendships to romantic relationships, university is a time to meet new people and have new experiences.



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- term = semester
- credit-test
- curriculum (curricula)
- scholarship = grant
- campus
- freshman
- sophomore
- degree
- to divide
- to take (pass, fail) an exam
- up-to-date = modern
- spacious
- numerous
- multi-storey
- advanced
- non-residential
- correspondence
- Outdoor
- indoor
- academic
- day-time = full-time
- optional
- pilot = leading = principal
- Subjects:
- social and humanitarian sciences
- treatment of sports injuries and massage
- biochemistry
- psychology
- pedagogics
- biomechanics (kinesiology)
- theory and teaching methods of a particular sport
- physiology
- hygiene
- sports medicine
- Olympic sports
- foreign languages: English, German, French, and Spanish
- University sport facilities:
- a swimming pool,
- a rowing pool,
- a shooting gallery,
- a ski base
- a cycling track
- a gymnasium (gymnasia)
- a fencing (boxing, weightlifting, basketball, volleyball, handball, wrestling) hall
- a billiard room
- Fitness Center “Olympic Style

Task 1.2 *Study the words related to stationary. Write the words under the pictures.*



Globe, map, pencil, marker, paint and brush, triangle, stapler, bookshelf, calculator, blackboard, crayons, clip, eraser, sharpener, schoolbag, copy-book, scissors, glue, abacus, coloured pencil, protractor, ruler, pen, notepad, computer, pencil case, calendar, books, desk, compass



II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read and translate the text. Study the key vocabulary to complete task 2.2.

The National University of Ukraine on Physical Education and Sport

General Background

The National University of Ukraine on Physical Education and Sport was founded in Kharkiv on May 20, 1930. By the Government's decision it moved to Kyiv in March of 1944 and since that time it is located in the very center of the city.

The Aims and Objectives

The NUPESU is a leading teaching and research establishment in a field of physical education and sport not only in Ukraine but whole Europe. It trains highly qualified experts in the field of physical education and sport – PT teachers, coaches in different sports, sport managers, specialists on recreation – and fitness, physical rehabilitation, exercise psychology and physiology, biomechanics.



Infrastructure - academic and sporting facilities

Nowadays the University occupies the premises of several multistorey academic buildings in Fizkultury Street 1 near the National Sports Complex “Olympyisky”. At the students' disposal there are modern classrooms, various lecture halls, first-class laboratories, up-to-date computer facilities, a good library with a spacious reading room, a conference hall, canteens, the University polyclinics, the Museum of University Sport Glory, not speaking about the numerous outdoor and indoor sporting facilities.

All students can enjoy free access to the University sports halls and gyms, a swimming pool, a rowing pool, a shooting gallery, and a newly constructed Physical Fitness and Rehabilitation Center “Olympic Style” where the latest achievements of advanced sports technology have been implementing into practice.

Besides the students can perfect their sportive skills at the University ski base in Holosiivskyi Park, the rowing station on Trukhaniv Island, a cycling track, etc.

The NUUPES provides its non-residential students with accommodation in several comfortable hostels.

Structure

The present structure of the University includes four faculties: Olympic and Professional Sport Faculty; Sports Faculty; Faculty for Recreation, Physical Rehabilitation, and Sport Medicine; Faculty for Correspondence Study and Post-Diploma Education.

With billiards as an Olympic sport the University Billiards School has launched a program on training billiards specialists for competitive and recreational activity. It has become possible owing to the efforts of top international billiards experts and remarkable billiard equipment donated by the world class sporting equipment manufacturers.

The University’s Post-Graduate and Doctorate Courses are intended for those actively engaged in research work.

At the head of each faculty there is a dean. The whole University is run by a rector.

Educational Process

A course of study lasts 4 years at the full-time department and 5 years at the correspondence faculty. Each academic year begins on September 1 and is over in June. It is divided into two terms. At the end of each semester the students are to take their credit-tests and exams. Having passed the exams, the students enjoy their holidays. Almost all the students get scholarship.

Curriculum

The University curricula include taught courses in optional and compulsory subjects, such as: social and humanitarian sciences, psychology, pedagogics, history of physical culture, biomechanics, anatomy, physiology, biochemistry, statistics, hygiene, sport medicine, treatment of sport injuries and massage, one of the foreign languages – English, German, French, Spanish, and naturally many kinds of sport.

Sports Glory

There is a good tradition for elite sportsmen to study at the NUPESU. Here they can learn to use the latest research achievements of science to further improve their sports performance. Science helps them to realise their potential.

The University students and graduates successfully compete in all top international sporting events. They have already won 244 Olympic medals – 102 gold, 65 silver and 77 bronze ones. The names of L. Latynina, B. Shakhlin, I. Deryugin, V. Borzov, Yu. Sedykh, V. Klychko, V. Olychnik, etc. are well known throughout the world. The NUUPES Sports Glory Museum keeps a vivid record of their sporting feats.

The students of the National University of Physical Education and Sports of Ukraine are proud of their Alma Mater and wish it all prosperity in the third millenium.

Task 2.2 *Translate the words into English with the reference to the text above* **мати вільний доступ**

- спортивна майстерність
- фізіологія,
- веслярська база
- декан
- за рішенням уряду,
- надавати проживання,
- знаходитися,
- просторий
- навчальний рік,
- навчальний корпус
- залік
- навчальна програма університету
- викладач фізкультури
- стипендія
- бути у розпорядженні
- готувати висококваліфікованих фахівців
- насолоджуватися канікулами
- приїзджі студенти
- їдальня у закладі
- музей спортивної слави університету
- тир
- лікування спортивних травм та масаж
- спортивні споруд,
- курс навчання
- психологія
- більярдний інвентар

Task 2.3 *READING FOR DETAILED INFORMATION. Read the text again and answer the following questions:*

1. When and where was the NUUPES founded?
2. What specialists does the NUUPES train?
3. What rooms and facilities are at the disposal of the University students?
4. Describe a structure of the NUUPES.
5. Which faculty do you study at? Who is your dean?
6. What year student are you?
7. How long does a course of study last?
8. Do you get a scholarship?
9. Which of the curriculum disciplines do you study this year?
10. What is your favourite subject? Why?

III. SPEAKING PRACTICE

Task 3.1 *MAKING UP A DIALOGUE.* Read (out) the dialogue in pairs. Make up your own dialogue(s) on given topic (in pairs).

UNIVERSITY LIFE

- Hello, Ann. Haven't seen you for ages. What are you doing now?
- Hi, Kate. I'm studying at the National University of Ukraine on Physical Education and Sport.
- Are you, really? What are you doing?
- I'm doing physical rehabilitation.
- How interesting! You know my sister is leaving school this year and her dream is to enter this University. Will you tell me some words about your university?
- Most willingly. What are you interested in?
- What disciplines are you doing?
- Anatomy and biochemistry, physiology and psychology, humanitarian ones, English, history and methodology of different sports.
- Which of them do you find more difficult?
- English grammar is easy but pronunciation is my weak point. I have to work hard at it in the language laboratory. On the whole, English is easier in my opinion than biomechanics.
- How long will your course run?
- Five years. In the third and fourth years we'll have our practice.
- How many periods do you have daily?
- As a rule we have one or two lectures, then a seminar or a class in English.
- Is it a hard job to study at your university?
- If you don't miss classes and work regularly you are sure to make a good progress.
- Do the students sometimes fail at the exams?
- They do, if they work by fits and starts.
- Thanks a lot for this useful information.
- You are welcome.

Task 3.2 *MAKING UP A MONOLOGUE.*

Basic situation: You meet students from Britain (the USA, Canada) at your university. Describe to them the structure of the University

Task 3.3 *Study 8 tips for a successful PowerPoint Presentation, suggested below. Think of top 3 that can make a difference when delivering your presentation.*

10 Tips for a Good PowerPoint Presentation

1. Plan Before You Design

- o Outline your presentation first, then create slides that support your key message. Don't let slides dictate your speech—use them as visual aids.

2. **Keep It Concise**
 - Use bullet points instead of full sentences. Follow the "6x6 rule" (no more than six words per line, six lines per slide).
3. **Use Readable Fonts and Sizes**
 - Titles: 30-48 pt | Text: 24-28 pt | Avoid all caps and decorative fonts that are hard to read.
4. **Maintain a Simple, Clean Design**
 - Use consistent fonts, colors, and styles across all slides. Avoid clutter, excessive colors, or fancy transitions.
5. **Use High-Quality Visuals**
 - Include relevant images, graphs, and charts. Label all figures clearly and ensure text is readable against the background.
6. **Practice Your Delivery**
 - Rehearse multiple times, focusing on timing, clarity, and engagement. Avoid reading directly from slides.
7. **Engage with Your Audience**
 - Face your audience, make eye contact, and use a natural tone. Don't turn your back to read the slides.
8. **Always Have a Backup Plan**
 - Save your presentation in multiple formats (USB, email, cloud) and bring printed notes in case of technical difficulties.

Task 3.4 *Create a presentation at English Class!*



The *topic* of your *presentation* is

“The National University of Ukraine on Physical Education and Sport”

How to prepare for a presentation!

- *Create a presentation in PowerPoint (5-7 pages) (PowerPoint is an excellent tool to support your presentation with visual information, graphics, and supplemental points).*
- All types of *presentations* consist of three basic parts: the introduction, the body, and the conclusion.
- Each presenter will be given a time slot of 3-8 minutes in total, which is distributed as 5 minutes of presentation and 3 minutes of answering questions from the auditorium.

Practical Lesson 1.2 DAILY ROUTINE

Lesson objectives:

- to talk about daily routines in general using the **Present Simple and Present Continuous Tenses**.
- to learn topic-based vocabulary.

LEAD-IN. Discuss the following questions:

1. What do you do every day?
2. What are some *of the daily activities* that you do *in your everyday life*?
3. How have your daily habits changed when you became a student?
4. *What activities take up most of your time every day?*
5. What time do you arrive at university or work? Are you ever late?
6. How much time do you spend on-line each day? Is it too much?
7. How do you like to relax in the evenings?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. Read aloud, translate and remember the key words and expressions.

DAILY ROUTINE

- alarm-clock
- early-riser ('early bird')
- night owl'
- lesson = class
- dessert = sweet, course
- morning exercises
- subway = metro = underground
- duty
- facility
- fiction,
- to relax
- to make up one's mind
- to go joggling
- to cope = to deal = to manage
- to improve
- to collect
- daily routine
- morning hygienic procedure
- to do shopping
- to take sb out for a walk
- to be boring
- to be in a hurry
- to have a snack
- to be looking forward to

Task 1.2 Match the words on the left and on the right to create collocations.

1. feed the _____	a. shower
2. pay the _____	b. table
3. set the _____	c. trash
4. wake _____	d. up
5. close the _____	e. TV
6. fall _____	f. door
7. write a _____	g. teeth
8. sweep the _____	h. work
9. open the _____	i. coffee
10. brush your _____	j. clothes
11. iron your _____	k. dressed
12. take a _____	l. dishes
13. go to _____	m. floor
14. get _____	n. shopping list
15. watch _____	o. mail
16. eat _____	p. table
17. drink _____	q. breakfast
18. wash the _____	r. cat
19. take out the _____	s. bills
20. set the _____	t. asleep

II. READING COMPREHENSION



Task 2.1 READING FOR GENERAL INFORMATION.

Read and translate the text. Study the key vocabulary to complete task 2.2.

MY WORKING DAY

On weekdays my working day begins early in the morning. I am an early-riser. I get up at six o'clock. I do my morning exercises, clean my teeth, wash and dress. At a quarter past seven I have my breakfast – two sandwiches with butter and ham, one egg and a cup of tea. After that I listen to the latest radio or TV news and go to the University. My University is in 15-minute walk.

Normally we have three *classes* a day. They begin at exactly 9 a.m. and are over at twenty-five minutes to three. If I have no other activities after classes I go home. At home I have dinner - a soup for the first course, some fish or meat with vegetable as the main one, juice or fruit for a desert.

After a short rest I start doing my homework. As a rule, it takes me about three or four hours to cope with them properly. Sometimes I do our shopping. Three times a week I have my swimming training in the University swimming-pool.

Once or twice a week I have private English lessons to improve my spoken English. From time to time I go to the library and work in its reading-room. I like to

prepare my home assignments there because there is always necessary literature at my disposal there. When I have free time I like to spend it with my friends. If an interesting program is on I watch TV.

After having supper (dinner), I have a bit of reading some newspapers, magazines or fiction. Then I tell everybody “Good night”, wish sweet dreams and go to bed.

Task 2.2 Answer the questions with the reference to the text above:

1. Are you an early-riser?
2. When do you get up as a rule on weekdays?
3. Do you do your morning exercises?
4. How long does it take you to go through morning hygienic procedure?
5. When do you have your breakfast?
6. What do you have for your breakfast?
7. When do you listen to the latest news?
8. You go to the University in the afternoon, don't you?
9. Do you go to the University on foot or by subway?
10. How long does it take you to get to the University?
11. How many lessons a day do you usually have?
12. Which subjects do you take today?
13. At what time are your classes over?
14. What do you do after them?
15. When and where do you have your dinner?
16. What do you have for dinner?
17. How long does it take you to do your homework?
18. What are your duties at home?
19. What kind of sport do you go in for?
20. How often do you train?
21. Why do you have private English lessons?
22. Do you go to the library?
23. Why do you like to work over your home-assignment in the reading-room?
24. How do you spend your spare time?
25. Do you often watch TV?
26. Are you fond of reading?
27. What do you prefer to read?
28. When do you go to bed?

SELF-STUDY!

Task 2.3 *READING FOR DETAILED INFORMATION.* Reading will help you to improve your understanding of the language and build your vocabulary.

1. Read the text carefully. Reading out loud improves your spoken fluency!
2. Translate texts
3. Make a list of all unknown words (the hard words or phrases), and Translate all your unknown words or phrases

How to Organize Your Workday and Avoid Getting Overwhelmed!

These days, it feels harder than ever to stay on top of everything. Balancing your work responsibilities with those of your day-to-day life can sometimes feel impossible. Fortunately, achieving the coveted work-life balance is possible. Let's go over some simple tips to show you how to organize your workday so you can avoid crying in the storage closet.

Perhaps you're alright with tackling a monster of a disorganized 9-to-5. Or maybe you feel like your workload just can't be wrangled into anything that resembles organization. Remember that reducing any amount of work-related stress is *worth it*. Avoiding that awful drowning-in-work feeling has important downstream affects on your entire life. Reducing work-related stress has been show to reduce stress in other parts of your life, improve your relationships, help you get better sleep, and have better health overall. Getting (and staying) organized at work has a huge impact on everything else in your life.

At its core, the decision to organize your workday with intention will lead to a reduction in day-to-day chaos. For some, organization comes naturally. For the rest of us, here are some tips to help.

Tip 1: Designate Specific Times for Core Tasks

Most of us have consistent responsibilities that are core to your role. Carve out a substantial chunk of your day dedicated to a specific, recurring task. Then start knocking things out. Certainly, high priority tasks will occasionally override your designated timeslot. But having a specific schedule will help you get into the groove. By not jumping from one task to another, you'll get more done and what you do get done will be of a higher quality. Multi-tasking is not your friend!

Tip 2: Keep a To-Do List

A great way to start your day (besides your caffeine of choice) is to make a to-do list of everything you need to accomplish. To take things to the next level, start the week with a list that cover the high-level items you need to finish this week. Then, in your daily task list, you can break large tasks into more manageable pieces. To-do lists are a great away to stay organized and keep track of all your responsibilities without forgetting anything.

Tip 3: Create a Priority Board

Based on your carefully crafted to-do list, create a priority board. This priority tracker is simple way to organize your workday. A small dry erase board is perfect for this! You can easily edit and adjust as your complete priority items. A priority board also keeps you from drowning in a sea of sticky notes – or worse, losing a crucial one!

Tip 4: Eat the Frog First

Once you have your priorities in order, it's time to hop in and get them done. This is where the time-honoured advice of "eating the frog" will serve you well. The idea is to start your day doing the hardest or most intimidating task with the highest priority. Once that's out the way, the rest of your day should be smooth sailing. When you organize your workday "frog first", you'll also be less likely to procrastinate on

it. Delaying the tough things feels good in the short-term but produces anxiety in the long run. By getting your more difficult tasks done early, it's also more likely to be higher quality work. This is because you're getting it done before the afternoon slump sets in.

Tip 5: Take Breaks Regularly

Burn out is a beast best left avoided. To keep it at bay, make sure to take regular breaks away from your workstation. Taking breaks will help you recharge, relax, and avoid that drowning-in-work feeling. Breaks are good for your brain! While it initially sounds more productive to buckle down for 8 hours straight, that strategy has negative outcomes in the long run. Even short breaks at work can reduce and prevent stress, plus help you maintain performance throughout the day,

Bonus Tip for those with a flexible schedule:

Make the most of that flexibility! If you're lucky enough to have the freedom of working a specific shift, figure out what time of day you're most productive. Early bird? Rise with the sun and get that worm from 6am till 3pm. More of a night owl? Start a little later (around 11am) and work until 7pm. And the standard 9-to-5 works fine if you're anywhere in between. This tip works especially well for remote workers. As long as it's approved by your manager and you're available for team meetings, you should be able to work on your own schedule. Especially if you get more done!

If you organize your workday (and keep it organized), there will be long term benefits to your health by avoiding stress. Adding this structure has the additional bonus of drastically improving your productivity. At its core, the decision to organize your workday with intention will lead to a reduction in day-to-day chaos. For some, organization comes naturally.

Task 2.4 *Answer the following questions:*

1. So, let me ask you this — do you feel like you have enough time in your life?
2. What is a schedule?
3. Why is it important to organize your schedule?
4. How to create a daily schedule to organize your day?
5. What is a daily schedule and why it's important how to stick to your schedule?
6. Organizing your daily schedule is something that you know needs to be done, but where exactly does one start?
7. What does the start of your day look like?
8. perhaps you simply grab the first to-do on the top of the pile, regardless of its urgency or importance? Is this right?
9. Do you ever feel like your schedule is a hot mess?
10. How should I organize my day?

III. GRAMMAR

Check the rules!



THE PRESENT SIMPLE

The present simple is used to talk about **repeated actions, habits, scheduled events**, and things that are **always true**.

Remember to add **–s** to the verb when talking about he / she / it !

I brush my teeth every morning
My brother lives in the States (=always)
The Earth orbits the Sun.

When creating negative sentences and questions, we will use the auxiliary verbs **do** and **does**. The main verb does not change.

I don't drive. She doesn't drive.
We're twins, but we don't look very similar.
Do your parents like your new boyfriend?
Do you work here?
How often does she come here?
Where does Tom live?
What time do you go home?

The adverbials below usually go at the end of a sentence.

I email her every day.
I go swimming twice a week.
I visit my mum two or three times a month.
He goes abroad on business once or twice a year.

Let's practise!

Task 3.1 Make the present simple sentences. Choose positive, negative or question.

- | | |
|--------------------------------------|---|
| 1) (he / drive to work every day) | 10) (what / you / do at the weekend)? |
| 2) (I / not / think you're right) | 11) (you / not / drink much tea) |
| 3) (we / have enough time)? | 12) (how / he / travel to work)? |
| 4) (I / eat cereal in the morning) | 13) (they / not / like vegetables) |
| 5) (they / write e-mails every day)? | 14) (she / catch a cold / every winter) |
| 6) (you / watch a lot of TV) | 15) (I / go out / often)? |
| 7) (he / not / read the newspaper) | |
| 8) (she / dance often)? | |
| 9) (where / I / come on Mondays)? | |

Task 3.2 Complete the sentences. Write the short form (*she's / we aren't etc.*).

- 1) Steve is ill. in bed.
- 2) I'm not hungry, but thirsty.

- 3) Mr. Thomas is a very old man. 98.
- 4) These chairs aren't beautiful, but comfortable.
- 5) The weather is nice today.warm and sunny.
- 6) '.....late.' 'No, I'm not. I'm early!'
- 7) Catherine isn't at home. at work.
- 8)your coat.' 'Oh, thank you very much!'

Task 3.3 Find six mistakes and correct them.

1. Does your sister married?
2. Does your brother have any kids?
3. He doesn't work any more. He's retired.
4. Why you still live at home?
5. My brother and I go always to watch the football on Saturday.
6. My sister's quite shy. She don't have many friends.
7. Do you get on OK with your uncle?
8. My brother work for my father's company.
9. I eat fast food once twice a week.
10. He's never late. He always arrives early.

Task 3.4 Make questions using the words in brackets.

1. _____ married? (be / any of your brothers or sisters)
2. Who _____ closest to in your family ? (be / you)
3. Where _____ from originally? (be / your parents)
4. _____ well with your parents? (you / get on)
5. _____ studying? (you / like)
6. _____ good English? (anyone in your family / speak)
7. _____ abroad? (anyone you know / live)
8. _____ any other languages? (you / speak)

Task 3.5 Ask and answer questions 1-10 below using words in the box. Work in pairs.

Always, usually, quite often,
 sometimes, not very often,
 hardly ever, never, every day,
 two or three times a week, once or twice a week,
 two or three times a month, a few times a year

How often do you ...

- 1 ... see your parents ?
- 2 ... talk to your parent s about your problems?
- 3 ... see your aunts and uncles and cousins?
- 4 ... visit your grandparents ?
- 5 ... have dinner with the people you live with?

- 6 ... argue with the people you live with?
- 7 ... eat fresh fish?
- 8 ... eat fresh fruit and vegetables?
- 9 ... go swimming?
- 10 ... go running?

Task 3.6 Translate the words into English. Make up 15 sentences in English with these words. Use Present Simple (every English sentence should be built in Present Simple: affirmative sentences, negative sentences, questions)

- | | |
|--|--|
| <ul style="list-style-type: none"> • за звичай • після короткого відпочинку • я витрачаю три години на це • закінчується, • перша страва • друга страва, десерт • останні новини, • у будні, • робити зарядку • робити покупки, • вільний час | <ul style="list-style-type: none"> • у 15 хвиликах ходу • побажати спокійної ночі та приємних снів • художня література, • вправитися з уроками належним чином, • приватні заняття з англійської мови • після занять, • той, хто рано встає – • «жайворонок» |
|--|--|

Check the rules!

THE PRESENT CONTINUOUS

Form the present continuous with **be + -ing**:

He is reading a book.

They are sleeping.

Can't you see I'm working?

He's chatting online, (double letters with short verbs)

Questions:

Is he reading a book now?

Are they sleeping?

Are you working at the moment?

Negatives:

I'm not working at the moment.

He's unemployed but he is not looking for a job.

Let's practise!

Task 3.7 Write negative and interrogative forms of the following sentences:

- 1) Jenny is helping her mother now.
- 2) We are having lunch in the canteen.
- 3) Molly is making a cake for our party at 3 o'clock tomorrow.
- 4) You are preparing for the conference at the moment.
- 5) The sun is appearing in the sky.
- 6) Jane and Margaret are going to the airport.
- 7) I am washing the dishes now.
- 8) Martin and Fred are swimming in the pool.
- 9) The tourists were taking photos in front of the palace.

Task 3.8 Put the words into correct order to make up sentence:

- 1) gathering / forest / We / the / mushrooms / are / in.
- 2) A man / to fish / on the bank of the river.
- 3) breakfast / sister / now / your / having / Is?
- 4) whitewashing / garden / the / They / in / trees / are / the.
- 5) Polly / cousin / to have / her / tea / and.
- 6) having / not / now / is / lunch / Roger.
- 7) carpet / the / Vicky / Is / the / vacuuming / living-room / in?
- 8) is / coffee / Helen / for / making / not / me.

Task 3.9 Put the verb in brackets into the correct form.

- 1) Where ... he ... (to go)? – We ... (to go) to a new shopping centre.
- 2) Why ... we ... (to go) there? – Because we ... (to look) for a mobile phone at a reasonable price.
- 3) ... you ... (to cook)? What ... you ... (to cook)? – I ... (to cook) fish for dinner.
- 4) Why ... you ... (to slice) ham? – I ... (to make) sandwiches for you and me.
- 5) ... Lucy ... (to do) the shopping now? – Yes, she
- 6) Where ... your cousin ... (to hurry)? – He ... (to hurry) to the airport. Our aunt ... (to arrive) today.
- 7) Howthe kids (to do) at school this year? – They ...(to do) really well. I'm so happy!

Check the rules!

PRESENT CONTINUOUS AND PRESENT SIMPLE

<p>Use the present continuous when you see an action as temporary and / or unfinished. It is often used with at the moment.</p> <p><i>Listen, I can't speak now. I'm driving. I'll ring you back.</i></p> <p><i>I'm actually working in Scotland at the moment.</i></p> <p><i>What are you studying?</i></p>	<p>Use the present simple when the verb describes something generally true, a habit or a permanent state. It is often used with adverbs such as usually, generally, normally, often, sometimes, never, etc.</p> <p><i>Where do you work, then? (= always)</i></p> <p><i>I usually visit Paris once or twice a month. (= habit)</i></p>															
<p>! These verbs are generally used in the <i>present simple</i> - even to describe unfinished or temporary states:</p> <table><tr><td>agree</td><td>believe</td><td>belong</td><td>depend</td><td>hate</td></tr><tr><td>know</td><td>like</td><td>need</td><td>owe</td><td>own</td></tr><tr><td>seem</td><td>sound</td><td>suppose</td><td>taste</td><td>want</td></tr></table>		agree	believe	belong	depend	hate	know	like	need	owe	own	seem	sound	suppose	taste	want
agree	believe	belong	depend	hate												
know	like	need	owe	own												
seem	sound	suppose	taste	want												

Let's practise!

Task 3.10 Complete the pairs of sentences with the verbs in bold - one in the present simple and one in the present continuous:

1. do

- a) I'm very busy because we _____ the end-of-year accounts.
b) We _____ most of our business in the States, so a strong euro is bad for us.

2. run

- a) They _____ a hotel. They've had it for 30 years.
b) I _____ the shop while my boss is away.

3. try

- a) As a good businessman, I always _____ to meet my customers' demands,
b) He _____ to get a job in TV, but it's hard!

4. wait

- a) I've had the interview. I _____ to hear if I got it.
b) All good things come to those that _____ .

Task 3.11 Choose the correct form:

1. A: What do you do? / What are you doing?
B: I work for an airline.

2. A: *How does your job go? / How's your job going?*
 B: Fine, but we're very busy. *We work / We're working* on a new project at the moment.
3. The business *does / is doing* well at the moment. I hope *It is continuing / it continues*.
4. I'm unemployed at the moment. *I'm looking / I look for* a job, but it's difficult.
5. I usually work in Padstow, but *I do / I'm doing* a training course in Hendon at the moment.
6. A: What time *do you start / are you starting* work?
 B: Eight - and my office is on the other side of town , so *I usually leave / I'm usually leaving* the house around seven and *am getting / get up* around six.
7. I *sleep / am sleeping* on the sofa these days because my bed is broken.
8. *It's snowing / It snows* quite often in Britain during the winter.
9. George says he's 80 years old but *I'm not believing / I don't believe* him.
10. *I'm thinking / I think* it would be a good idea to leave early.

Task 3.12 *Work in groups. Discuss 1-3 below. Use the Present Continuous and Present Simple.*

1. Explain two or three things that are different to your normal habits at the moment.
2. What are you working on at the moment - at the university or in your job? Is it interesting?
3. Do you know of any construction work that's happening where you live?

IV. SPEAKING PRACTICE

Task 4.1 *EXPRESSING OPINION* *Explain the meaning of the following statements. Share your opinion with others.*

1. Staying organized at work can help increase productivity and reduce stress by making it easier to know what to expect at work.
2. Organization can help you maximize your time at work, handle challenges better and increase your motivation.
3. Taking five to 10 minutes at the beginning of each day to write out a to-do list, on paper or digitally, can help promote focus and foster productivity.
4. Some people work best when they wake up early, while others find success working at night.
5. Taking 10-15 minutes every couple of hours to stretch your body and focus on something other than work can help keep you energized about your job.
6. Multitasking may sound like the perfect way to get many things done at once, but unfortunately, this not true in many situations.
7. Instead of starting your day with smaller tasks like answering emails, begin by addressing your largest or most stress-inducing task.

8. Some people find success with organizing not just their workday, but their workweek.
9. A daily to-do list can work wonders for completing day-to-day tasks, but it can also be helpful to make a larger list at the beginning of each week or month to structure your time to meet your goals.
10. Effectiveness means doing the right things and the right things are those that will have a larger impact on your life in general or whatever your goal is.

Task 4.2 *Create a presentation at English Class!*

The topic of your presentation is

“Staying organized and productive allows you to stay focused and complete tasks on time.”

How to prepare for a presentation!

- Create a presentation in PowerPoint (5-7 pages) (PowerPoint is an excellent tool to support your presentation with visual information, graphics, and supplemental points).
- All types of presentations consist of three basic parts: the introduction, the body, and the conclusion
- Practice your presentation ahead of time.
- Each presenter will be given a time slot of 3-8 minutes in total, which is distributed as 5 minutes of presentation and 3 minutes of answering questions from the auditorium.

Practical Lesson 1.3 MY CAREER PURSUITS



Lesson objectives:

- to learn vocabulary on the topic;
- to develop listening and speaking skills.

LEAD-IN. *Decide which you agree and disagree with.*

Success is...

- completing what you planned, doing what you said you would, being known for what you have achieved, making other people jealous.
- making money and accumulating material possessions.
- fulfilling your potential, overcoming difficulties and setbacks, being liked and respected by other people, finding contentment.

In pairs, discuss whether it is possible to define failure.

I. VOCABULARY

Task 1.1 *Read and translate the definitions that are related to success and failure. Make up sentences to illustrate the meaning of the terms.*

- A **goal** is an objective or result that you wish to achieve in the future.
- A **lifelong** or **burning ambition** is something that you have always wanted to do or achieve or that you have a passionate and uncontrollable desire to accomplish.
- A **setback** is something that delays or stops you from making progress, while a **hurdle** is a problem that you must overcome in order to accomplish something.
- A **hardship** is a difficult condition or situation that is hard to endure.

- **Motivation** is the desire to achieve a goal.
- Similar to **motivation, determination** is the persistent commitment and effort towards achieving a goal, especially in the face of challenges.
- **Resilience** is the ability to recover and adapt after encountering difficulties or setbacks.
- A **stepping stone** is something that helps you make progress towards achieving a goal, and a **breakthrough** is an important event or discovery that helps you make progress or improve a difficult situation.
- An **accomplishment** is something that you have achieved and are proud of, while a **dream come true** is when something that you have hoped for for a long time finally happens.

Task 1.2 *Read and translate the verbs that are related to success and failure. Match the words with their explanations. Mind that some words might be synonymous, so few options may be suitable for a verbal phrase.*

	Verbal phrase		Meaning
1	pursue a dream	A	confront a difficult reality or situation
2	face a challenge	B	manage to recover from a difficult situation
3	attempt to do something	C	take action towards solving a problem
4	deal with a problem	D	you are confident that you or they can achieve something
5	succeed in doing something	E	make an effort to do or achieve a particular task
6	achieve or fulfil a goal	F	accomplish something that you have been trying very hard to do
7	believe in yourself	G	make efforts towards achieving something you have always wanted
8	overcome a problem	H	manage to achieve the desired result in a task you've been trying to do
9	never give up	I	keep trying to do something despite the difficulties you might face
10	exceed expectations	J	achieve better results than you or other people expected you to

Task 1.3 (A) *Read the story about Yaroslava Mahuchikh's success in sports. Then complete the True/False exercise below. Describe your achievements and pitfalls, specifying how you've dealt with them.*

High-jumper Yaroslava Mahuchikh: A Story of Success

Born in Dnipro, Ukraine's fourth largest city, Yaroslava dreamed of a creative profession when she was in school: "I wanted to become an artist, because I painted a lot. I also thought of becoming a singer." Things changed when she started with track and field, first as a hurdler and later as a high jumper.



"I was about 11 when I started. I trained for five years. Then I realized that I wanted to train for the Ukrainian Championship and after that I started competing internationally," she added.

Her teachers weren't too sure about her career choices and pointed out that she shouldn't neglect her studies because of her sports. "Those teachers said that athletics was just a hobby and I shouldn't take it too seriously. But I told them: 'No, I want to be an athlete. And once I'm done with my career as an athlete, I want to be a coach.' I told them: 'I will do this!'" Yaroslava recalls.

Her determination paid off. At 15-years-old, she won the gold at the U18 World Championships in Nairobi, followed by another gold at the U18 European Championships. With her jump of 1.92 meters in Nairobi, she put up the best performance ever by a 15-year-old. "Those teachers changed their minds," Yaroslava says smiling.

Today, Yaroslava is at the absolute top of the world in her discipline.

[<https://www.puma-catchup.com/>]

Task 1.3 (B) *Compete the True/False exercise below. Describe your achievements and pitfalls, specifying how you've dealt with them.*

1. Yaroslava was born in Dnipro, Ukraine's fourth-largest city.
2. Yaroslava initially wanted to become a doctor before pursuing athletics.
3. She considered becoming an artist or a singer before focusing on sports.
4. She started her athletic career as a sprinter before switching to high jump.
5. Yaroslava began training in athletics at around 11 years old.
6. Some of her teachers initially discouraged her from focusing too much on athletics.
7. Yaroslava won her first international gold medal at the U20 World Championships.
8. At 15 years old, she won gold at the U18 World Championships in Nairobi.
9. She achieved a 1.92-meter jump at the U18 World Championships, the best performance ever by a 15-year-old.
10. She is now one of the top athletes in the world in high jump.

II. LISTENING COMPREHENSION



Task 2.1 *Read and translate the words.*

- instantly
- to do fist bumps
- to high-five each other
- inaugural
- entrepreneur
- kitchen appliances
- full professor
- sequence
- to evolve
- accumulation
- to distinguish
- blue collar workers

Task 2.2 *Match the words with definitions.*

#	Word	Definition
1	Instantly	A. A teacher with the highest academic rank at a university
2	To do fist bumps	B. The first or ceremonial event of something
3	To high-five each other	C. Workers who perform physical or manual labour
4	Inaugural	D. To change or develop over time
5	Entrepreneur	E. Equipment used for cooking or food preparation
6	Kitchen appliances	F. A person who starts and runs a business
7	Full professor	G. The process of gathering or collecting something
8	Sequence	H. To celebrate by slapping palms together
9	To evolve	I. To greet by lightly touching fists together
10	Accumulation	J. A series of events or actions in a specific order
11	To distinguish	K. To recognize differences between things
12	Blue-collar workers	L. Immediately, without delay

Task 2.3 (A) *Watch the video and complete multiple-choice questions to check comprehension*

https://www.ted.com/talks/jos_akkermans_what_makes_a_career_successful



Task 2.3 (B) *Choose the correct option.*

1. *According to the speaker, what is the main challenge in defining career success?*
 - a) Not everyone wants to be successful

- b) Career success means different things to different people
 - c) There are too many job opportunities available
 - d) Success is only about making money
2. ***What does the speaker say about images related to career success?***
 - a) They often show people in business suits and climbing mountains
 - b) They accurately represent real career achievements
 - c) They focus mostly on failures in the workplace
 - d) They emphasize academic success over business success
 3. ***What is the main difference between objective and subjective career success?***
 - a) Objective success is about personal satisfaction, while subjective success is about promotions
 - b) Objective success is measurable by others, while subjective success is about personal feelings
 - c) Objective success is impossible to achieve, while subjective success is easy
 - d) Objective success is based on teamwork, while subjective success is individual
 4. ***The speaker provides two examples of career success. What do they illustrate?***
 - a) That only high-ranking academic jobs can be considered successful
 - b) That success can be defined in different ways depending on personal goals
 - c) That business owners always earn more than academics
 - d) That financial success is the only measure of a successful career
 5. ***What is one factor influencing career success that individuals cannot control?***
 - a) Hard work
 - b) Personality traits
 - c) Strategic networking
 - d) Skill development
 6. ***According to research, what role does networking play in career success?***
 - a) It is not important for career advancement
 - b) It is a major factor because career success often depends on knowing the right people
 - c) It is useful only for entrepreneurs
 - d) It prevents people from being fairly promoted
 7. ***What is the speaker's most hopeful conclusion about career success?***
 - a) Hard work and skill development increase the chances of success
 - b) Career success is completely based on luck
 - c) People should not try to control their career paths
 - d) Only people with powerful connections can succeed
 8. ***What workplace trend does the speaker mention toward the end?***
 - a) Careers are becoming shorter
 - b) People are changing jobs and occupations more frequently
 - c) Retirement age is decreasing
 - d) Most jobs are becoming less competitive

III. SPEAKING PRACTICE

Task 3.1 *Discuss the following statements related to career in sports sphere. Use specific reasons and examples to support your answer.*

Some people believe that success in life comes from taking risks or chances. Others believe that success results from careful planning. In your opinion, what does success come from?

Task 3.2 *Discuss the following paradoxes related to sports sphere and social success. Describe the following issues in 2 minutes.*

Sport Paradoxes

Stanley Eitzen, a highly respected sport sociologist, argues that sport is inherently contradictory. Here are a few of the paradoxes Eitzen identifies. Do you with him that these paradoxes exist?

Social integration

Sport can unite different social classes and racial / ethnic groups VS Sport can heighten barriers that separate groups

Fair play

Sport promotes fair play by teaching the importance of following the rules. VS Sport's emphasis on winning tempts people to cheat.

Physical fitness

Sport promotes muscle strengths, weight control, endurance and coordination. VS Sport can lead to the use of steroids and other drugs, excessive weight loss or gain, and injuries.

Academics

Sport contributes to higher education through scholarships and fund raising. VS Sport takes money away from academics and emphasized athletics performance over learning and graduation.

Social mobility

Sport allows athletes who might otherwise not attend college to obtain an education. VS Only a few can achieve the promise of fame and wealth in the professional ranks.

Practical Lesson 1.4 WRITING AN INFORMAL LETTER



Lesson objectives:

- *to improve English writing skills.*

I. WRITING

How to write an informal letter?

Informal Letter Writing: An informal letter is a non-official letter that we usually use to write to our friends, family or relatives. These letters are personal letters that are not used for official purposes.

Since, the letter is informal thus the salutation is usually given by 'Dear', such as Dear (name of friend/name of uncle or aunty) or Dear Father/Mother, etc. Unlike formal letters, you don't have to mention the subject line for informal letters. But the address of senders and receivers of the letter has to be mentioned necessarily.

The format of an informal letter to a friend should include the following things:

- ✓ Address of the sender
- ✓ Date of writing a letter
- ✓ Address of receiver
- ✓ Salutation/Greeting
- ✓ Body of the letter
- ✓ Conclusion
- ✓ Signature of the sender

A format is shown below to write the letter in an informal manner.

- [Address of the Sender]
- Date:
- Dear (name of person)
- Body of the letter: (The body of the letter is the focus point of the letter. It contains the most important information in the letter.)

- Paragraph 1: Ask for the well-being of the person
- Paragraph 2: The main reason to write the letter
- Paragraph 3: Conclusion and end of the letter
- Yours lovingly,
- Name of sender

Task 1.1 Write the phrases in the correct group.

- How's everything going?
- Say hello to your family and friends
- Hope to hear from you soon.
- Sorry I haven't written sooner. I've been away on holiday.
- Take care.
- Please write back soon.
- Thanks for your letter and telling me all your news.
- It was great to hear from you the other day.

to begin a letter

to end a letter

Task 1.2 Letter to Friend advises him on how to How To Organize Your Day For Success. Complete the letter with your own information

Dear (Name),

I received your letter yesterday (date). In your letter, you told me that you..... (Describe in your words)

Well, I have to tell you that you(Describe in your words / recommend to manage daily routine / Describe your suggestion and recommendation / Describe what show avoid and what should do / Explain all about exercise rules and daily activities).

I hope you will follow my advice. It is guaranteed to help you lose weight. I am waiting to hear the good news.

Take care

Your good friend,

Your name...Address and Contact Info...

Task 1.3 *Write an informal letter to your friend about 150 words.*

You have received an email message from your English-speaking friend. He decided to enter The National University for Physical Education and Sport of Ukraine in Ukraine.

Write about The National University for Physical Education and Sport of Ukraine you are currently studying at.

Task 1.4 *Write an informal letter to your friends about 150 words.*

One of your best friends lives in the USA. Your friend is a sportsman, combines sport with study.

Write a letter to your friend *and* ask *different questions*:

- how to combine your sport career with studies;
- how to take your work day from chaos to organized;
- *write about the university* you are currently studying at. You can write about your university life

* *For more information, please, check the webpage below. You may read few more examples and go through some clichés, often used when writing to a friend.*

<https://english-portal.com.ua/articles/informal-letters>



Chapter II

SOCIAL CONTACTS



Practical Lesson 2.1 TRAVELLING

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. Discuss the following questions.

1. Why do people like travelling?
2. When is it better to travel by plane or by train? Why?
3. What countries would you like to travel to? Why?
4. What are some great places to visit in your country?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. Read aloud, translate and remember the key words and expressions.

Words and expressions

- | | | |
|----------------------------------|---------------------------|------------------------------------|
| • voyage = journey = trip = tour | • railway station | • to arrange (with smb about smth) |
| • ship = liner = vessel | • hostess | • to miss |
| • boat, ferry; deck | • to board | • to come across |
| • harbour | • to stay | • to go sightseeing |
| | • to book (ticket, seats) | |

- to discover
- to provide
- to check in
- to check out
- to sign
- to see off
- to land
- to take off
- departure vs arrival
- carriage
- customs
- luggage, baggage
- liquid
- fare
- flight
- boarding, boarding pass
- insurance
- time-table = schedule
- route
- destination
- jet lag
- hotel = inn
- hire = rent
- porter
- chambermaid = maid
- laundry
- dry cleaning
- currency exchange
- cash, change
- hiking
- mountain climbing = mountaineering
- hitch-hiking
- a happy journey! a happy landing!
- luxurious
- genuine
- additional = extra
- upset, disappointed
- to my mind
- all year round
- cheap
- to have a hard time
- East or West home is best
- Have a comfortable journey!
- Have a good crossing!

Task 1.2 Match the words and translations.

A

- | | |
|-------------------------------------|---------------------------------|
| 1. boat | a. МИТНИЦЯ |
| 2. harbour | b. вартість проїзду |
| 3. to board | c. реєструватись у готелі |
| 4. to arrange (with smb about smth) | d. домовитись |
| 5. to go sightseeing | e. гавань; порт |
| 6. to check in | f. сісти в потяг, сісти в літак |
| 7. to see off | g. оглядати визначні пам'ятки |
| 8. departure | h. човен |
| 9. customs | i. проваджати |
| 10. fare | j. відправлення, від'їзд |

B

- | | |
|-----------------------|------------------------|
| 1. boarding pass | a. додатковий |
| 2. route | b. обмін валют |
| 3. hotel = inn | c. розкішний |
| 4. chambermaid = maid | d. посадочний талон |
| 5. currency exchange | e. готівка |
| 6. hiking | f. маршрут |
| 7. a happy landing! | g. готель |
| 8. additional = extra | h. покоївка |
| 9. luxurious | i. пішохідна екскурсія |
| 10. cash | j. Щасливої дороги! |

C

- | | |
|----------------|---------------------|
| 1. hire = rent | a. альпінізм |
| 2. carriage | b. вартість проїзду |

- | | |
|----------------------|-----------------------------|
| 3. departure | с. приземлятися |
| 4. insurance | d. місце призначення |
| 5. to check out | e. відкривати, пізнавати |
| 6. mountain climbing | f. звільняти номер у готелі |
| 7. to discover | g. відправлення, від'їзд |
| 8. to land | h. страховка |
| 9. fare | i. пасажирський вагон |
| 10. destination | j. прокат, брати напрокат |

D

- | | |
|----------------------------|--------------------------|
| 1. to discover | a. зупинятись |
| 2. to miss | b. залізничний вокзал |
| 3. to book (ticket, seats) | с. альпінізм |
| 4. porter | d. подорож |
| 5. railway station | e. пором |
| 6. hitch-hiking | f. автостоп |
| 7. ferry | g. відкривати, пізнавати |
| 8. voyage | h. носильник |
| 9. to stay | i. замовляти квиток |
| 10. mountaineering | j. не встигнути |

Task 1.3 Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided.

- | | |
|-----------------|---|
| 1. carriage | a) a rather long journey, especially by water |
| 2. sea voyage | b) a sea-voyage from port to port especially as a pleasure trip |
| 3. compartment | c) bags, trucks, etc. and their contents taken on a journey |
| 4. crew | d) portable flat-sided case for clothes, used when travelling |
| 5. railway | e) travelling by getting free rides in passing automobiles and walking between rides |
| 6. tour | f) a journey, an excursion; a brief one, made by land or water |
| 7. luggage | s) road or track laid by rails on which trains run. |
| 8. anchor | h) one of several separate divisions of structure, especially of a railway carriage or coach |
| 9. hitch-hiking | i) all the persons working on a ship, aircraft, train, etc. |
| 10 suitcase | j) heavy piece of iron with a ring at one end, to which a cable or fastened, used for keeping a ship fast to the ground |
| 11 cruise | k) wheeled vehicle for passengers on a railway train |

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read and translate the text. Study the key vocabulary to complete task 2.2.

Travelling

Millions of people all around the world adore travelling. We travel because we wish to see new countries and cities, visit historical places, meet new people and taste different cuisines.

There are different means of transportation. People travel by ship, airplane, train or car. All means of transportation have their advantages and disadvantages. I would like to talk briefly about each of them.

Travelling by airplane

Travelling by airplane is the fastest, but the most expensive. A lot of people prefer travelling by airplane, but some people are afraid of heights and that's why they prefer travelling by train.

Travelling by train

I have to notice that travelling by train is very popular in Ukraine. Modern trains have very comfortable carriages and seats. There is also the dining-car in each train. You can see many interesting places and enjoy nature, looking through the window.

Travelling by ship

The trips on a cruise ship have a lot of advantages. One of them is the amazing spending of time. Most cruise liners are all-inclusive packages. This includes a person's cruise fare, lodging, food and some onboard entertainment and sightseeing.

Travelling by car

And, finally, travelling by car is also very popular in our country. A lot of people choose this means of transportation. They don't need to buy tickets, book hotels and etc. They can stop whenever they wish, rest and stay at the same place as much time as they want.

Hiking

Hiking is popular means of travelling, but not as popular as abroad. Generally, young people prefer this kind of travelling. Walking tours are very exciting.

My opinion

As about me, I prefer travelling by plane. To my mind, it is the most comfortable and fast means of transportation. And finally, it is commonly known that travelling is a great thing! Nothing can give you so many positive emotions and memories as travelling to any wonderful country or city.

Task 2.2 *Answer the questions.*

1. Travelling is not a part of modern life, is it?
2. Do you sometimes get tired of daily routine?
3. What is the best remedy to have a change?
4. What types of transport can be used for travelling?

5. What can you tell about travelling by ship?
6. What is the fastest kind of travelling?
7. What are the advantages of travelling by train?
8. Would you enjoy travelling by car? Why?
9. What is your favourite means of travelling? Why?
10. Are you homesick while being away from home?

Task 2.3 READING FOR DETAILED INFORMATION. Read about different points of view on travelling and answer the True / False questions after the text.

Travelling – a new world religion?



Mr. and Mrs. Brown: “For our family camping is the purest form of recreation and the best source of enjoyment. For our big family of six (we have 4 children) it is out of the question to spend our holidays in hotels as it is far beyond our means. By camping we solve one of our financial problems. But besides that there are other advantages: we use our own car to travel and for Mr. Brown it is an idea of a perfect holiday. Cooking on the open fire is not a chore but a real pleasure for Mrs. Brown. Pitching tents, blowing up the air beds, preparing sleeping bags, unpacking cooking utensils and provision in a record time is an enjoyable challenge for our boys and girls. Fetching water and collecting brushwood for the camp fire is usually turned into a game or a competition and we are never bored as there are always so many things to do in the woods and at the river. Fishing and mushrooming are only two of the hobbies that we enjoy while we are camping.”

Sheldrake, an expert on tourism: “I always hated holidays, even as a kid. Such a waste of time, sitting on the beach, making sandpies, when you could be at home, doing some interesting hobby. Then when I got engaged, we were both students at the time, my fiancée insisted on dragging me off to Europe to see the sights: Paris, Venice, Florence, the usual things. Bored the pants off me, till one day, sitting on a lump of rock beside the Parthenon, watching the tourists milling about, clicking their cameras, talking to each other in different language, it suddenly struck me: tourism is the new world religion. Catholics, Protestants, Hindus, Muslims, Buddhists, atheists – the only thing they have in common is they all believe in the importance of seeing the Parthenon. Or the Sistine Chapel, or the Eiffel Tower.”

Sally, an English teacher: “For me the world is a classroom. When I travel, I can learn so much. A visit to an aquarium can introduce me and my students to a great variety of fish and other water animals, while a walk through a garden will help us to discover interesting and unusual plants. Hike in a national park and you will become acquainted with even more plants, trees and wildlife. Somewhere during your holiday, you will most likely notice a monument, perhaps a building or a statue cut of stone or marble honouring a person or event. Go into a museum and you will see important works in the areas of art, history or science. In some countries you can tour palaces and castles where rulers or other important people live or used to live. In some places they may be completely destroyed and you can walk around the

picturesque ruins and dream about the people who lived there and the historic events that happened there.

Jeremy Freeman, a Green Party member: “The footpaths in the Lake District have become trenches. The frescoes in the Sistine Chapel are being damaged by the breath and body heat of spectators. A hundred and eight people enter Notre Dame every minute: their feet are eroding the floor and the buses that bring them there are rotting the stonework with exhaust fumes. Pollution from cars queuing to get into Alpine resorts is killing the trees and causing landslides. The Mediterranean is like a toilet without a chain: you have a one-in-six chance of getting an infection if you swim in it. In 1987 they had to close Venice one day because it was too full. In 1963 forty-four people went down the Colorado River on a raft, now there are a thousand trips a day. In 1939 a million people travelled abroad, last year it was 400 million. By the year 2000 there could be 650 million international travellers and five times as many people travelling in their own countries.

Task 2.4 *Decide whether the following statements are true or false.*

1. The Browns don't have enough money for expensive holidays.
2. Mr. Brown doesn't enjoy driving.
3. Mrs. Brown doesn't mind cooking on the open fire.
4. The Browns' children took after their parents in their love of active rest.
5. Sheldrake used to be an enthusiastic tourist.
6. Sheldrake had a more interesting hobby than travelling.
7. Sheldrake thinks that all tourists have the same religion.
8. For Sally travelling is an important source of getting knowledge.
9. Mr. Freeman is very much concerned about the state of the Lake District and Sistine Chapel.
10. Cars and buses exhaust fumes that damage historic places of interest.
11. According to Mr. Freeman it is still safe to swim only in the Mediterranean Sea.
12. Mr. Freeman offers to take some urgent measures to decrease the number of international tourists.

III. GRAMMAR



Check the rules!

THE PRESENT PERFECT SIMPLE

<p>The present perfect simple is formed using have / has + the past participle. It shows something happened before now at an unspecified time in the past. <i>I think I've seen The Fantastic Fourteen times now.</i> <i>She's travelled a lot. She's been to most countries in Europe.</i></p>
<p>Negatives are formed with not or never. <i>I haven't ever read anything by Jose Sara mango.</i> <i>He's never been abroad.</i></p>
<p>Questions: <i>Has she arrived yet?</i> <i>What countries have you been to?</i></p>
<p>Use have I haven't, etc. to avoid repeating the whole verb. <i>I haven't been to that restaurant, but Javi has (been there).</i> <i>A: Have you talked to Karen recently?</i> <i>B: I haven't (talked to her). Have you (talked to her)?</i></p>
<p style="text-align: center;">Use</p> <p>The present perfect is often used to begin a conversation about an experience. We often use ever in questions to ask about a life experience. We use never to mean 'not in my life'. We use the present perfect to talk about the <u>number of times</u> before the present.</p> <p><i>A: Have you ever tried horse meat?</i> <i>B: No, never (= I've never tried it). I don't like the idea of it.</i></p> <p><i>A: Have you visited Belgium before?</i> <i>B: Yes, I've been here several times, actually.</i></p>
<p>Present perfect actions often have a <u>present result</u>. <i>I haven't eaten anything all day, so I'm really hungry.</i> <i>He's gone to the shops. (= He's not here now.)</i></p>
<p>Use the present perfect simple with some verbs to talk about <u>duration</u> of events that are still not finished now. <i>A: How long have you lived here?</i> <i>B: Not long. We moved here in February.</i></p>
<p>Don't use the present perfect with time phrases that show something happened at a specific time. Use the past simple. Have you gone out. Did you go out last night? We've had We had dinner there the other day. I've spoken I spoke to him two minutes ago.</p>

Let's practise!

Task 3.1 *Make present perfect questions from the notes.*

1. you / be / here before?
2. you / ever / eat / snake?
3. Dave / speak / to you about tonight yet?
4. you two / be introduced?
5. how long / she / live / there?

Match the answers to the questions.

- a. Yeah, I had it once when I was in Hong Kong.
- b. Yeah, we've met before actually.
- c. Yeah, I came on holiday here a few years ago.
- d. No, but I've had my phone switched off.
- e. About six years now.

Task 3.2 *Choose the correct tense.*

1. A: *Have you gone out / Did you go out yesterday?*
B: No, I just stayed in.
2. A: *Have you had / Did you have anything to eat?*
B: Yes thanks. *I've made / I made* myself a sandwich before I left home.
3. A: I went to Italy last summer.
B: Really? What part *have you been / did you go to?*
A: Umbria.
B: Oh yeah, lovely. *We've been / We went* to Italy quite a few times now. It's a fantastic country - great food.
A: Yes, *we've had / we had* a great time.

Task 3.3 *Write sentences with just, already, yet and still.*

1. you / speak / the bank yet?
2. I / have / time yet. I'll do it tomorrow.
3. she / only just / graduate.
4. I'm afraid he / be / back yet.
5. don't worry! I / already / sort out / everything.
6. she / just / hand / the work to me this second. I'll put it in the post now.
7. he / already / make \$1 million / and he's only 26!

Task 3.4 *Complete the sentences using the present perfect form of the verbs in brackets.*

1. –..... you ever..... on a diet that actually worked? (be)
– No. Ilots, but I usually put on weight again once I stop them ! (try)
2. –..... you everanything unusual? (eat)
– Yeah, Icamel meat a few times and I had bat soup last year in the Philippines. (have)
3. – you ever to a really expensive restaurant ? (go)
– Yes, I have, but luckily my boss paid!
4. –..... you ever in a restaurant ? (complain)
– Yeah, a few times, actually. Last week I complained in a cafe because the food wasn't cooked properly.

Task 3.5 *In pairs, ask and answer questions in the Present Perfect. Use How long, the prompts below and your own ideas.*

be here be on a diet study at this university have this English book
mum/dad have his/her job

- How long have you been here?
- I've been here for 30 minutes./ I've been here since 10.00.

Task 3.6 *Complete each pair of sentences with the verbs in bold. Use the present perfect in one sentence and the past simple in the other.*

1. lose

- a) I ___ my mobile two weeks ago, so I'm in a mess! It had all my contacts on it.
- b) My brother ___ his mobile about 15 times.

2. visit

- a) ___ you ___ the Taj Mahal when you were in India?
- b) ___ you ___ the Taj Mahal yet?

3. try

- a) I ___ never ___ coffee. I don't like the smell.
- b) I got these jeans on holiday, but I ___ not ___ them on before I bought them.

4. see

- a) ___ you ever ___ that film *Babette's Feast*? It's on tonight.
- b) ___ you ___ the news last night? I was on it!

IV. SPEAKING PRACTICE

Task 4.1 EXPRESSING OPINION. *What is your opinion on the following statements?*

1. Tourism is a waste of everybody's time.
2. It is impossible to educate people to be good tourists.
3. It would be much better if people stayed at home instead of travelling around and polluting the world.
4. Visiting historic places and viewing great works of art makes us better people.
5. It is advisable to find something out about the history of the place you are going to visit.
6. I would rather watch travel programs on TV than travel myself
7. Camping is the cheapest way of spending your holidays.
8. Food cooked on the open fire out-of-doors tastes better.
9. Sleeping in tent is good for your health.
10. While hiking you are free to move and stop wherever you like.
11. Camping and hiking bring you closer to nature.
12. The best way to travel is on foot.
13. "Wild tourism" should be banned.
14. A man gets to know his companions in a long journey.
15. When in Rome, do as the Roman do.
16. Rest is rust.
17. Hasty climbers have a sudden fall.

Task 4.2 *Describe the following issues in 2 minutes.*

1. Say which way you would prefer to travel and explain why. Include this information:

- Have you ever travelled by plane / by train / by ship?
- When? Where? Why?
- What are the advantages and disadvantages of these means of transport?

2. Talk about an interesting journey. It can be a real journey you've made, or you can invent one. Include this information:

- Who did you go with?
- Where did you go? (to an island? to the mountains? to a foreign city?)

4. Talk about a famous city in your country. Include this information:

- a title to attract the listeners' attention;
- information about interesting things to see or do there and food to try there;
- an interesting fact about it.

5. You have recently moved to a new town. Talk about a new place. Include this information:

- explain why you have moved;
- say what facilities the town has;
- say why you like / dislike living there.

- How did you get there? (by train? by plane? by car? by boat?)
- What was good and bad about your journey?

3. *Your English friends are going to visit your capital city and have asked you to tell them about it. Include this information:*

- history;
- interesting places;
- sightseeing.

6. *You and your friend are planning a trip to a city to see a medieval castle. But your friend would like to visit a museum too.*

- Disagree and explain why you think it is worth seeing the castle.
- Turn down his suggestion, give a reason for your choice.
- Offer him / her a compromise.

Practical Lesson 2.2 SHOPPING



Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar phenomenon.

LEAD-IN. *Discuss the following questions.*

1. Do you like shopping? For what kinds of things?
2. Do you shop online? What kinds of things do you buy online? What would you rather buy in person?
3. Who does the grocery shopping in your household? How often do they do it?

I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- | | | |
|---------------------------|--|-------------------|
| • customer = buyer | • trolley | • cashier desk |
| • seller = shop-assistant | • shopping mall | • to go shopping |
| • goods = commodities | • Grocer (UK) / Grocery store (USA) | • to do shopping |
| • consumer | • Greengrocer's | • jewelry |
| • to weigh | • Butcher's | • furniture |
| • to sell | • Fishmonger's | • haberdashery |
| • to wrap | • Confectioner's shop | • stationery |
| • to bargain | • Newsagent's | • genuine leather |
| • to give a change for*.. | • Pharmacy | • perfume |
| • a rich choice | • Petrol station (UK) / Gas station (US) | • wallet |
| • sale, discount | | • shoplifting |
| • available | | • clothes |

- to wear
- casual clothes
- smart clothes
- trousers
- shirt, T-shirt
- skirt
- long-sleeved
- short-sleeved
- jacket
- - hooded jacket
- fur coat
- collar
- gloves, scarf
- socks
- underwear
- Can I try on...?
- What size is this?
- Where is the fitting room?
- It's loose
- It's tight
- It doesn't fit
- It fits well
- Do you have larger size?
- Do you have smaller size?
- footwear
- sneakers, shoes
- flat shoes
- high-heeled shoes
- stiletto heel shoes
- wedge-heeled shoes
- flip-flops
- a penny saved is a penny gained

Task 1.2 Find the English equivalents for the words below.

Робити покупки, білизна, кондитерський магазин, меблі, споживач, товари, багатий вибір, розміняти гроші, візок для продуктів у магазині, гаманець, продавати, знижка, рибний, покупець, торгівельний комплекс, канцтовари, запакувати, гастроном, овочевий, магазин, в якому продаються газети та журнали, каса, м'ясний, аптека, галантерея, натуральна шкіра, ходити по магазинах, ювелірні вироби, парфуми, одяг на кожен день, коштовності, натуральна шкіра, крадіжка в магазині, брюки, взуття, рукавички, туфлі на шпильці, шарф, в'єтнамки, комір, сорочка, шкарпетки, туфлі на низькій підошві, копійка гривню береже, туфлі на платформі, куртка з капюшоном, футболка, нарядний одяг.

Task 1.3 Match the following: E.G.: 1-K

We generally buy:			
1.	ring, brooch, bracelet, earrings, chain, necklace, cuff-links, watch	A.	at the Sporting Goods Shop
2.	handkerchief, ribbon, safety-pin, thread, tape, hair-brush, comb, hooks and eyes, zipper, button, hand mirror, detergent (soap powder), umbrella, needle, pin, necktie suspenders (braces), shaving set, scarf, muffler	B.	at the Knitted Goods Department

3.	battery, hair dryer, heater, stereo satellite system, CD player, video recorder (VCR), hi-fi system, adapter, mixer, iron, twin deck stereo, portable (remote control) color TV, walkman, fan, bulb (lamp), cord, socket, plug, vacuum cleaner	C.	at the Perfumery & Cosmetics Shop
4.	bathing trunks, sneakers, T-shirt, skiing boots, training suit, singlet (sport jersey), shorts, tents, boats, bikes, various sporting equipment	D.	at the Hosiery Shop
5.	toothpaste, mascara, shampoo, hair dye, toothbrush, after-shave lotion, cologne, cleansing (hand, moisturizing, night, foundation) cream, deodorant, eye pencil (shadows), (face) powder, lipstick, lip pencil, (liquid) make-up, make-up bag, nail clippers / file, polish, polish remover, perfume, rouge, shampoo, shaving cream / brush, suntan oil, shower gel, soap, hair spray	E.	at the Stationary Department
6.	saucepan, stove, corkscrew, cutlery, meat-grinder, frying-pan, kettle, kitchen scale, basin, tub, barbecue frame, can opener, pepper mill, ladle, blender, rack, various kitchen utensils	F.	at the Confectionery
7.	boot (shoe), with high / medium / low heels, sandals, with / without laces, furlined / rubber boots, slippers, leather-(rubber-) soled, canvas shoes, inner sole, with long pointed toes / with no pointed toes, moccassins, low shoes, sabots, hiking shoes, shoe polish	G.	at Haberdashery Shop
8.	slip, knitted underwear, panties / knickers, cardigan (jacket) /jersey, jumper, scarf, sweater, pullover, mittens	H.	at the Fishmonger's
9.	belt, bag, brief-case, handbag, gloves, wallet, purse, trunk, suitcase	I.	at the Butcher's
10.	bowl, dish, dinner / soup plate, saucer, sugar-basin, tea set, tea pot, wine-glass, vase, mug, cup	J.	at the Greengrocer's
11.	socks, stockings, pantyhose, "stretchies", tights,	K.	at the Jewelry Shop
12.	broadcloth, nylon, tweed, linen, staple, silk, wool, artificial silk (rayon), cambric lawn, velvet, tartan, linen, cotton (print), lace, all-wool cloth, thick-wool cloth, crease-proof / water-repellent / drip-dry / plain / stripped / polka dot cloth	L.	at the Baker's

13.	kerchief, felt / straw hat, bonnet, beret, shawl, fur hat	M.	at the Textiles Shop
14.	carbon paper, clips, drawing-pins (thumb-tacks), rubber (eraser), glue, Indian ink, ruler, pad, stapler, felt / ball pen, pencil, calculator, envelope, notebook, writing paper	N.	at the Grocer's
15.	fresh / salted / smoked / dried fish, herring, tinned (canned) fish, red / black soft / black pressed caviar, pike, perch, sander (perchpike), sturgeon, salmon, flatfish (plaice), sprats, trout, hake, sturgeon, crab, mackerel, eel, shrimp, lobster, sardine, tune fish, oyster, clam, halibut	O.	at the Crockery & Glassware Shop
16.	apple, apricot, banana, pear, plum, grape, pine-apple, peach, tangerine, cherry, strawberry, raspberry, currant, gooseberry, cranberry, raisins, prunes, marmalade, lime, watermelon, cantaloupe, honeydew melon, grapefruit, kiwi fruit, pomegranate	P.	at the Delis (Delicatessen or Provision Shop)
17.	table wine, dry wine, sweet (dessert) fine vintage wine, cognac, brandy, gin, champagne, vermouth, whisky, vodka, liquor, sherry, rum, beer	Q.	at the Dairy
18.	biscuits (cookies), cakes, candies, chocolates, fancy cake, pastry, sweets	R.	at the Greengrocer's
19.	brown (rye) / white (wheat) / fresh (new) / stale bread, bun, roll, bread-ring, pie, pudding	S.	at the Household Goods Shop
20.	cereals: buckwheat, millet, oatmeal, rice, macaroni, noodles, lump/cube/granulated/castor sugar, tea, salt, cocoa, mustard, laundry soap, spices, oil, coffee, vinegar	T.	at the Millinery Shop
21.	bacon, chain-sausage, frankfurters, meat rolled, ham, smoke sausage, salami, paste	U.	at the Liquor Store
22.	sweet / salt / clarified butter, cottage (soft, top) cheese, cheese spread (processed cheese), sweet cream, sour cream, milk, margarine, yoghurt, lard, mayonnaise	V.	at the Leather Goods Shop
23.	lean / fat / tender / tough meat, beef, mutton, pork, veal, chops, minced (ground) meat, sirloin, liver, heart, tongue, kidneys, fowl, poultry, chicken, broiler, duck, goose, turkey	W	at the Footwear Shop

24.	beets, cabbage, carrots, (pickled)cucumbers, cauliflower, beans, onion, potatoes, peas, sauerkraut, lettuce, tomatoes, egg-plant, radish, asparagus, fennel, garlic, spinach, turnip, pepper, marrow, celery, pumpkin, parsley	X.	at the Electrical Appliances Shop
-----	--	----	-----------------------------------

Task 1.4 READING FOR GENERAL INFORMATION. Read and translate the text.

SHOPPING IN OUR LIFE



Shopping plays an essential role in our daily lives. It is not just about purchasing goods; it has become an important part of modern culture, influencing our habits, preferences, and even emotions. Shopping can be a necessity, a hobby, or a way to relieve stress.

People shop for various reasons. The most common purpose is to buy essential items such as food, clothes, and household goods. However, shopping is not only about fulfilling basic needs – it can also be a form of entertainment. Many people enjoy visiting shopping malls, exploring new products, and taking advantage of sales and discounts. Some even see shopping as a way to express their personality through fashion or home decor choices.

In addition, shopping can be a social activity. Friends or family members often go shopping together, turning it into an opportunity to spend time with loved ones. For some, shopping is also a way to support small businesses, local artisans, or eco-friendly brands, making it a meaningful activity that reflects personal values.

There are different types of shopping, each with its own advantages and disadvantages:

Traditional Shopping – Many people still prefer visiting physical stores, markets, and shopping malls. This allows them to see, touch, and try products before making a purchase. They can also get immediate assistance from shop assistants, compare different options, and enjoy the overall shopping experience. However, traditional shopping can be time-consuming and sometimes stressful, especially in crowded places.

Online Shopping – With the rise of technology, online shopping has become more popular than ever. It allows customers to buy almost anything from the comfort of their homes. Online stores offer convenience, a wide range of products, and often lower prices. However, there are some risks, such as receiving items that do not match the description, delayed deliveries, or fraud.

Window Shopping – Some people enjoy browsing stores without the intention of buying anything. This can be a fun and relaxing activity, helping people explore the latest trends, plan future purchases, or simply spend leisure time.

Impulse Shopping – Many shoppers make unplanned purchases, often influenced by discounts, advertisements, or emotions. While impulse shopping can sometimes bring joy, it may also lead to unnecessary expenses and regret.

Sales and discounts play a big role in shopping culture. Many people wait for

special promotions, such as Black Friday, Cyber Monday, or seasonal sales, to buy products at lower prices. Some use shopping apps and loyalty programs to get exclusive deals and save money. However, businesses also use marketing strategies to encourage customers to buy more than they originally planned. This is why it is important to shop wisely and avoid unnecessary purchases.

In recent years, there has been growing concern about the environmental impact of shopping. The fashion industry, for example, contributes to pollution and excessive waste. As a result, many people are now choosing sustainable shopping habits, such as buying second-hand clothes, supporting ethical brands, or using reusable shopping bags. Conscious consumerism is becoming more popular, encouraging people to think about the long-term effects of their purchases.

Shopping is an essential part of our lives, affecting our economy, culture, and personal well-being. Whether we shop for necessities, entertainment, or social reasons, it is important to be mindful of our choices. As technology and shopping habits continue to evolve, we should find a balance between enjoying the shopping experience and making responsible decisions.

Task 1.5 *Answer the questions.*

1. What are some reasons why people go shopping?
2. How can shopping be a form of entertainment?
3. In what ways can shopping be a social activity?
4. What are the advantages of traditional shopping?
5. What are some disadvantages of online shopping?
6. How does window shopping differ from regular shopping?
7. What influences people to make impulse purchases?
8. Why do people wait for special sales like Black Friday?
9. How do businesses encourage customers to buy more than planned?
10. What are some risks associated with online shopping?
11. How does shopping affect the environment?
12. What are some ways people can shop more sustainably?
13. Why do some people prefer second-hand shopping?
14. How has technology changed the way people shop?
15. Why is it important to be mindful of our shopping choices?

II. USE OF ENGLISH

Task 2.1 a) *Read the text below. For gaps 1 – 5 choose the correct answer (A, B, C or D).*

ORDERING FOOD BY INTERNET

One night, a few co-workers at the computer data centre where I work (1) _____ late and we all started to get hungry. We (2) _____ to order in food by phone, but our boss thought that, since we work with computers, it would be more (3) _____ to order by Internet. After we contacted a fast food chain's web site and spent a long time registering as new (4) _____ for the delivery service, a message (5) _____ on the screen: "Thank you for your business. You will be able to order food in three days".

- | | | | |
|----------------|--------------|-------------|--------------|
| A. remained | B. kept | C. left | D. stayed |
| A. decided | B. suggested | C. accepted | D. insisted |
| A. appropriate | B. available | C. serious | D. important |
| A. colleagues | B. customers | C. agents | D. sellers |
| A. came | B. entered | C. showed | D. appeared |

b) *Read the text below. For gaps 1 – 5 choose the correct answer (A, B, C or D).*

FOOD ADVERTISING

Food stylists and photographers use many tricks to make food (1) _____ delicious for advertisements and cookbooks. For instance, milk on cereal might (2) _____ with white glue. That way the cereal (3) _____ watery. Or they may add lemon juice to a banana (4) _____ it front turning brown. "Food is basically cut flowers", says food stylist Lisa Cherkasky. "It's (5) _____ how fast it dries up and shrinks".

- | | | | |
|----------------|------------------|----------------|------------------|
| A. look | B. looks | C. to look | D. looking |
| A. replace | B. have replaced | C. to replace | D. be replaced |
| A. doesn't get | B. don't get | C. haven't got | D. isn't getting |
| A. keep | B. to keep | C. to be kept | D. keeping |
| A. amaze | B. amazing | C. amazed | D. amazngly |

Task 2.2 *Choose the right answer.*

a) **KINDS OF SHOPS.**

- The was thronged with crowds of shoppers on Saturday.
a) tobacconist's b) kiosk c) stall d) shopping centre
- What do you think of this old oil lamp? I got it cheap at a sale.
a) deposit b) jumble c) refuse d) rubbish
- The weekly market sells mainly fruit, vegetables and dairy

a) manufactures b) output c) products d) stocks

4. You can buy an iron at any shop.

a) electric b) electrical c) electrician d) electrifying

5. Her uncle has a big store.

a) clothing b) dresses c) garments d) wearing

6. The butcher's shop was an old-fashioned one; there was on the floor.

a) powder b) soil c) stones d) sawdust

b) *PRICE AND VALUE.*

1. We advise our customers to ... advantage of bargain prices during coming week.

a) get b) have c) make d) take

2. To ... their fiftieth anniversary the store held a one-week sale.

a) mark b) paint c) sign d) write

3. Prices are very ... these days.

a) big b) expensive c) high d) increased

4. It is a good idea to ... a bill before paying it.

a) add b) calculate c) control d) check

5. The standard of our furniture is excellent, but even so, we charge only ... prices.

a) just b) moderate c) slight d) small

6. If you want to return the suit, you must bring the ... with you as proof of purchase.

a) note b) recipe c) receipt d) prescription

7. These figure will give you a ... estimate of the cost of the goods.

a) rough b) scant c) short d) superficial

8. "Fantastic sale. Everything must be sold ... of the price!"

a) despite b) in vain c) regardless d) without

9. The coat was going for a ... , reduced from \$ 100 to \$ 20.

a) flower b) laugh c) smile d) song

c) *CLOTHING.*

1. Lisa was wearing a pure white dress, with a gold belt round her.....

a) bust b) hips c) knees d) waist

2. Look at those holes in my fur! I am afraid the have been at it.

a) butterflies b) insects c) moths d) worms

3. That dress isn't really tight. It'll..... when you wear it.

a) bend b) expand c) squeeze d) stretch

4. The suit was badly made and didn't..... him properly.

a) fit b) frame c) meet d) round

5. To say that all Polish Americans wear brightly, coloured clothes is a generalisation.

a) brushing b) complete c) sweeping d) thorough

6. Excuse me, but I think you've got your pullover on

a) doubled up b) in reverse c) inside out d) upside down

7. The room was in a terrible mess with a of clothes all over the floor.

a) jumble b) huddle c) litter d) mixture

8. That's a nice dress. It..... you perfectly.
a) costumes b) goes c) matches d) suits
9. Everyone else was so smartly dressed that I felt..... in my shabby clothes.
a) ashamed b) disgraced c) embarrassed d) happy
10. The girl's dress was the first thing that..... him to her.
a) attracted b) fetched c) lured d) tempted

d) JEWELLERY AND ORNAMENTS.

1. She wore a beautiful..... of pearls round her neck.
a) band b) bracelet c) ring d) string
2. "What a beautiful pearl necklace!" "The pearls are-not..... I'm afraid.'
a) actual b) good c) real d) true
3. She wore a dark red velvet dress, with a diamond round her neck.
a) bracelet b) collar c) necklace d) string
4. Cathy was wearing a black leather belt with a big silver.....
a) buckle b) button c) fastener d) link
5. Although it was only jewellery, it looked real enough.
a) fictional b) imitation c) invented d) untrue
6. Her chain was made of..... gold, unmixed with any other metal.
a) clean b) dishonest c) pure d) right

e) FOOTWEAR.

1. I don't know how you manage to walk with such high..... on your shoes.
a) heels b) laces c) straps d) toes
 2. Her shoes were so old that her were sticking out of them.
a) fingers b) thumbs c) tips d) toes
 3. What..... shoes do you take?
a) length b) measure c) scale d) size
 4. No, these shoes my toes. Let me try a larger size, please.
a) break b) compress c) hold d) pinch
 5. The first thing he did was to his shoelaces and take his shoes off.
a) disconnect b) mislead c) unpack d) undo
 6. These leather shoes are made
- a) at hand b) by hand c) in hand d) with hand
7. If I could these shoes a little, they would be much more comfortable.
a) expand b) grow c) increase d) stretch
 8. She bought some green shoes to her green dress and handbag.
a) equal b) match c) mate d) pair
 9. You need a good pair of boots for mountain climbing.
a) rough b) rude c) rusty d) tough
 10. You'll have to buy some new shoes as these are
- a) broken down b) gone off c) used up d) worn out
11. Your shoes are a(n)..... ! You haven't cleaned them for weeks.
a) accident b) blow c) disgrace d) shock

III. GRAMMAR

Check the rules!

Past Simple

<p>To make verbs in the past, we normally add -ed or just -d if the verb ends in -e.</p> <p><i>I lived in about six different places.</i> <i>I tried to tell him.</i> <i>They wanted to get there early.</i></p>
<p>However, a lot of common verbs are irregular:</p> <p><i>We went to a market in town.</i> <i>I bought a digital camera.</i> <i>We saw Tom yesterday.</i> <i>They went to Italy last summer.</i></p>
<p>Make questions and negatives using did /didn't + the infinitive of the verb. With be, use was(n't) / were(n't).</p> <p><i>Where were you yesterday? Did you go shopping?</i> <i>I didn't see anything I liked. The clothes weren't very nice.</i> <i>She didn't come.</i> <i>Did you work?</i></p>
<p>Use the past simple to talk about completed events in the past. Time expressions are often used with the past simple.</p> <p><i>I went there last week. Did you go out yesterday?</i> <i>I was there five minutes ago, but I didn't see him.</i></p>
<p>Use the past simple to talk about past states or habits.</p> <p><i>We went to France every year for our summer holidays.</i> <i>He lived in Indonesia when he was younger.</i></p>

Let's practise!

Task 3.1 Complete the dialogue with the correct forms of the verbs. You will also need to add some pronouns.

A: _____ anything yesterday?

B: Yes, we _____ (go) round the market in Rye.

A: Oh yes. _____ (buy) anything nice?

B: No. _____ (want) to get something for my parents, but _____ (not see) anything I _____ (like). Carol _____ (get) a nice top, though.

A: Is it that one you're wearing?

C: Yeah, and it _____ (not be) very expensive either. It only _____ (cost) 20 euros.

A: Really? That's really good value. The top's cool. It suits you.

Task 3.2 *Correct the mistake in each sentence.*

1. I go there yesterday.
2. Sorry. What do you say? Can you repeat it?
4. I love your earrings. Where you did get them?
5. They living in France when they were kids.
6. I have to admit, I cryed at the end of the film.
7. She telled me not to say anything, so I didn't.
8. He complained and I do too, but it didn't make any difference.
9. I brokeed a glass and cut my finger.
10. It started to rain five minutes after we leaved the house.
11. Why wasn't you in class yesterday?

Task 3.3 *Correct these sentences, as in the example. Use the words in the box.*

radium	the Eiffel Tower	John F. Kennedy	detective stories	the
radio	1962			

E.G. He didn't invent the telephone. He invented the radio.

1. Marconi invented the telephone.
2. Gustave Eiffel built the Statue of Liberty.
3. Marilyn Monroe died in 1990.
4. Marie and Pierre Curie discovered penicillin.
5. Lee Harvey Oswald killed Martin Luther King.
6. Agatha Christie wrote children's stories.

Task 3.4 *Write a sentence about the past:*

1. Kevin usually walks to work. Yesterday he _____
2. Kevin is usually late for lessons, but yesterday he _____
3. Kevin usually has a sandwich for lunch. Yesterday _____
4. Kevin usually sleeps very well. Yesterday _____
5. Kevin usually goes out in the evening. Yesterday _____

Check the rules!

PAST CONTINUOUS

Form the past continuous with **was / were + -ing**. If the verb ends with a consonant + -e, remove the -e before adding -ing.

Tom was cooking the dinner.

They were playing tennis at 10.00.

At 9 o'clock she was having breakfast.

This time last year I was living in USA.

Negatives:

I wasn't feeling very well, so I went home.

He wasn't doing well at work, so they fired him.

Questions:

Where were you living at that time?

What were you doing at 9 o'clock last night?

Let's practise!

Task 3.5 Choose the correct words in the sentences.

1. My brother and sister *was/are/were* playing tennis at 11am yesterday.
2. *Were/are/was* you still working at 7pm last night?
3. We *was/weren't/won't* sleeping when the police came.
4. Was he not *doing/do/done* his homework?
5. Snow *fell/ was falling/is falling* lightly. Suddenly a reindeer appeared.
6. They *were watching/were watched/watched* TV when I arrived.
7. Were you *worked out/working out/work out* with your trainer after school?
8. They were *windsurf/windsurfing/boxing* at the lake all last summer.
9. Adam *are /was/were* training for the football team today.
10. Manchester United *win/was winning/is winning* 1–0, but then the other team scored at the last minute.

Task 3.6 A group of people were staying in a hotel. One evening the fire alarm rang. Use the words in brackets to make sentences saying what each person was doing at that time.

1. Dan /have/ a bath
2. George/get/ready to go out
3. Ann/write/a letter in her home
4. Carol and Denis/have/dinner
5. Tom/make/a phone call

Task 3.7 What do you think your partner was doing at these times? Ask and check if your guesses were correct.

ten o'clock last night Last Saturday at 8 p.m.	six o'clock this morning last Sunday at 11 a.m.
---	--

-Were you sleeping at ten o'clock last night? – No, I was studying Math.

Check the rules!



THE PAST CONTINUOUS AND PAST SIMPLE

<p>We use the past continuous to show an action or event was unfinished - and continuing - when another action happened.</p> <p>Verbs in the past continuous and simple are often linked together using <i>and</i>, <i>when</i> or <i>while</i>. The past continuous is also often used to give the background situation to a story.</p>	<p>The following verbs are not generally used in the past continuous. agree, believe, belong, depend, hate, know, like, need, owe, own, seem, sound, suppose, taste, want</p>
<p><i>It was late and I <u>was driving</u> back home from the office. It <u>was raining</u> and I <u>wasn't feeling</u> very well. Suddenly, a dog ran in front of my car. I tried to stop, but I couldn't.</i></p>	<p>When one action happens after another, use the past simple. Also use the past simple to talk about completed events in the past. We often use a time expression with the past simple.</p>
<p>We can also use the past continuous on its own to emphasise that an action continued for some time.</p> <p><i>I <u>was studying</u> until two in the morning last night. You <u>were making</u> a lot of noise! What <u>were you doing</u>? Sorry. What was that? I <u>wasn't listening</u>.</i></p>	<p><i>I tried to make a good impression at the interview, but failed. They arrested him last week, but his lawyer negotiated his release. He worked in Japan/or ten years and then he moved to Korea.</i></p>

Let's practise!

Task 3.8 Complete the sentences with the correct form of the verb in brackets:

- Someone threw a brick through my window while I _____ (work).
- While he was doing the presentation, a mouse _____ (run across the room).
- What _____ (you do) when the fire started in the office?

4. His boss came in when he _____ (buy) Christmas presents for his friends online.
5. I _____ (not notice) she was photo.

Task 3.9 Complete the sentences with the past continuous form of the verbs in brackets.

1. Boris went home early because she _____ very well. (not / feel)
2. I can't believe they did that! What _____ they ? (think)
3. Where you _____ when this photo was taken? (live)
4. I left my old job because I _____ just it any more. (not / enjoy)
5. We _____ (have) a meeting at work yesterday when the fire alarm suddenly started ringing.
6. I wasn't very impressed with their sales presentation. They _____ anything new or different. (not / offer)
7. It _____ for hours yesterday. It was great! (snow)
8. I was in Portugal last week. I _____ a paper at a conference there. (present)

Task 3.10 Complete the stories by putting the verbs in brackets into the past continuous or past simple.

A.

A few years ago, (go) to Singapore to visit some friends. They (offer) to let me stay in their flat, but (decide) to stay in a hotel instead. One day, (have) breakfast in the hotel restaurant when suddenly Jackie Chan (walk) in and (sit) down next to me. I couldn't believe it!

B.

I (do) something really stupid last month. (write) an essay for college and (start) to feel tired, so I (go) to the kitchen and (make) a cup of coffee. I (put) the coffee next to my computer and (start) working again. Then the phone (ring) and I (jump) up to answer it - and (spill) coffee all over my computer! It's going to cost a fortune to repair it.

C.

I first (meet) my girlfriend three years ago. We both (work) parttime in a big department store in Brno. None of us who worked there (like) our boss and a group of us often (go) out after work for a drink and chat - and to complain about work! One day, we (sit) and talking and our eyes (meet) - and I just (know) that she was the one for me! It (take) a while before we starting going out together, though, but we've been together for two and a half years now and it's still going well.

Task 3.11 Join each idea in A with the most suitable idea in B. Make sentences using *when* and the past continuous or past simple of the verbs in brackets.

Example: I dropped my bag when I was running for a bus.

<p>A</p> <ol style="list-style-type: none"> 1. I (drop) my bag 2. I (cut) myself 3. My car (break down) 4. I (see) a shark 5. my clothes (get) dirty 6. I (break) a tooth 	<p>B</p> <ol style="list-style-type: none"> I (drive) to work I (eat) a sandwich I (run) for a bus I (shave) I (swim) in the sea I (clean) the attic
--	---

Task 3.12 Choose the correct form.

1. When he heard the police knocking on the door, he _____ under the bed.
 - a. hid
 - b. had hiden
 - c. was hiding
2. I was very late. When I arrived, the conference _____.
 - a. was already starting
 - b. started
 - c. had already started
3. The police arrested him because he _____ a gun.
 - a. carried
 - b. was carrying
 - c. had carried
4. When they arrived at the police station, he said that he _____ anything wrong.
 - a. didn't do
 - b. wasn't doing
 - c. hadn't done
5. When he said that he loved me, I knew that he _____.
 - a. lied
 - b. was lying
 - c. had lied

Task 3.13 Complete the text with the past continuous or past simple.

We(travel) to France on a car ferry. I (feel) a bit sick, so I (go) outside to get some air. While I (look) down at the sea, I (see) a dolphin. It (swim) next to the ship. As I (watch), it (jump) high out of the sea. I (get) a wonderful photo.

USED TO

Used to + verb often replaces the past simple when we describe past habits or states - especially to talk about changes.
Note that we often don't say a time phrase with used to. <i>My parents lived in Holland in the 80's. My parents used to live in Holland.</i> <i>I did acting when I was at school. I don't mind speaking in public. I used to do acting at school.</i> <i>I didn't like vegetables when I was younger. I never used to like vegetables but I love them now.</i>
The most common way to form the negative is with never. <i>I never used to worry about anything, but as you get older...</i> <i>My parents were quite strict, but they never used to hit us.</i>
You can also form negatives of used to in the following ways: <i>My dad didn't use to do any housework when I was a kid.</i> <i>A: There are lots of shops round here.</i> <i>B: Yes, it's better than it was. There didn't used to be any!</i>
There is no present form of used to . It is only used to talk about the past. For habits in the present, use present simple + usually: <i>I usually go back to my hometown during the holidays.</i> <i>I don't usually watch TV much during the week.</i>

Let's practise!

Task 3.14 Which of the sentences 1-5 from the texts describe:

- a habit in the past?
 - a habit in the present?
 - a single action / event in the past?
1. We used to go to the same campsite every year.
 2. There was a gang of us that just ran around all day.
 3. I usually go camping in the desert once a year.
 4. We never used to go to bed before one.
 5. We all jumped into the pool to cool down.

Task 3.15 Complete the sentences using *used to*, *never used to* or *usually*.

1. We moved to Barcelona this year. We live in quite a small place on the coast.
2. I go to the beach every day, but now I can't.
3. We go to the cinema because the nearest one was 60 km away!
4. Although there weren't many facilities, we get bored, because we make our own entertainment at home.
5. Now that I'm in Barcelona, we go out three or four nights a week.

Task 3.16 Rewrite some of the following sentences using (never) *used to*. Decide which ones and rewrite them.

1. I didn't like camping, but I love it now.
2. I did rock climbing when I was younger, but then I stopped.
3. We usually camp, but we rented an apartment this year.
4. He's quite fit and healthy now, but he smoked quite heavily when he was younger.
5. I had really long hair when I was at college, but I had to cut it when I started at the bank.
6. It's become a very popular place to go. It wasn't very crowded before.
7. I went camping once and I never went again after that.
8. This is my first summer holiday. I didn't go away on holiday in the summer when I was younger, because my parents ran a hotel.

Task 3.17 Find the five mistakes and correct them.

1. When I was a kid, we usually go to the mountains during the summer.
2. I used work as a researcher for a drug company.
3. He's lost a lot of weight. He used to weigh 100 kilos.
4. I didn't never used to have lunch at school. I always had lunch at home.
5. I didn't use to like swimming, but I go quite a lot now.
6. On Fridays, we use to watch a DVD at home together.
7. Last week, I used to have to study for my exams.
8. My grandparents usually come to stay with us at Christmas.

IV. SPEAKING PRACTICE

Task 4.1 MAKING UP A MONOLOGUE. Answer the questions below.

- 1) Do you like shopping for food? Why? Why not?
- 2) Where do you and the members of your family prefer to buy food: in a supermarket, at the market or at a small shop near your house?
- 3) Who does all the shopping in your family?

- 4) Do you do the shopping daily, weekly or monthly?
- 5) What do you think about tele and computer shopping?
- 6) What are, in your opinion, advantages and disadvantages of tele and computer shopping?
- 7) What goods and products would you buy using tele and computer?

Task 4.2 *Describe the following issues in 2 minutes.*

1. *You always do the shopping with your mum at the weekend. Talk about your shopping experience. Include this information:*

- what do you like to buy;
- when you go shopping;
- what kinds of shops you prefer.

2. *You ordered a jacket and a jumper from a catalogue. When your order arrived, you realized that the jumper had a hole in it, and when you tried on the jacket, you saw that one of the buttons was missing and it was not your size. Talk about your problem. Include this information:*

- what happened;
- your complaints;
- what action you expect to be taken.

Task 4.3 *Tell your group-mates about shops and shopping areas in Ukraine or your favorite country.*

Practical Lesson 2.3 SPEAKING ENGLISH



Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar phenomenon – usage of conditional sentences.

LEAD-IN. *Discuss the following questions.*

1. What are the things you like most and least about English?
2. How would your life be different without English?
3. How important is English for you in your job or future?
4. Is English a universal language in sport sphere worldwide?
5. What is your best piece of advice to study English?

I. SPEAKING PRACTICE

Task 1.1 *What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.*

- Why are you learning English? For work, exams, travel, etc.?
- Do you speak any languages apart from your **mother tongue** and English?
- Who is the best language learner in your family?
- Did you use any **learning strategies** when studying your second language?
- When was the first time you used a **foreign** language outside the classroom?
- Do you have the chance to speak/write to **native speakers** regularly?
- Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?
- Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?
- Which **skill** is the hardest/easiest for you: speaking, listening, reading, or writing?
- Do you know anyone who is **bilingual**? What advantages do they have in life?

II. READING COMPREHENSION

Task 2.1 *Read the article. READING FOR DETAILED INFORMATION.* Which language(s)...?

- did he learn as a child
- is he studying at university
- does he like best
- is he planning to learn next
- did he wish he had been able to speak when he was a child
- was the first one he taught himself
- did he find the most difficult

He's English, but he can speak eleven languages!

Alex Rawlings has been named the UK's most multilingual student, in a competition run by a dictionary publisher.

The German and Ukrainian student from London, who is only 20 years old, can speak 11 languages fluently. In a video for the BBC News website he demonstrated his skills by speaking in all of them, changing quickly from one to another. Rawlings said that winning the competition was 'a bit of a shock'. He explained, 'I saw the competition advertised and I heard something about a free iPad. I never imagined that it would generate this amount of media attention.'

As a child, Rawlings' mother, who is half Greek, used to speak to him in English, Greek, and French, and he often visited his family in Greece.

He said that he has always been interested in languages. 'My dad worked in Japan for four years and I was always frustrated that I couldn't speak to the kids because of language barrier. After visiting Holland at the age of 14 he decided to learn Dutch with CDs. 'When I went back I could talk to people. It was great.'

He taught himself many of the languages with 'teach yourself' books, but also by watching films, listening to music, and travelling to the countries themselves.

Of all the languages he speaks, Rawlings says that Ukrainian, which he has been learning for a year and a half, is the hardest. He said, 'There seem to be more exceptions than rules!' He added, 'I especially like Greek because I think it's beautiful and, because of my mother, I have a strong personal link to the country and to the language.'

'Everyone should learn languages, especially if they travel abroad. If you make the effort to learn even the most basic phrases wherever you go, it instantly shows the person you're speaking to that you respect their culture. Going around speaking English loudly and getting frustrated at people is tactless and rude.'

The next language Rawlings hopes to learn is Arabic, but 'only once I've finished my degree and got some more time on my hands. For now, I need to concentrate on my German and Ukrainian, so I can prepare for my finals.'

Task 2.2 Read the text below. Which three features of a language may cause it to affect our personality? Read the text again and match the missing sentences A-H to the gaps 1-6. There are two sentences you do not need to use.

- A. French has an unusually large vocabulary, allowing the speaker to find extremely precise words with specific meanings.
- B. In Ukrainian, however, the emphasis is on the shape, not the material, so all of these would merely be 'little glasses' or 'stakanchyky'.
- C. Speaking it will force you to think longer and harder, and you may feel like you played a five-set tennis match after a conversation.
- D. And yet, his personality seemed to vary.
- E. After the first ad, they referred to her with positive words, such as 'self-sufficient' and 'strong', suggesting that they looked up to her.
- F. A comparative analysis between languages shows that languages may well rewire our minds.
- G. He and his mentor, Edward Sapir, compared this with English and noticed how the two languages had a completely different system for forming words.
- H. He claims that it is thoughts that lead to language, and not the other way round.

New language, new personality?

When Jacques was 12 years old, his mother began speaking to him only in French, his father addressed him only in Greek, and he was sent to an English-speaking day school in Paris. Of course, the child was the same person no matter which of the three languages he was using. 1 __ 'I felt probably ruder and more aggressive in Greek, clear and concise in French, and creative and long-winded in English,' he said.

Jacques' experience of languages seems to concur with a theory developed back in 1931 in the linguistics department of Yale University. A student by the name of Benjamin Whorf was carrying out some research into the Algonquian language, Shawnee, which was spoken by only 200 people at the time. 2 __ Their findings led them to develop the 'Sapir-Whorf hypothesis' which claims that the language we speak shapes our experience of the world.

But how is it possible for a language to determine our understanding of the world and therefore affect our personality? The answer may lie in the way that different languages are constructed. In Greek, for example, the verb usually comes first, its conjugation revealing the tone and meaning of the rest of the sentence, making it easier for the listener to interrupt. 3 __ And in English, words tend to be more adaptable and easier to rhyme.

Yet construction of a language is not the only determining factor. A study at Baruch College, New York, suggests that culture may also play a part. Researchers showed a group of bilingual Hispanic-American women the same commercial about a woman doing housework, first in Spanish and then in English. 4 __ But when the women watched the English version, they used the derogatory terms 'traditional' and

'dependent'. Despite the striking contrast between the adjectives, it is not clear whether it was the language itself that influenced the volunteers' choices or the cultural habits associated with that language.

A third determining factor may be the way in which objects are classified in a language. Let's take Ukrainian as an example. A Ukrainian speaker learning English would associate 'glass' and 'cup' with their translations, 'stakan' and 'chashka'. Yet, in English we call all sorts of things 'cups': coffee to-go cups, Styrofoam™ cups, plastic cups, paper cups. 5 __ Therefore, in order for the Ukrainian speaker to correctly learn English (or vice versa), he must pay attention to not just direct translations but also to categorizations, in this case shape versus material.

Although there seems to be a great deal of evidence supporting the argument that language influences personality, there are obviously those who do not agree. One of the greatest opponents is Stephen Pinker of Harvard University. 6 __ Consequently, he believes that as long as we can think about something, then we can formulate a way to say it. And so the debate rages on. But as Jacques himself points out: it makes a big difference which language to choose when it comes to discussing a subject like economics!

III. LISTENING COMPREHENSION

Task 3.1 *Read and translate the words.*

- to undergo
- to undo
- to trace
- ancient roots
- to derive
- invasion
- to conquer
- invader
- ancestor
- descendant
- consistency

Task 3.2 *Complete each sentence with the correct word from the list below. You may need to change the form of the word.*

Words: ancestor, conquer, undo, ancient roots, derive, descendant, consistency, invasion, undergo, invader, trace.

1. The king wanted to _____ new lands and expand his empire.
2. She tried to _____ her mistake, but the damage was already done.
3. My great-grandfather is my oldest known _____.
4. Many English words _____ from Latin and Old French.
5. To become fluent in a language, you need to practice with _____.
6. Scientists can _____ the origins of human civilization through archaeology.
7. As a _____ of a famous poet, she feels inspired to write.

8. The Viking _____ left a lasting impact on the English language.
9. Countries often _____ economic and political changes over time.
10. The fierce _____ attacked the village and took control.
11. Many traditions in modern cultures have _____ that date back thousands of years.

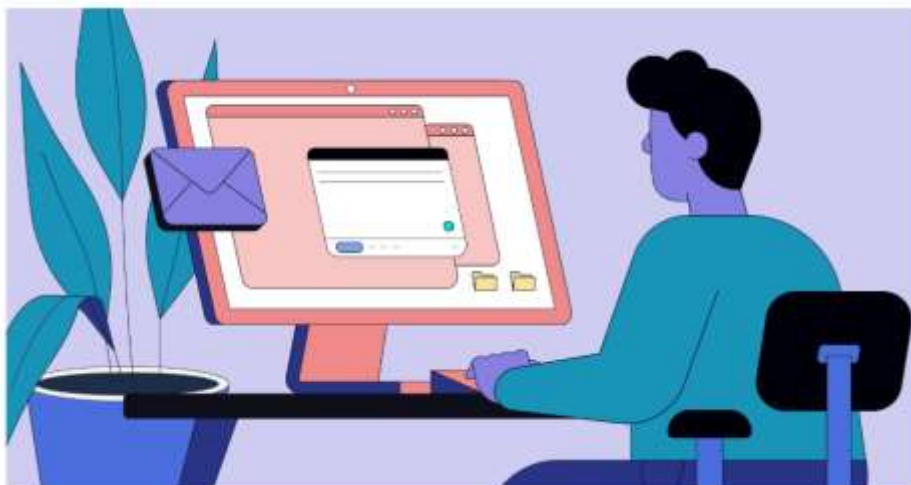
Task 3.3 Watch the video and decide whether each statement is true or false, based on the text. If false, correct the statement.

https://www.ted.com/talks/claire_bowern_where_did_english_come_from



1. Modern English is a Romance language because it shares many words with French and Spanish.
2. The Norman invasion of England in 1066 introduced a large number of French and Latin words into English.
3. Old English and German are similar because they both belong to the Romance language family.
4. Viking invaders contributed Old Norse words to the English language between the 8th and 11th centuries.
5. Words like "skirt" and "skull" in English come from Old Norse and kept their original "sk" sound.
6. Proto-Germanic was a written language spoken around 500 B.C.E.
7. Proto-Indo-European was spoken about 6000 years ago in what is now Ukraine and Russia.
8. The Indo-European language family includes only languages spoken in Europe.
9. English and Latin developed independently and have no historical connection.
10. Historical and archaeological evidence allows us to trace languages further back than Proto-Indo-European.

Practical Lesson 2.4 WRITING AN INFORMAL EMAIL



Lesson objectives:

- Improving reading comprehension skills
- Giving a written description of the online shopping
- Learning to write an informal email

I. READING COMPREHENSION

Task 1.1. *You are going to read an article about tips on travelling abroad. For each paragraph (1-5) choose the heading (A-H) which best fit. Only ONE answer is correct, and there are THREE headings you DO NOT NEED to use.*

Tips on Travelling Abroad

1. _____

Make sure that you have all the necessary vaccinations and that you have renewed all important prescriptions. Also, take some key pills with you. Yes, even the most historic European neighborhood has a drugstore. It might even be marked on the map in your guidebook. But do you want to be running around Germany late at night, looking for aspirin?

2. _____

To avoid any problems, double-check the expiration date of your passport. If necessary, renew your passport. Secondly, get it copied. If your passport gets stolen or lost, you want to be sure that you can still get back into the country, or be able to prove your citizenship.

3. _____

It's a good idea to have a place to stay booked for your arrival day. Even if you prefer not to plan every day of your trip, it's always good to have a place to go to when you arrive. Also, you'll usually have to write an address down on your customs form, so having your hotel/hostel address is good for that as well.

4. _____

Not every place takes credit cards, especially places like trains or buses. Some countries require travelers to pay in order to enter or leave the country. These fees are not included in the price of your airline ticket. So, be ready to have enough money in your pocket, including small change to pay fares.

5. _____

Here are some important contacts to store in your phone:

- the nearest consulate or embassy
- local police and fire stations
- nearby hospital or medical center
- any other contacts you may need in trouble!

- A. Keep emergency number at hand
- B. Take care of your documents
- C. Bring guidebooks
- D. Check your credit cards
- E. Ensure to have local cash
- F. Carry a medical kit
- G. Make reservations
- H. Register with your embassy

Task 1.2 *Look at the useful language expressions and try to complete them.*

Useful language: an informal email

Opening expressions

Thanks 1) _____ your email / letter.

It was great 2) _____ hear from you.

Sorry for 3) _____ writing earlier / sorry that I haven't been in touch for a while.

I 4) _____ you and your family are well.

Responding to news

Sorry 5) _____ hear about your exam results.

Glad to 6) _____ that you're all well.

Good 7) _____ with the new job.

Hope you 8) _____ better soon.

Closing expressions

Anyway,/ Well, that's all 9) _____ now.

Hope to hear from you soon.

Looking 10) _____ to hearing from you soon.

11) _____ my regards (love) to ...

Take 12) _____ / 13) _____ wishes / Regards / (Lots of) love from ...

14) _____ (= something you forgot and want to add) Please send me photos you promised.

II. WRITING

Useful Tips

WRITING GUIDELINES

A friendly letter falls under the category of informal writing. Such a letter is written or typed to any family members, relatives, friends, cousins, etc. The purpose of writing a friendly letter is to share any information with them regarding any event or happening.

Here are some guidelines that can assist you in writing an impressive friendly letter:

Step 1: Planning

So the first step in writing a letter to your friend is planning. In this step, you would plan what to write in the letter. It could be any question from your friend, discussion about the future, details of any particular incident that happened with you, condolence on a loss, or making a plan to meet them.

It is difficult for some people to express their actual emotions through their words. This problem can also be solved by taking into consideration some of the writing prompts that could be included in your letter, which has been mentioned as follows:

- *Asking about the well-being of your friend and their family*
- *Any old joke played by the group friends in college/university.*
- *Your views about your friend when both of you met for the first time.*
- *Any secret thing which was between both of you only.*
- *A dream you had seen in which both of you were together.*
- *Asking them about their recent life events and special occasions.*
- *Any slang word or a secret code they used to speak.*
- *An exciting event or memory of the class.*
- *Recalling the recreational tour and visit to new places.*
- *Telling them about your future goals, how you would try to achieve them, and asking about theirs as well.*

Step 2: Start with a greeting

The style of writing a letter depends on your relationship with the person to whom the letter is being written. For example, while writing a letter to your friend, you can use formal or informal types of words such as “Dear”, “Hello”, “Hi”, etc. Usually, the friends have close relations so you can also write “Sweetie”, “Love”, etc.

Step 3: Body of the letter

This part of the letter is the essential one. The length of your letter body will depend on the amount of information you want to share with your friend. Some catchy phrases, nicknames, slang words, emojis, etc. can also be added in this part of

the letter. To make the letter body more impressive and captivating, you can adopt the following strategies:

- *Explaining yourself*

The purpose of writing the letter should be mentioned in the first place. It may include explaining why you decided to write a letter to your friend, which can be any reason such as missing your friend by remembering any past event or meeting any old class fellow or colleague suddenly.

- *Starting with a question*

You can start the letter by asking any question about the well-being of your friend and his/her family members.

- *Sharing information*

You can share any news or information about your own life, including any significant or exciting event that happened in your life, your emotions, and feelings regarding different perspectives, etc.

Step 4: Closing lines

While writing a letter to your friend, the letter can be signed off by using multiple phrases such as “*Waiting to see you*”, “*Waiting for your reply*”, “*Looking forward to meeting you*”, etc.

Tip: P.S (PostScript) section can be added at the end of your letter. In this section, the information that you have missed can be added. It will save you from rewriting or re-formatting the whole letter again. This section helps you to deliver an instant piece of information to your friend.

Task 2.3 Writing an informal email. Write an email to a friend explaining advantages and disadvantages of online shopping. What goods and products would you buy using online shopping? How often do you go online shopping?



Chapter III

HEALTHY LIFESTYLE



Practical Lesson 3.1 WORK – LIFE BALANCE

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. Discuss the following questions.

1. Do you think you have a healthy life style? Is it possible to have a healthy life style in modern world?
2. What factors determine a healthy life style (specify on healthy eating, physical activity, stress management, avoiding bad habits, etc.)
3. Is there any connection between the person's style of life and the duration of their life (life expectancy)?



I. VOCABULARY.

Task 1.1 GLOSSARY OF THE TOPIC. Read aloud, translate and remember the key words and expressions.

Words and expressions

- healthy lifestyle
- sedentary lifestyle
- longevity
- to get into the habit
- vigorous activity
- to stay active
- physical exercise
- lifestyle related diseases
- to improve joint stability
- to increase and improve range of movement
- to help maintain flexibility
- to maintain body mass
- to prevent osteoporosis and fractures
- to reduce the risk of heart disease, stroke and diabetes
- to improve mood
- to reduce symptoms of anxiety and depression
- to enhance self esteem
- to improve memory
- to reduce stress
- disease prevention

Task 1.2 Complete the sentences below with suggested words.

Which of these things do you like doing? And which do you think you must work on improving?

drink water	less screen time	exercise	avoid processed food	sleep well
keep a healthy weight	have a hobby	relax	eat well	stop smoking
get enough vitamin D	spend time with friends			

1. After a long busy day, everyone should _____ before going to be.
2. Teach your children to drink more _____ than fizzy drinks.
3. Food that contain _____ include oily fish, egg yolk and yogurt.
4. People with breathing problems should _____ for good.
5. When I retired, vegetable growing & gardening were a new _____ of mine.
6. Eat the right food and you will _____ & look good.
7. Ready meals, crisps, sausages & tinned food are all _____.
8. When you _____, you will wake up refreshed & ready for the day ahead.

Task 1.3 Fill in the blanks with words from the box. There are **THREE** words you will not need.

affects	attacks	chemicals	cholesterol	diet	disease	doses	effects	
energy	gentle	healthy	heart	mood	physical	pressure	protect	reduce
reward	weight							

Scientists around the world agree that the key to staying 1) _____ and keeping fit is to eat less and do 2) _____ exercise such as walking

or cycling. However, people who exercise too intensively often 3) _____ themselves by spending the rest of the day in front of the screen. At the same time, they have to eat more to give them 4) _____ for the next workout.

To avoid gaining 5) _____, researchers suggest that going for a longer walk or riding a bike for a few hours may actually be better than high-energy exercise. A low-fat 6) _____ may be good for your waistline, but research suggests it may have negative psychological 7) _____. Medical experts have found out that volunteers who followed a strict twenty-five percent fat diet reported feelings of depressions and bad 8) _____.

Many of us already know that drinking coffee raises your blood 9) _____ but according to the latest studies, it too, can make you bad-tempered. Mice that were given regular 10) _____ of caffeine by researchers turned out to be more aggressive than others.

On the other hand, chemicals found in tea can 11) _____ the risk of heart 12) _____ and have a positive effect on 13) _____ levels and high blood pressure. If you're a chocolate fan, there's good news for you! Recent studies have revealed that 14) _____ found in chocolate can not only put you in a good mood but also 15) _____ you from a variety of minor illnesses including colds, coughs, depressions and even help reduce the risk of 16) _____ disease.

Task 1.4 Time Management. *Check the table below to learn new words related to time management. Discuss the questions below.*

Word	Definition	Sentence
Allocate	To set aside or distribute for a specific purpose	We need to allocate enough time for each phase of the project.
Deadline	The date or time by which something must be finished	We need to meet the deadline for the project proposal.
Delegate	To assign tasks or responsibilities to others	I will delegate the research tasks to the team members.
Multitask	To do several tasks at the same time	She is skilled at multitasking and can handle multiple projects.
Prioritize	To determine the order of importance or urgency	You should prioritize your tasks based on their deadlines.
Productivity	The measure of how efficiently tasks are completed	Our team's productivity increased since we implemented new system.
Procrastinate	To delay or postpone tasks	It's important not to procrastinate and complete the report on time.
Punctual	Being on time or arriving at the right time	It's important to be punctual for meetings and appointments.

1. How do you **allocate** your time for studies, personal activities, and leisure?

2. How do you manage your time when you have multiple **deadlines** approaching?
3. Can you think of a task that was **delegated** to you? Who delegated the task to you?
4. In what scenarios do you think it's more beneficial to focus on a single task rather than **multitasking**?
5. How do you **prioritize** tasks? What factors do you consider when determining what responsibilities are more important or less important?
6. What is a piece of technology that has improved your **productivity**? How does it help you?
7. What are your favourite ways to **procrastinate**?
8. Would you consider yourself to be as **punctual** in your private life as you are in your professional life? Why or why not?

II. READING COMPREHENSION

Task 2.1 READING FOR GENERAL INFORMATION.

Read the text. Complete a multiple-choice test below. Then suggest top 3 tips of a healthy life for you. Discuss the suggested ideas.

7 Tips of a Happy, Healthy Life



Nowadays our life is getting more and more tense. People live under the press of different problems, such as social, ecological, economic and others. They constantly suffer from stress, noise and dust in big cities, diseases and instability. A person should be strong and healthy in order to overcome all difficulties. To achieve this aim people ought to take care of their physical and mental health. One of the first duties we owe to ourselves is to keep our bodies in perfect health. As all of us know that if our body suffers from any disorder, our mind suffers with it, and we are unable to make much progress in work, and we are unfit to perform those duties which are required of us in social life. There are several ways to do it.

Tip 1. Fresh air. A constant supply of pure fresh air is indispensable to good health. That's why a lot of people like to spend time outside, especially when it's warm, when the sun is shining. What I mean by this is that people are able to enjoy themselves, going out whatever the weather.

Tip 2. Cleanliness. Perfect cleanliness is also essential. The whole body should be washed as often as possible. Moreover, some people think that brushing your teeth is as important as washing your body. Not only does good dental hygiene save painful and expensive visits to the dentist, it may also prevent strokes or heart attacks. Columbia University research based on around 700 people found that those with gum disease were more likely to suffer from narrowing of blood vessels that can lead to heart attacks.

Tip 3. Exercise. Everyone nowadays knows the benefits of physical exercise but scientists at the University of Maastricht the Netherlands say the key to staying slim and keeping fit is to eat less and take gentle exercise such as walking and cycling. These scientists do recommend to take gentle exercises in order to avoid weight gain as they believe that after intensive exercises people tend to eat more to give them more energy.

Tip 4. Food. Most essential to our body is food. Be moderate in eating. Every person should eat proper kinds of food – dairy products, meats, fruit and vegetables, fats and sugar, green and grains. Dairy products provide us with calcium, meat provide our bodies with protein, iron. Eating fruit and vegetables helps to keep us healthy too because they give us vitamins and minerals. We should eat fats and sugar in moderation, because too much these products can cause different heart-diseases. Cereals and grains are important for us because they provide us with the energy we need for physical activity.

Tip 5. Get a hobby. Having a hobby can ease depression, lower levels of stress, improve mood and immune systems and may reduce the risk of high blood pressure. According to the research men who have hobbies are less likely to be sick and absent from work than men who don't. As for me, I completely agree with this statement. As a person who is absorbed in some business, he/she doesn't have enough time to think about his/her illnesses.

Tip 6. Laugh a lot. A lot of scientists believe that laughing reduces pain and diabetes symptoms and also improves the immune system. Researchers have calculated that laughter burns up calories at the rate of 2.31 a minute. Moreover, I can say that there are special schools in Europe where people are taught how to laugh. As it was proven that laugh is one of the most effective remedies for illnesses.

Tip 7. Get a pet. Laughter is linked to good health and research shows that people who have pets have the most giggles during the day. Pet dogs can lower heart rate and reduce stress, but having a cat reduces the risk of a child developing eczema and hay fever.

So I've just enumerated some of the ways that can help us to be healthy. It depends on the person which of them he/she will choose. But I can come to the conclusion that people nowadays are more health-conscious than they used to be. They understand that good health is above wealth.

1. **Why is fresh air important for good health?**
 - a) It helps people sleep more
 - b) It provides oxygen and is indispensable to good health
 - c) It makes people feel cold and uncomfortable
 - d) It only benefits young people
2. **What is one of the benefits of good dental hygiene?**
 - a) It helps prevent strokes and heart attacks
 - b) It makes food taste better
 - c) It increases energy levels
 - d) It helps people sleep better

3. **According to scientists, what type of exercise is recommended to stay slim?**
 - a) Intensive weightlifting
 - b) Extreme running
 - c) Gentle exercises like walking and cycling
 - d) Playing professional sports
4. **Why should people eat fats and sugar in moderation?**
 - a) Because they taste bad
 - b) Because they can cause heart diseases
 - c) Because they are hard to find in stores
 - d) Because they have no nutritional value
5. **What is one of the benefits of having a hobby?**
 - a) It increases work hours
 - b) It helps improve mood and lower stress levels
 - c) It makes people more tired
 - d) It eliminates the need for exercise
6. **How does laughing contribute to better health?**
 - a) It increases the risk of heart disease
 - b) It burns calories and strengthens the immune system
 - c) It causes people to lose focus on their work
 - d) It only benefits young children
7. **What does research show about people who own pets?**
 - a) They laugh more often and experience less stress
 - b) They are more likely to develop illnesses
 - c) They require more medical attention
 - d) They avoid physical activity
8. **Why do people need to take care of their physical and mental health?**
 - a) To be able to overcome life's difficulties
 - b) To impress others
 - c) To live in big cities
 - d) To avoid exercising
9. **What is one of the main conclusions of the article?**
 - a) People nowadays are less interested in health
 - b) Good health is more valuable than wealth
 - c) Only a few people care about their health
 - d) Exercise is unnecessary for good health
10. **What is the overall purpose of the article?**
 - a) To explain how to become rich
 - b) To provide tips on leading a healthy and happy life
 - c) To discourage people from exercising
 - d) To suggest that health does not matter

Task 2.1 READING FOR GENERAL INFORMATION. Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.

- A. Spread the Positive Energy
- B. Create Positive Thoughts that Lead to a Positive Thinking Mind-set
- C. We Are All Connected
- D. Visualize Your Success
- E. Involve Your Friends and Family
- F. How to Develop Positive Thinking
- G. These Changes Won't Happen Overnight.
- H. Results with Positive Thinking and Affirmation Can Vary

THE POWER OF POSITIVE THINKING

(1) _____

Positive thinking is a practice which requires your certain mental attitude. Someone who has a positive thinking always foresees happiness, good health, success, and a positive outcome of almost every situation and event that takes place. A person with a positive thinking expects that things will always work out and they often do. When you have a positive thinking, you easily find answers to even the most complex problems and challenges.

(2) _____

Before you can work out a positive thinking pattern, you first have to realize that positive thinking is not something you do from time to time. Positive thinking is a practice, one that you work with daily and apply regularly. By making it a daily habit you create a positive thinking mindset that allows you to avoid potentially negative and challenging situations, and helps you to resolve dilemmas quickly and easily.

(3) _____

You will attract what you think about regularly. So if you believe that life is difficult, you will attract situations that will make your life difficult. Thus you should start paying close attention to what you think. Every day catch yourself thinking, ask yourself — what am I thinking about? Is this thought positive or negative? Does it help me to improve my life or does it make my life more difficult?

(4) _____

While they will help to develop a positive thinking pattern, it can take some time to see real results from reciting positive affirmations repeatedly. That's because it depends on what you want and where you are in life. To create a positive thinking mindset, your positive affirmations should be said daily, should be in the present tense, and should be said in your voice. Working with affirmation CDs is also helpful.

(5) _____

See yourself succeeding at what you want to achieve. This will help to boost the results of your affirmations and develop a stronger positive thinking pattern. When you visualize, your subconscious associates the image with the affirmation and helps you to achieve the success you want sooner.

III. SPEAKING PRACTICE

Task 3.1 HEALTHY LIFESTYLE QUIZ. *Answer the questions to find out if your lifestyle is healthy.*

1. How often do you eat breakfast?
A never-ending B sometimes C every morning
2. How many portions of fruit and vegetables do you usually eat every day?
A none B 1-4 C 5+
3. How many hours do you sleep each night?
A less than 6 B 6-8 C 8+
4. How often do you drink fizzy drinks (e.g. soda)?
A every day B a few times a week C once a week or less
5. How much water do you drink in a day?
A 500 ml B 1 litre C 1.5 litres or more
6. How often do you exercise?
A less than once a week B 1-2 times a week C 3+ times a week
7. How long do you spend looking at a screen (e.g. smartphone, computer) each day?
A 4+ hours B 2-4 hours C less than 2 hours
8. How often do you eat foods with lots of sugar (e.g. cake, chocolate, biscuits)?
A many times a day B once a day C a few times a week

WHAT'S YOUR SCORE?

Mostly As: Oh dear! Your lifestyle is not healthy! Try drinking more water, eating more fruit, and getting more sleep and exercise. Cut down on sugar and screen time, too.

Mostly Bs: Your lifestyle is quite healthy, but try making a few changes to make it even better!

Mostly Cs: Well done! You have got a super-healthy lifestyle. Keep it up!

Task 3.2 EXPRESSING OPINION. *Tell your group-mates about your lifestyle. Do you consider it to be healthy? How can you improve your daily routine to benefit your health most? Aside from exercising what are other practices that make you healthier?*

Task 3.3 *Discuss some more issues.*

1. What more do you think could be done to promote healthy living in your country?
2. How can individuals take more responsibility for their own health?

Practical Lesson 3.2 RECREATIONAL ACTIVITIES



Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar phenomenon – usage of passive voice.

LEAD-IN. Discuss the following questions.

1. Do you have enough free time? What do you do in your free time?
2. Do people's leisure time activities change over the time? Share your experience.
3. How active you are when having holidays? Do you prefer active or passive rest?

I. VOCABULARY

Task 1.1 Free time activities. Fill in the gaps with the suitable word. Then discuss your hobbies. Have they changed a lot since you were a kid?

Shopping – walking - playing on – flying – dancing – swimming – playing the (X2) – making – cooking – knitting – rollerskating – horse riding – playing (X4) – gardening – singing – rock climbing – reading – drawing – fishing – skiing

1. Max is crazy about mountains, every holiday he goes there, _____ is what he prefers.
2. Sally enjoys being outside and loves nature, she spends hours-_____.
3. David is only interested in _____ books, his nickname is Bookworm.
4. My sons belong to the same team; they go _____ rugby three times a week in a club.
5. Steve and his twin sister like _____ or working on the computer together.

6. Mum makes all the pullovers of the family, she can't stop _____, even in front of the TV!
7. Allan is thinking of taking part in the show "The Voice". He is really good at _____.
8. Even though he is not very young, Sam spends a lot of time _____ yet he has fallen many times already.
9. When the weather is a little windy, Dave enjoys going to the beach and _____ his new kite.
10. Bob is a prodigy, he started _____ piano when he was four years old.
11. Water is his element so, even though he has stopped taking part in competitions, Don goes on _____.
12. Helen is a spendthrift, she goes _____ every weekend and always buys plenty of clothes.
13. Dad likes _____ to relax after work, and his meals are really delicious!!
14. Tony was devastated when he had to stop _____ tennis because of his tennis elbow.
15. Do you fancy going to the new disco? I know you are mad about _____.
16. You are so tall, guys, I think you could try _____ basketball as a hobby!
17. Mike loves his dogs, so he doesn't mind _____ them twice a day.
18. What a pity to see our pupils who can't stop yawning after _____ video games for hours at night!
19. Sally is angry, she had planned to go _____ in the Alps, but there is no snow!
20. Steve will probably become an art teacher, being so keen on _____.
21. You'd better go _____ now, if you want to catch some nice trout for this evening!
22. They like _____ sandcastles with their Mum in Summer.
23. Helen has sent a video of herself _____ guitar on the internet, a great buzz!!
24. _____ is her passion and Star is her favourite horse.

Task 1.1 Amateur sports and activities.

A Study the phrasal verbs in the exercise below. Complete the sentences below with these phrasal verbs:

work out = exercise **pig out** = eat a lot **build up** = increase **burn off** = eliminate
put on = increase (weight) **keep up** = maintain the same speed as others **do in** = kill/hurt
warm up = warm muscles before exercise **stretch out** = stretch **tire out** = exhaust muscles

1. Resistance exercises (e.g. weight lifting) can help to _____ your muscles.
2. Schwarzenegger must _____ a lot to maintain his physique.
3. I go to aerobics to _____ the calories I _____ at the weekend.
4. I always feel guilty after I _____ at the Chinese restaurant.

5. Yoga helps to _____ my muscles.
6. You should _____ before you exercise or you might _____ your muscles _____.
7. I think I ate too much at Christmas. I've _____ two kilograms.
8. Just the thought of exercise _____ me _____.
9. I'll never go to a circuits class again. The last one nearly _____ me _____. The other people were really fit so I struggled to _____.

B *Fill in the missing words and phrases.*

I suppose I'm quite lucky because I don't _____ weight easily. I never _____ in the gym and the only time I _____ is when I need something from the top shelf. I tried aerobics once but I couldn't _____ with the others. I take my dog for a walk three times a day though, and that helps to _____ the calories. I usually watch what I eat but I sometimes _____ on a pizza or a Chinese at the weekend.

My brother is real fitness fanatic. Before he works out he _____ every day with press ups, sit ups, stretches and a jog around the park. He says it's important to _____ good levels of strength, stamina and suppleness. I don't want to overdo it though. A fitness regime like his would _____ me _____!

Task 1.2 LEARNING VOCABULARY IN CONTEXT. *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) **C**: 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 |

Task 1.3 Taking Up Professional Sports. Types of training. *Choose a word from the list to fill each gap:*

designed equipment healthy jogging muscles music series
sprinting strength working out

1. Aerobic exercise is exercise for fitness that is slow, steady and continues for a long time, like _____ in a park, swimming laps in a pool, or riding a bicycle.
2. Anaerobic exercise is exercise that expends a lot of energy very quickly, like _____ on a running track, swimming in short, quick bursts, or lifting heavy weights.
3. Flexibility exercise is the type of exercise that stretches the _____, like the stretching exercises that athletes do before competing, or the postures performed in yoga.
4. Fitness training is any regular exercise routine that keeps people fit and at a healthy weight, such as _____ at the gym or doing a fitness trail routine.
5. Weight training involves repeatedly lifting heavy weights using barbells or weight machines in order to increase physical _____ and build muscle mass.
6. Circuit training involves repeating a "circuit", which is a personalised _____ of exercises, some of which are for fitness, some for flexibility and some for strength building.
7. Aerobics is a fitness routine led by an instructor that combines rhythmic aerobic exercises with stretching and strength training, usually performed to _____.
8. Gymnastics is a sport that originated in Europe in which exercises requiring strength, flexibility and balance are performed on a range of _____ including bars, rings, mats and vaulting horses.
9. Pilates is an exercise system that aims to strengthen the mind and body through breathing and exercise routines, many of which are performed on pieces of equipment _____ by the system's inventor, Joseph Pilates.
10. Yoga an ancient Indian system of physical and mental exercises intended to create a _____ body and mind.

** Discuss with your groupmates which of above-mentioned types of training are the most popular in your country among young people. Which of them can be used as a part of professional training.*

II. READING COMPREHENSION

Task 2.1 *READING FOR RESTORING THE TEXT.* Read extracts 1 and 2 below, which have missing sentences. Try to predict what each missing sentence is about. Then look at A-D and choose the sentences that are closest to your prediction.

1. Be careful when you choose a leisure activity because some activities take up a lot of time or effort. ___ Find out what an activity needs before you begin, and you won't have wasted your time.
2. If you think you have hurt yourself while exercising, stop immediately. ___ As a result, they end up with worse injuries, so it takes them much longer to get better.
 - A This is important if a doctor has told you to rest.
 - B This means that you may become discouraged and give up because it is too demanding.
 - C Too many people try to continue, despite the pain.
 - D Then they find that it doesn't interest them as much as they thought it would.

Task 2.2 *Read the text. Five sentences have been removed. Choose the correct sentences (A-G) to fill the gaps (1-5). There are two extra sentences.*

Hobbies and leisure activities are an ideal way to de-stress, meet people and develop your creativity. But if you don't have a lot of spare time, it can be a challenge to find one that suits your tastes and fits into your busy life. Of course, some readers ask why they should take up a hobby at all. 1. ___ They don't realise that being more active and doing something really enjoyable can improve their energy levels and their mood.

One strategy for finding the right leisure activity is to think about what you enjoyed when you were a young child. 2. ___ Now here's your chance to try again. Perhaps you wish you could spend time exploring on your bicycle again, or wonder why you stopped drawing cartoons. Think about going back to similar activities. Another approach is to think about the hobbies your friends have taken up. 3. ___ Training together will give both of you a boost in motivation. Or if you see a friend's paintings and you fancy doing some painting as well, give it a try.

Something to keep in mind is that an activity may not interest you after you've tried it. 4. ___ So don't beg your parents to pay for a lot of equipment or a whole year's lessons right away.

Begin slowly, borrow what you need, and see if the activity is really right for you. If you still enjoy an activity after a few weeks of starting it, it might be the right hobby for you. 5. ___ And if you complete it, perhaps you can ask for some equipment for your next birthday present.

- A Most people try activities they think they will be good at.
- B Actually, lots of people give hobbies up within a couple of months of starting them.
- C If you are interested when a classmate talks about her martial arts class, ask if you can join her.
- D Only then is the time to pay for the full course.
- E Parents may also have good ideas for activities too.
- F After an exhausting day at school, they want to do is sit in front of TV or go online.
- G Do you regret giving up those music lessons when you were ten?

Task 2.3 *Read the text below and complete the missing gaps with one word only.*



Holidays in the mountains

Many people enjoy spending their holidays hiking or climbing in the mountains. Their reasons vary. Some like being outdoors because 1. ___ is relaxing; others enjoy the positive effects of exercise and fresh air on their mental and physical well-being. Some people even choose the challenge of climbing a mountain summit for the feeling of achievement at the end. Whatever your motivation, it is important to plan and prepare carefully and 2. ___ some time before the trip doing physical training, particularly 3. ___ you are planning to go on long hikes at high altitudes.

Mountain trips can bring health challenges such 4. ___ altitude sickness. This can be mild, where you might simply develop 5. ___ headache, but in some cases people need medical attention. It is also important to take into account sudden changes in weather conditions, which can be very unpredictable. If the temperature drops below 0°C, you 6. ___ easily get frostbite. It is advisable to use cream on your hands and face before your trip, and make sure you wear warm gloves and socks. Hikers and climbers may also feel unwell because of dehydration, so drinking plenty of water before and during your trip is one of the 7. ___ important things to remember. Spending a day hiking or climbing may be more demanding on your body 8. ___ you think. You ought to rest well after each trip to help your muscles recover for the following day.

Task 2.3 *READING FOR SPECIFIC INFORMATION.*

Read the text. Discuss the suggested idea. Complete the multiple choice test below the blog.

GPS CHALLENGE

Dear Friends,

Sorry I haven't blogged for a while. I've been a bit busy lately. You'll find out why ... But first of all, have you ever heard of geocaching? It's a kind of treasure-

hunting game that uses a GPS device - usually your smartphone - to find small containers called geocaches. These are hidden all over the world - but usually people start with geocaches that are close to their home. The great thing about geocaching is that it leads you to some beautiful and amazing places that you probably didn't know about. I can definitely recommend it - it's healthy and it's fun. Although I should warn you that it's also seriously addictive!

So how does it work, exactly? Well, the first step is to go to the geocaching website or download the geocaching app onto your phone. Then you choose a geocache and you start looking. People have been hiding geocaches for more than ten years, so there are literally millions of them around the world. There are sure to be some near your home, wherever you live. (There are geocaches across all seven continents, including Antarctica!)

Some are very hard to find. They may be hidden beside a river, up a tree, or even below the ground.

Geocaching is quite a new game: it began around the year 2000. However, similar games did exist in the past. For example, in the middle of the 19th century, a game called 'letterboxing' became popular in the south of England. People who enjoyed walking in the countryside began to hide boxes all along the route. These boxes contained postcards addressed to themselves. When other walkers found a box, they collected the cards and posted them. This often took many weeks, because the boxes were often hidden in remote places, not by the paths. In geocaching, the boxes don't contain postcards. They contain a logbook, where the person who finds it can write their name and the date. (They also record the find on the website.) As well as the logbook, geocaches often contain a toy or gift. You are welcome to take this, provided you replace it with something you have brought with you.

The basic game just involves finding a geocache and recording it online and in the logbook. However, there are lots of variations.

For example, there are multi-cache challenges, where each cache contains the co-ordinates for the next cache, until you reach the *i* final cache containing the logbook. There are also 'travelling caches', where each person who finds the cache then hides it in a different location and updates the information on the website.

And there are 'webcam caches'. When you do these, you don't find a physical container or logbook; you find a public webcam and then capture an image of yourself on the webcam as proof that you have been successful. I've tried all of these types, and personally, I've enjoyed the multi-cache challenges the most. Geocaching is an activity you can do alone or, like me, with a couple of friends. But there are also geocaching events where you can get together with hundreds of other fans of the game. For example, the 'Fumble after Dark' event is held every November in Sweden and sounds like great fun. About a thousand geocachers get together for a day of talks and presentations about geocaching. And then they head outside into the darkness for some night-time adventures! I've been enjoying my geocaching experiences so much that I'm seriously thinking about going to 'Fumble after Dark' next year. So why don't you get into geocaching too, and I might see you there!

Bye for now!!

Claudia

1. To take part in geocaching you need
 - a) a mobile phone with GPS.
 - b) a mobile phone with GPS and a toy or gift,
 - c) a mobile phone, a toy or gift and a logbook,
 - d) nothing-just yourself!
2. The activity of geocaching
 - a) began in the 19th century, but only became popular after 2000.
 - b) was originally only popular in one region of England, but now has fans all over the world,
 - c) was called 'letterboxing' when it was first invented,
 - d) has similarities with a 19th-century game.
3. When you find a gift in a geocache, you
 - a) make a note of the gift on the website,
 - b) can borrow the gift, but have to return it.
 - c) are allowed to take the gift if you replace it with something else.
 - d) take a photo of the gift as proof that you have found it.
4. The writer thinks that the most enjoyable kind of geocaching is when
 - a) you have to find a public webcam,
 - b) you have to find a series of geocaches,
 - c) you have to find a geocache and then hide it in a different place.
 - d) you simply have to find one geocache.
5. The writer believes the 'Fumble after Dark' event
 - a) is less fun than geocaching with a couple of friends,
 - b) would be a very enjoyable event to attend,
 - c) is only suitable for adventurous people,
 - d) needs to attract more people.
6. The writer has written the blog mainly to
 - a) suggest that people try geocaching.
 - b) explain the differences between letterboxing and geocaching.
 - c) publicise a geocaching event in Sweden,
 - d) warn the reader that geocaching is addictive.

Task 2.4 *Work in pairs. Would you like to play this game? Why? / Why not? Use the constructions explaining preference:*

- I'd find it... It sounds really...
- I'd like to play it because...
- It appeals /doesn't appeal to me because...
- I'm (not) really into... I'd rather... I can't stand...
- I don't mind ..., but...

Check the rules!

COMPARATIVES

<p style="text-align: center;">Adverbs and adjectives</p> <p>Add -er to words of one syllable. <i>Do you have this in a smaller size?</i></p> <p>Two-syllable words ending in -y change to -ier. <i>Do you have anything a bit prettier?</i></p> <p>Use more with two- or three-syllable words. <i>The service is much more reliable.</i></p> <p>Some two-syllable words can take either -er or more. <i>It's a bit quieter / more quiet now.</i></p>
<p>We often use more with pairs of adjectives linked with and. <i>I'd like to be more fit and healthy.</i></p>
<p>To compare things in the same sentence, use than, less...than and not as... as: <i>Costsave is much cheaper than the other supermarkets.</i> <i>I don't usually finish as late as this. I normally finish at six.</i> <i>Their selection of clothes is less varied than at Harrod.</i></p>
<p>To say there's a big difference, use much or a lot. To say there's a small difference, use a bit. <i>It's a lot more expensive here than in Brazil.</i> <i>I'm a bit taller than my brother - maybe 2 centimetres.</i></p>
<p>Make negative comparisons using less or not as. <i>I never go to Booths. I shop at Cost-save. It's less / not as expensive.</i></p>
<p>To make superlatives, add -est to adjectives or adverbs of one syllable. Two-syllable words ending in -y change to -iest. Use most with most other two- or three-syllable words. <i>I'm the youngest of four brothers.</i> <i>The easiest way to get there is actually by bus.</i> <i>Tokyo is one of the most expensive cities in the world.</i></p>
<p>Superlatives usually start with the, but sometimes we use my, his, etc. With general statements, you don't need the, my, his, etc. <i>My best time for running a kilometre is four minutes 20.</i> <i>I usually work (the) best in the mornings.</i></p>
<p>Superlatives often go with the present perfect. <i>It's the best book I've (ever) read in my life.</i> <i>I think this is the fittest I've ever been.</i> <i>He's the most successful striker who's ever played for us.</i></p>

Let's practise!

Task 3.1 Complete 1-7 using the words in brackets to make a comparative.

1. - Shall we take the underground? - No, let's take the bus. It's a bit _____ - especially on a nice day like today. (pleasant)
2. I'll call you later when I'm _____ (busy).
3. - What time shall we leave? Eight? Eight thirty? - I think you'd be _____ to leave a bit _____. The traffic is _____ before seven thirty, (wise, early, heavy).
4. I speak English and French. I guess my English is _____. My French isn't bad - just _____ my English, (fluent, good).
5. I wouldn't say I'm _____ my brother - he's very bright. I'm just a bit _____ and study _____. (intelligent, determined, hard)

Task 3.2 Compare these things using adjectives from the box.

Cheap, expensive, exciting, good exercise, relaxing, energetic, flexible, rhythmic, acrobatic, dynamic, slow, good/bad (for you),
Fattening, filling, healthy, nutritious, popular, tasty

*Fruit and a chocolate: Fruit is healthier **than** chocolate. Chocolate **isn't as** healthy **as** fruit.*

Windsurfing and swimming
Yoga and aerobics
Pilates and gymnastics
Crisps and nuts
Salad and chips
Water and cola
Yoghurt and cream
Potatoes and tomatoes

Task 3.3 Write the superlatives of the adjectives in brackets in the correct spaces

1. _____ is _____ person I know (tall).
2. _____ person I know is probably _____ (fit).
3. _____ is probably _____ person I know (clever).
4. _____ person in my family is _____ (relaxed).
5. _____ is the _____ building in my town (ugly).
6. _____ thing I've ever done is _____ (exciting).

Complete the sentences with your own ideas so that they are true for you. Explain some details about them. For example: *My brother-in-law, Javier, is the tallest person I know. He's almost 2 metres.*

Task 3.4 Correct the mistake in each sentence.

1. I think it's the most bad film I've ever seen.
2. It's freezing outside so wear your most thick coat.
3. We're busyest in the afternoons, so ring in the morning.
4. That must be the sadest thing I've ever heard!
5. Honestly, it's the disgustingest thing you'll ever see.

Task 3.5 Write sentences with a superlative + the present perfect.

it / long time / he / be / away from home. It's the longest time he's been away from home.

1. it / exciting race / I / take part in.
2. that computer / reliable / we / ever have.
3. this / complicated game / I / ever play.
4. it / funny book / I / read / in a long time.
5. that / exciting / I / see in a long time / match

IV. SPEAKING PRACTICE

Task 4.1 MAKING UP A MONOLOGUE. Tell your groupmates about your life experience. Describe the following issues in 2 minutes.

<p>Describe an activity that you do after studies/work. You should say:</p> <ul style="list-style-type: none"> • What it is? • When and Where you do it? • Who you do it with? • And how you feel about it? 	<p>Describe an art or craft activity that you had at school. You should say:</p> <ul style="list-style-type: none"> • What you made? • How you made it? • What it looked like? • And how you felt about the activity?
<p>Describe a habit your friend has and you want to develop. You should say:</p> <ul style="list-style-type: none"> • Who your friend is? • What habit he/she has? • When you noticed this habit? • And explain why you want to develop this habit? 	<p>Describe a creative person whose work you admire. You should say:</p> <ul style="list-style-type: none"> • Who he/she is? • How do you know him/her? • What creative things he/she has done? • And explain why you think he or she is creative?

Task 4.2 *MAKING UP A DIALOGUE. Work in pairs. Discuss the following issues.*

1) Which activity...

- is better for people who are not into sport?
- is safer?
- seems more fun?
- is better to do in a big group?
- is more affordable for teenagers?



2) Work in pairs. You and a friend want to go cycling this weekend, but where? You have two options (A and B) to choose from. Agree on the one which you consider more appropriate, and explain why you rejected the other one.

Practical Lesson 3.3 HEALTHY EATING HABITS



Lesson objectives:

- to use vocabulary on the topic;
- to develop listening and speaking skills.

LEAD-IN. Discuss the following questions.

1. How do you know which diet is right for you? How many times a day should a person be eating?
2. What food would you recommend to avoid?

I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

Meat	Fish and seafood	Seasoning	Methods of cooking	Delicious	Dishes
beef	cod	sauce	pickled	bitter	plate
veal	flatfish	mustard	baked	sour	spoon
pork	lobster	sour cream	roast, fried,	salty	fork
lamb	prawn,	mayonnaise	grilled	spicy	knife
chicken	shrimp	pepper	boiled	sweet	cup
duck	crayfish	salt	braised,	stodgy	glass
goose	calamari	sugar	stewed	tasteless	napkin
rabbit	perch	fennel	chilled	raw	teapot, kettle
turkey	tuna	bay leaf	chopped	tough	frying pan
chop	salmon	ginger	creamed	ripe	saucepan

cutlet	crab	ketchup	mashed	canned	bottle
ham	pike	peppermint	stuffed	frozen	tablecloth
pate	trout	nutmeg	well done		wineglass
	carp	olive oil	smoked		towel
	herring	sunflower			can opener
	sardine	oil			main dishes
	mussels	parsley			appetizers
	scallops	vinegar			garnishes
	oyster				beverages
	caviar	buffet			alcoholic
	pike perch	still water			drinks
	catfish	sparkling			soft drinks
		water			dessert

Task 1.2 READING FOR GENERAL INFORMATION. *Read and translate the text.*

HEALTHY MEALS

Healthy eating is essential for our overall well-being. The food we consume affects our physical health, mental state, and energy levels. A balanced diet provides the body with the necessary nutrients, helping us stay strong, active, and healthy.

Eating nutritious food helps prevent many diseases, including heart disease, diabetes, and obesity. It strengthens the immune system, improves digestion, and enhances brain function. A healthy diet also boosts mood and reduces stress, making us feel more energetic and focused throughout the day.

To maintain a healthy diet, it is important to follow these basic principles:

Eat a Variety of Foods – A balanced diet includes fruits, vegetables, whole grains, protein sources (such as meat, fish, eggs, and beans), and dairy products. Each type of food provides different nutrients that are essential for the body.

Drink Enough Water – Water is crucial for digestion, circulation, and overall body function. It is recommended to drink at least 6–8 glasses of water per day.

Reduce Sugar and Salt Intake – Excessive sugar consumption can lead to weight gain and health problems like diabetes, while too much salt increases the risk of high blood pressure.

Limit Processed and Fast Food – Processed foods often contain artificial additives, unhealthy fats, and excessive calories. Choosing fresh, natural foods is a better option.

Control Portion Sizes – Eating too much, even healthy food, can lead to weight gain. It is important to listen to your body and eat only when you are truly hungry.

Eat Regularly – Skipping meals can lead to overeating later. Eating small, balanced meals throughout the day keeps energy levels stable.

Fruits and vegetables are rich in vitamins, minerals, fiber, and antioxidants. They help protect the body from diseases and improve digestion. It is recommended

to eat at least five portions of fruits and vegetables daily.

Healthy eating should be combined with an active lifestyle. Regular physical activity, such as walking, jogging, or playing sports, helps maintain a healthy weight and keeps the body fit. Getting enough sleep and managing stress also contribute to overall health.

Healthy eating is not about strict dieting but about making smart food choices every day. A well-balanced diet improves health, boosts energy, and enhances quality of life. By following simple principles of healthy eating, we can feel better and live longer, happier lives.

Task 1.3 *Answer the questions.*

1. Why is healthy eating important for our well-being?
2. How does a balanced diet affect our body and mind?
3. What diseases can a healthy diet help prevent?
4. How does healthy eating improve brain function?
5. Why is it important to eat a variety of foods?
6. How much water should a person drink per day?
7. What are the negative effects of consuming too much sugar and salt?
8. Why should processed and fast food be limited?
9. How can controlling portion sizes help maintain a healthy weight?
10. Why is it important to eat regularly and not skip meals?
11. How do fruits and vegetables benefit our health?
12. How many portions of fruits and vegetables should we eat daily?
13. Why is it necessary to combine healthy eating with an active lifestyle?
14. How do sleep and stress management contribute to a healthy lifestyle?
15. What are the main principles of healthy eating?

Task 1.4 *Choose the right answer.*

1. You shouldn't eat so many sweets; they're for you.
a) bad b) disagreeable c) unhealthy d) unsuitable
2. My aunt could tell fortunes from tea
a) buds b) grounds c) leaves d) seeds
3. Would you the salt, please?
a) carry b) deliver c) give d) pass
4. This avocado rather hard.
a) feels b) senses c) smells d) tastes
5. Oranges are said to be for me but I don't much like them.
a) appetising b) good c) healthy d) nourishing
6. "What would you like to drink, Miss Delicate, some or something stronger?"
a) brandy b) cider c) sherry d) whisky

7. In the jar there was a which looked like jam.
a) material b) powder c) solid d) substance
8. Pork chops are one of my favourite
a) bowls b) courses c) dishes d) plates
9. These are potatoes, not the end of last season's.
a) fresh b) new c) ripe d) young
10. Light were served during the interval.
a) drinks b) foods c) meals d) refreshments
11. In Mrs Conservative's , it is essential to eat a big breakfast.
a) confidence b) idea c) opinion d) principle
12. They arrived so late for the meal, that the food was
a) dried b) hard c) lost d) spoilt
13. I usually white coffee for breakfast.
a) consume b) eat c) have d) take
14. In England they eat apple with pork.
a) cream b) custard c) pudding d) sauce
15. A cool drink him after his long hot journey.
a) recovered b) refreshed c) relaxed d) rested
16. Is this water?
a) drink b) drinking c) potted d) swallow
17. No thank you, I don't sugar in tea.
a) drink b) put c) take d) use
18. Would you like me to the tea?
a) drain b) drip c) pour d) spill



II. READING COMPREHENSION

Task 2.1 READING FOR GENERAL INFORMATION.

Read and translate the text. Study the key vocabulary to complete task 2.2.

A. ENGLISH MEALS

The English usually have 4 meals a day: breakfast, lunch, tea (5 o'clock) and dinner. Breakfast can be a full "English breakfast" of corn flakes with milk and sugar, or bacon and eggs, toast and marmalade, tea or coffee. Some people, however, have just a cup of tea or coffee with a toast or something similar. This is usually called a "continental breakfast".

At midday everything is stopped for lunch. Most offices and small shops are closed for an hour and the city pavements are full of people on their way to cafes, coffee bars, restaurants. Factory workers usually eat in their canteens.

The English like what they call "good plain food". They must be able to recognise what they are eating. Usually they like steak, roast beef, Yorkshire pudding and fish and chips.

Afternoon tea is taken at about 5 o'clock, but it can hardly be called a meal. It

is a cup of tea and cake or biscuits. At the weekends afternoon tea is a special occasion. Friends and visitors are often invited to have a chat over a cup of tea.

Dinner is the most substantial meal of the day. It is usually eaten at 7 o'clock. The first course may be soup (though the English don't like it very much). The main course will often be fish or meat, perhaps the traditional roast beef of old England, and a lot of vegetables. The next course will be something sweet and often cooked, such as fruit pie. Last of all there may be cheese, often with biscuits.

It is common knowledge that the English are very fond of tea. They like to have "a nice cup of tea" 6 or 8 times a day, sometimes even more.

On Christmas Day a roast turkey is traditionally cooked for dinner. It is usually followed by Christmas pudding. Long before Christmas housewives begin to plan what cake to make for Christmas. Usually they make fantastic Christmas cakes.

B. AMERICAN EATING CUSTOMS

Most Americans eat three times a day, plus coffee and a snack in mid-morning and mid-afternoon. A complete breakfast consists of fruit juice and cereal or eggs. Eggs are usually accompanied by toast and bacon or sausage. Adults drink coffee and children drink milk. Special breakfast dishes served less frequently (typically on weekends and holidays) include waffles, French toast, and pancakes. All of these are typically served with butter and maple syrup.

Lunch is usually eaten between noon and 1:00 p.m., or from 1:00 to 2:00 p.m. People at work and school rarely go home for lunch; rather they bring a lunch with them, typically in a paper bag or lunch box. Such portable lunches consist of one or two sandwiches, a piece of fruit and sometimes a small bag of chips (potato or corn chips are popular) and / or a few cookies. Another alternative is to eat lunch out, and many people working in offices will eat at nearby restaurants.

Dinner is the main meal in the United States and it is eaten as early in the evening as 5:30 or 6:00 p.m. It usually consists of meat, fish or fowl dish with cooked vegetables and a starch such as rice or potatoes. Dessert is common in many homes.

In addition to breakfast, lunch and dinner, a late evening snack may also be common. Salty or sweet snacks may be eaten while watching television, or milk and cookies may be served just prior to going to bed.

C. MEALS IN UKRAINE

The hospitality of the Ukrainian people is well known throughout the world. When a foreigner sets foot in Ukraine first he gets acquainted with our cookery – national dishes and mealtimes. Frequently he gets to know that in this country they are not the same as in his. But he has to do in Ukraine as the Ukrainians do.

The usual meals in Ukraine are breakfast, lunch, dinner and supper. A number of Ukrainian families follow this order.

Breakfast is the first meal in the day. Lunch or luncheon is a light meal usually in the middle of the day.

Dinner is the chief and the most substantial meal. It isn't served at a definite hour in our country. When it is in the middle of the day, the lighter evening meal is

called supper.

Working people usually have a break for dinner at their place of employment. During the break they have either dinner or lunch. In great many Ukrainian homes dinner is followed by a cup of tea with a slice of lemon, jam or home-made pastry.

If you have a special dinner, a housewarming party for example, you should know how to lay the table on such an occasion.

First you spread the table-cloth and put out table-mats to protect the table from the hot dishes: a tureen of soup, a bowl of hot vegetables, a platter of meat, a boat of sauce, etc. Then you take out of the drawer in the sideboard soup spoons for the soup, spoons for the sweet and all the cutlery – knives and forks, including a small knife for the butter, a small knife and fork for the hors d'oeuvres and a fruit knife for the dessert.

You should put the knives and the soup spoon on the right-hand side and the fork on the left, except the spoon for the sweet which you should put across the top. Then you put out the breadboard and a knife to cut the bread.

On the left of each guest you put a small plate for bread and on the right a wine-glass. Don't forget to put out the table napkins for each guest and place several salt-cellars.

Once again have a look at the table and see if it is laid for each person. Then you are ready for the friends to come and don't forget to put a bowl of beautiful flowers on the dinner table.

I remember my last receiving the guests. It was my birthday party. I had thought over a menu of that dinner-party beforehand. I began with hors d'oeuvres followed by a clear soup with meat pasties, the second course included chicken with rice and vegetables, salad and so on. Then ice-cream for the sweet and fruit for dessert. And, of course, there was a nice cake with the candles lighted. What a lovely birthday party I have had!

Task 2.2 *Answer the questions.*

1. Is there a great difference in mealtime in Ukraine, GB and the US?
2. What do the people have for breakfast in Ukraine? / Great Britain? /the USA?
3. What do the people have for lunch in Ukraine? / Great Britain? /the USA?
4. What do the people have for dinner in Ukraine? / Great Britain? /the USA?
5. What do the people have for supper in Ukraine? / Great Britain? /the USA?
6. Have you ever lay the table on special occasions?
7. What is the way of laying the table?

Task 2.3 *READING FOR DETAILED INFORMATION. Read the text "Meals in Ukraine" again and fill in the blanks in the following sentences with missing words.*

1. The ... of the Ukrainian people is well known throughout the world.

2. When a foreigner sets a foot in Ukraine first he ... with our cookery – ... and mealtimes.
3. Dinner is the ... and the most substantial meal.
4. In great many Ukrainian homes dinner is followed by a cup of tea with ... , jam and home-made
5. First you spread the ... and then put out table-mats to protect the table from the hot dishes; a ... of soup, a bowl of hot vegetables, a ... of meat, a ... of sauce.
6. You should put the knives and soup spoon on the ... side and the fork on the ... , except the spoon for the sweet which you should put across the
7. ... of each guest you put a small plate for a bread and on a wineglass.
8. Don't forget to put table ... for each guest and place several saltcellars.
9. I began with followed by a clear soup with meat pasties and the second course included ...with rice and vegetables.
10. Then ice-cream for the ... and fruit for

III. LISTENING COMPREHENSION

Task 3.1 HEALTHY EATING. *Read and translate the words.*

moisture	glucose
constituent nutritional content	post-lunch apathy
to dehydrate	late-night alertness
proteins	degenerative brain conditions
amino acids	consumption
micronutrients	

Task 3.2 *Match the word to its definition.*

Terms	Definitions
1. Moisture	A) The small essential vitamins and minerals needed for body function.
2. Constituent nutritional content	B) The feeling of tiredness or lack of energy after eating a meal.
3. To dehydrate	C) The process of removing water from something.
4. Proteins	D) The natural sugar that provides energy for the body and brain.
5. Amino acids	E) The amount of food or drink that is eaten or used.
6. Micronutrients	F) A condition where the brain gradually loses its ability to function properly over time.
7. Glucose	G) The total amount of essential substances
8. Post-lunch apathy	
9. Late-night alertness	
10. Degenerative brain conditions	
11. Consumption	

	<p>found in food.</p> <p>H) A group of essential molecules that help build and repair body tissues.</p> <p>I) The small building blocks of proteins, necessary for body and brain function.</p> <p>J) A state of being awake and mentally active late at night.</p> <p>K) The presence of water in a substance.</p>
--	---

Task 3.3 Watch the video and answer multiple choice questions:



https://www.ted.com/talks/mia_nacamulli_how_the_food_you_eat_affects_your_brain/transcript



1. What makes up most of the weight of a dehydrated brain?
 - a) Proteins
 - b) Glucose
 - c) Fats (Lipids)
 - d) Micronutrients
2. Which type of fat is beneficial for brain health?
 - a) Trans fats
 - b) Saturated fats
 - c) Omega-3 and Omega-6 fatty acids
 - d) None of the above
3. What do amino acids help produce in the brain?
 - a) Blood cells
 - b) Neurotransmitters
 - c) Free radicals
 - d) Carbohydrates
4. Why are antioxidants important for brain function?
 - a) They help fight free radicals that damage brain cells
 - b) They increase glucose levels
 - c) They help in digestion
 - d) They replace essential fats
5. What happens when you eat a high glycemic food like white bread?
 - a) It causes a slow and steady release of glucose
 - b) It rapidly increases blood sugar and then causes a crash
 - c) It has no effect on mood or attention
 - d) It strengthens neurotransmitter production
6. Which of the following is a consequence of consuming too many trans and saturated fats?

- a) Improved brain cell communication
 - b) Enhanced neurotransmitter production
 - c) Compromised brain health
 - d) Increased energy levels
7. How do amino acids influence brain function?
- a) They help store energy
 - b) They act as neurotransmitter precursors
 - c) They replace damaged brain cells
 - d) They produce glucose
8. What is the primary function of glucose in the brain?
- a) It helps synthesize proteins
 - b) It provides energy
 - c) It removes toxins
 - d) It builds cell membranes
9. Why are high glycemic foods not ideal for brain function?
- a) They release glucose too quickly, causing energy crashes
 - b) They contain too many amino acids
 - c) They permanently increase attention span
 - d) They promote the growth of new neurons
10. What is the best way to support long-term brain health?
- a) Eating a balanced diet rich in essential nutrients
 - b) Avoiding all types of fats
 - c) Consuming only high-protein meals
 - d) Eating mainly processed foods

IV. SPEAKING PRACTICE

Task 4.1 EXPRESSING OPINION. *Discuss the following questions with your group-mates.*

1. Have you ever gone to the shops to buy anything and not been able to find it? If so, how did you feel and react and why? Why do shops not always have all their usual stock? What should be done to avoid such situations?
2. Is the place you eat food important for you? Why (not)? How often do you eat out and where? Describe one of the most popular and favourable restaurant / café in your city. Take about: the kind and the quality of food; the size and interior; the quality of service; the prices; the general atmosphere; the kind of people who go there; the kind of music (if any) and the customers.
3. “Honesty boxes” have been introduced in the UK. They are for people who want to buy a newspaper at the train stations and other busy areas. Do you think the idea of “honesty boxes” would work in your town, our country? Why (not)?

Practical Lesson 3.4 WRITING AN ESSAY

Lesson objectives:

- to develop writing skills.

LEAD-IN. Discuss the following questions.

1. Share your experience of visiting sport event.
2. Discuss how to stay healthy having little time.
3. What is your favourite kind of sport? Discuss popular sports in Ukraine.



I. WRITING.

Task 1.1 Study the rules on the how to write essay.

What is an essay?

In its most basic form, an essay supports, refutes or analyses a topic through the use of examples, discussion and reason.

The purpose of an essay is to either (1) declare a position on a topic and persuade the reader to agree or (2) derive a position on a topic after discussing this topic in writing.

The most straightforward approach to write an essay is to structure the response in a logical way that allows the candidate to make and analyse claims, share and discuss examples, and draw conclusions.

This is best done using **a structure** that is divided into four or five paragraphs. Each paragraph is subdivided into several sentences, and each sentence carries out a specific job. When united, the sentences work towards a strong centralised purpose: either to argue in support of a position, or to discuss multiple positions.

Essay layout

Paragraph 1 - Introduction

- Sentence 1 - Background statement
- Sentence 2 - Detailed background statement
- Sentence 3 - Thesis
- Sentence 4 - Outline sentence

Paragraph 2 - First supporting paragraph

- Sentence 1 - Topic
- Sentence 2 - Example
- Sentence 3 - Discussion
- Sentence 4 - Conclusion

Paragraph 3 - Second supporting paragraph

- Sentence 1 - Topic

- Sentence 2 - Example
- Sentence 3 - Discussion
- Sentence 4 - Conclusion

Paragraph 4 - Conclusion

- Sentence 1 - Summary
- Sentence 2 - Restatement of thesis
- Sentence 3 - Prediction or recommendation

Task 2.2 Consider the following example. *State the purpose of each paragraph. What are the functions of linking words?*

The advent of the internet has made it possible for people to work from home. Do you feel this working arrangement has more advantages or disadvantages? Share personal examples in your essay.

The Internet has revolutionised the world in many different ways. It has provided an opportunity for people to work from home. Despite the many advantages that derive from this arrangement, I feel that working from home is predominantly disadvantageous to the professional. This will be shown by looking at how the home sets professionals up to be both distracted and unable to detach themselves from work.

For one, although working from home may be a more cost effective and independent way to work, most people are likely to get distracted under this working arrangement. *For example*, my former manager once delegated a major writing project to me and instructed me to complete it at home over the course of a month. When I went to engage the project, I found it difficult to stay focused while in an environment I normally used for relaxing, and as a result the quality of my work suffered. My experience clearly shows that for people similar to myself, working from home is disadvantageous to productivity.

In addition to this, the stay at home worker often finds it challenging to distance themselves from their work, and this can be mentally exhausting. *For instance*, my colleague his started his own business from home. Within the first few months, he was receiving telephone calls, emails and faxes at all times of the day and night. In the end, he felt forced to move to a rented office simply because it was taking over his life. As this story illustrates, the disadvantages of a home based job are numerous.

To conclude, despite the advantages of lower overhead and independence, working from home has many more drawbacks than favourable points. I thus hope that professionals everywhere think carefully before settling on this working arrangement.

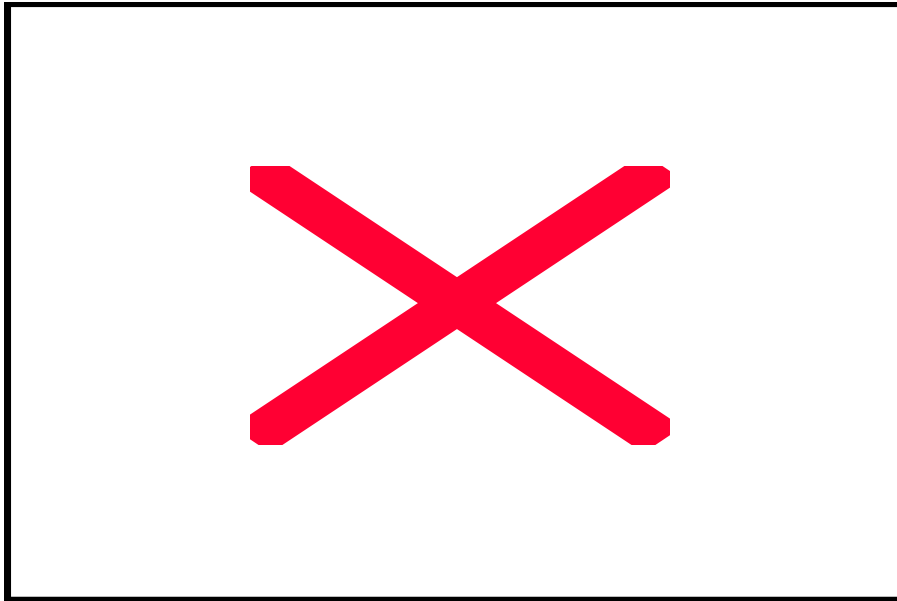
Task 2.3 Read the essay topics below. Choose the one to express your opinion in writing.



- *Many think that in today's world it is very difficult for people to maintain a healthy lifestyle. Others, however, feel that it is easy for people to be healthy and fit if they want to be. Discuss both views and give your opinion.
You should give reasons for your answer using your own ideas and experience.
You should write at least 250 words.*
- Health education is an essential aspect of community health. Do you agree or disagree?
*You should give reasons for your answer using your own ideas and experience.
You should write at least 250 words.*
- Discuss the role of lifestyle choices in maintaining overall health. Consider factors such as diet, exercise, and stress management. How can individuals make informed choices to promote their well-being?
*You should give reasons for your answer using your own ideas and experience.
You should write at least 250 words.*

Chapter IV

A SOUND MIND IN A SOUND BODY



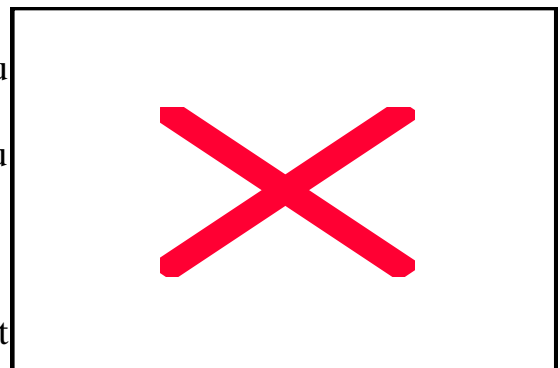
Practical Lesson 4.1 HUMAN BODY

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. Discuss the following questions:

1. What is the human body? What do you know about it?
2. What parts of the human body do you know?
3. What does a human body need?
4. How does food influence the human body?
5. What is the water balance of the body? Is it important to maintain it?



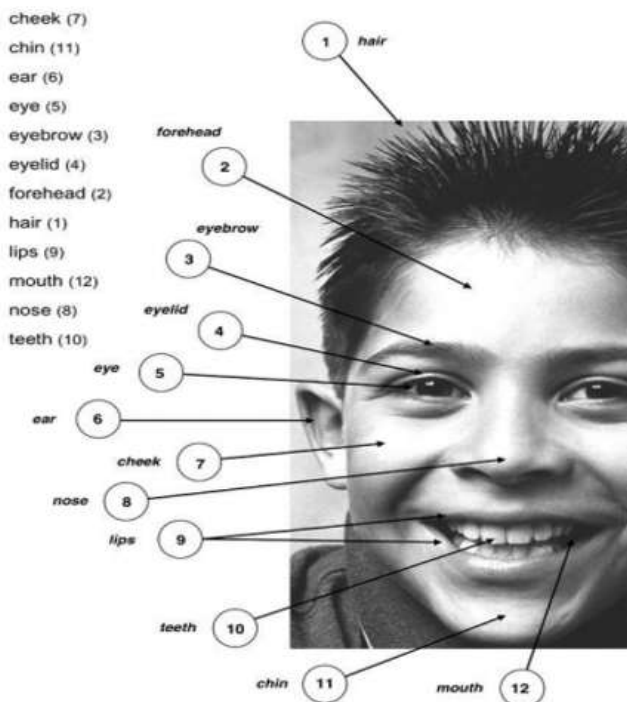
I. VOCABULARY.

Task 1.1 GLOSSARY OF THE TOPIC. Look through the parts of the face below. Study the new vocabulary and practice correct pronunciation.

Task 1.2 a) Match the words and translations.

- ніс
- рот
- око
- волосся
- губи
- вухо
- лоб
- зуби
- повіко
- підборіддя
- щока
- брова

PARTS OF THE FACE



b) Find equivalents in your native language to the body parts idioms below. Use them to make up sentences.

- **to be all ears** = listen with attention and interest
- **to show one's teeth** = use one's authority to punish
- **to be on one's last legs** = be very tired or ill
- **a slip of the tongue** = minor error in speech
- **to keep one's fingers crossed (for sb)** = wish for luck
- **to hold/keep someone at arm's length** = keep sb at a distance
- **to cry one's eyes out** = cry a lot
- **to stand on one's own two feet** = be independent
- **a heart of gold** = a very kind nature
- **from the bottom of one's heart** = sincerely
- **take it on the chin** = to accept unpleasant events bravely and without complaining
- **beat your brains out** = to spend a lot of time worrying about a problem and thinking about how to deal with it

Task 1.3 Complete the sentences with the words given below.

Hand – head – legs – mouth – teeth – eyes – eyebrows – foot – foreheads – ears

1. This toy is not recommended for little children, as there are small pieces they could put in their _____, and choke.
2. Sitting too close or too far from your computer can hurt your _____.
3. When we smile broadly, we use seventeen _____.
4. The blow to the _____ has caused a great deal of stroke to the brain.
5. I've been running for a really long time and my _____ hurt. I need to rest.
6. He could do anything for his mother. She was his Achilles _____.
7. Shut your _____, Mike. They are saying some horrible things!
8. If you move your _____, you are concentrated on what somebody is saying.
9. Women from India often have a small dot on their _____.
10. Don't be afraid. Just give me your _____ and we will walk through this bridge.

II. READING COMPREHENSION



Task 2.1 Read and translate the text. Put down and learn new words and phrases.
Make a list of all unknown words (the hard words or phrases)

THE HUMAN BODY

Many of the most exciting discoveries in all fields of science are being played out in the human body (The Guardian)

Human body is a marvel of construction. On the outside human anatomy consists of the five basic parts: a head, a torso, and limbs (*upper* and *lower*). The skeleton of the body is composed of about 208 bones, which are covered with muscles. The joints between the bones allow to perform movements.

Our head is the center of all bodily activity. The forehead, the eyes, the eyebrows and the eyelashes, the nose, the mouth, the cheeks and the chin make the face. The mouth consists of two lips, teeth and a tongue. The head is jointed to the torso by the neck.

The main parts of the torso are: the chest (its outer part *breast*), the shoulders, the blades, the back with the spinal column (**or** *spine, backbone*), stomach (**or** *tummy, abdomen*), the waist and the hips.

The leg is composed of a thigh, a calf, a knee, a shin, an ankle, and a foot. The foot in its turn consists of a heel, a sole, an instep, a ball and toes.

The arm is made up of an upper arm, an elbow, a forearm, and a hand. The wrist is the joint, which unites the arm with the hand. The hand consists of a palm, a back of the hand, four fingers (point/fore finger, middle finger, ring finger, little finger) and a thumb.



Every part of the human body has its own duty that it performs without difficulty as long as the man takes care of his health. If we are not careful enough we may sprain an ankle, twist a blade, pull a muscle, strain the eyes, break a leg or an arm, etc.

According to their functions different organs of the human body are divided into several systems: the skeletal system, the muscular system, the digestive system (**or** *alimentary tract*), the respiratory system, the urinary and reproductive systems, the cardiovascular system and the nervous system. Each system has a separate function, but some work together.

The muscles and the bones are under the layer of subcutaneous fat. The muscles cover the bones.

Every organ is composed of several kinds of tissue which, in its turn, is made up of cells. The heart and the large blood vessels connected with it, as well as the lungs and oesophagus are in the thoracic cavity. The spleen, the liver, the stomach and pancreas are in the abdominal cavity under the diaphragm. The small and large intestines are in the abdominal cavity lower than the stomach, the liver and the spleen. The kidneys are on the posterior side of the abdominal cavity.

The best way to keep fit and maintain health is to go in for physical activity all our life.

Task 2.2 *Text comprehension. Answer the questions below using information from the text.*

1. What main parts does the human body consist of?
2. How many bones is the adult skeleton composed of?
3. Will you describe the face?
4. What are the parts of the foot?
5. What makes the arm and the hand?
6. What is the leg composed of?
7. Is it important to know the names of the parts of the body in English? Why?
8. What systems are the human body organs divided into?
9. Where are the muscles and the bones?
10. What is in the thoracic cavity?
11. What can be found under the diaphragm?
12. How can people maintain their health and stay fit?

III. USE OF ENGLISH

Task 3.1 Choose one of the four possibilities that best completes the sentence.

1. He must be terribly strong! Look at his
a) skin b) limbs c) muscles d) nerves
2. He stood with his hands on his daring me to go past him.
a) ankles b) knees c) shoulders d) hips
3. Every tooth in my upper seemed to be aching.
a) chin b) cheek c) jaw d) forehead
4. When Mary twisted her ankle, John carried her home on his
a) shoulders b) knees c) hands d) arms
5. His shoes were so old that his were sticking out of them.
a) fingers b) thumbs c) tips d) toes
6. The blind man ran the of his fingers over the box.
a) points b) edges c) tips d) ends
7. When people sweat, the liquid comes out through the of the skin.
a) veins b) vents c) pores d) holes

Task 3.2 Give the name to the described human parts.

1. The part of the face that sticks out above the mouth, through which you breathe and smell.
2. The joint between the hand and the forearm.
3. Short hairs that grow along the edges of the eye.
4. The first finger of your hand.
5. You have it in the middle of your leg.
6. Under your mouth it is the lowermost part of the face.
7. The part in the middle of the arm where it bends.
8. With the help of this we are able to speak and eat.
9. Either of the two organs, one on each side of the head, by which people hear sounds.
10. It helps the blood to circulate.

Task 3.3 Match the following internal organs with the jumbled definitions of their functions.

- | | |
|----------|--|
| 1 kidney | A. carries nerve signals from your brain to your body and vice versa |
| 2 lung | B. long pipe leading from the stomach which takes waste matter from the body |
| 3 liver | C. short organ of little use which leads off the large intestine |
| 4 heart | D. baglike organ in which food is broken down for use by |

- the body
- | | | | |
|----|--------------------|----|--|
| 5 | <i>brain</i> | E. | a small, pear-shaped organ located under your liver that stores and releases bile |
| 6 | <i>intestines</i> | F. | it is the part inside the body like a bag – where urine collects before being passed out of the body |
| 7 | <i>pancreas</i> | G. | organ in the chest which controls the flow of blood by pushing it round the body |
| 8 | <i>stomach</i> | H. | is an organ in the body that changes toxins (such as alcohol) into less harmful substances and produces bile, urea and cholesterol |
| 9 | <i>bladder</i> | I. | organ in the head which controls thought and feeling |
| 10 | <i>spinal cord</i> | J. | one of a pair of organs which separate waste liquid from the blood |
| 11 | <i>gallbladder</i> | K. | is one of the two organs in the chest that fill with air during breathing |
| 12 | <i>appendix</i> | L. | produces substances (enzymes) that help with digestion |

Task 3.4 *Read the text carefully. Fill in the sentences with the given phrases A-H, there are two extra ones.*

HOW DOES YOUR BODY MOVE?

How does your body move? Does the brain send it messages? And in return, (1)_____ what they see, hear, and smell? The answer is your nerves!

Nerves are thin, threadlike structures (2)_____. Nerves run down your spine and branch out all the way to your fingers and toes. This system of nerves controls your body, tells your muscles to move, and (3)_____. Nerves are a part of your nervous system, (4)_____.

Your nerves are made of cells called neurons. Neurons send and receive messages between your brain and the other parts of your body (5)_____.

Messages flash from neuron to neuron along your nerves and inside your brain. Signals from your eyes (6)_____. The brain then sends signals that move very fast from cell to cell making sense of the message. Then the brain sends signals back down to the nerves connected to your leg muscles to say, “Run to the bus stop!”

- A** might tell the brain “There is my school bus”
- B** which carry messages between your brain and the rest of your body
- C** lets you experience the wonderful world around you
- D** which also includes your brain and spinal cord
- E** how we think, dream, reason and experience emotions
- F** by sending alternating electrical and chemical signals
- G** might convert signals that carry information to the brain
- H** how do your eyes, ears, and nose tell your brain

IV. SPEAKING PRACTICE

TOPICS DISCUSSION. BODY

Task 4.1 *Discuss the questions below with your group.*

1. Why do we have two legs, two arms, two eyes, etc., but only one head?
2. Is your body now the same as your body five years ago? Why? / Why not?
3. How can food change your body?
4. Why do people have hair on their heads?
5. How are most animal bodies different from human bodies?
6. Where are your elbows? Where are your knees? How can you maintain their health?
7. Would you like to be a doctor? Why? / Why not?
10. Why does a person's body need sleep? How much sleep do you usually get?
11. Are you left-handed or right-handed? Why can't we use both hands the same?
12. How will your body be different in five more years?
13. How can exercise change your body?
14. Why do some men have no hair on their heads - why are they "bald"?
15. Should we make robots with bodies that look human? Why? / Why not?
16. Tell me about a time that a part of your body was hurt.

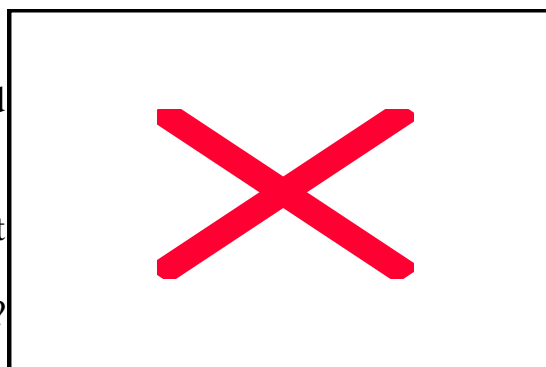
Practical Lesson 4.2 AT THE OUT-PATIENT DEPARTMENT

Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar – usage of Conditional Sentences
- to improve students' speaking skills

LEAD-IN. *Discuss the following questions:*

1. What does it mean to be healthy?
2. When have you felt happy to be in good health?
3. Do you worry about anyone's health?
4. What is a good gift to bring when you visit someone in a hospital?
5. Do you take vitamin supplements? protein? minerals? Why/Why not?
6. Do you take medicine soon when you don't feel well?
7. When was your last physical exam? visit to a doctor? Were you satisfied with the medical service?
8. Is a doctor's visit or a stay in hospital expensive?
9. Does your country have good medical healthcare? Explain.
10. What's the secret of living a long life?



I. VOCABULARY.

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- | | | |
|--------------------------|------------------------|------------------------|
| • to have an accident | • prescription | • heart attack |
| • bleed | • stress | • insurance |
| • burn | • virus | • to be overweight |
| • to catch a cold | • to call an ambulance | • to take some aspirin |
| • to keep a diet | • blood pressure | • broken |
| • to see a doctor | • cancer | • check-up |
| • headache/
toothache | • contagious | • cough |
| • infection | • disease | • first aid |
| • operation | • fever | • home remedy |

- medical
- pain
- sickness/ illness
- high temperature
- bandage
- bruise
- clinic
- diabetes
- emergency
- flu
- sore throat
- nurse
- patient
- sprain
- to use a thermometer

Task 1.2 *How many serious or **terminal** illnesses do you know? Work in a group and make a list (*terminal: cannot be cured). Are there many cases of such diseases in your country? Which of them are the most prevalent?*

II. USE OF ENGLISH

Task 2.1 *Read the text and choose the right variant.*

DOCTORS

When most people are ill with a non-life threatening condition they will most often see a General Practitioner, a GP, also called a Family Doctor. These doctors generally work in the local community in surgeries rather than in hospitals, so they are convenient for people to see for a consultation. However, other GPs can work in a very wide range of areas, such as in hospitals, in education and for insurance companies.

As the name suggests, GPs are doctors that do not have a specialty, such as a brain surgeon or cancer specialist: they are able to diagnose and treat all the possible diseases and problem that one of their patients might have. They can treat and manage most illnesses and perform some minor surgeries in their practice. Then for more serious cases they will refer the patient to a specialist that will work in a hospital.

If you are ill and need to see a GP you will normally need to make an appointment. Sometimes you can just walk into the surgery and see a doctor, but that is not very likely as GPs are normally very busy and all their appointment times will be fully booked. Often you have to wait several hours if not at least one of two days before you can get an appointment with a GP. If you are too ill to wait you have to go to a hospital and visit the accident and emergency department.

GPs also make house-calls. These are when the GP comes to your house to treat you or see a patient. Most often a GP has to make house-calls to see elderly people who cannot get to the surgery easily. They might be ill and need to doctor to give them medicine or it could be that the GP just want to check on them and make sure that they are ok.

If you are ill, the doctor will normally prescribe you some medicine and tell you to go away for a few days before you go back and visit them again if you have not started to get better. The GP will also explain how you can have a better lifestyle that could prevent you from becoming ill in the first place. They will normally

recommend that you stop smoking cigarettes (if you do), not to drink too much alcohol and to get exercise. Once you have your prescription you will need to visit a pharmacy to get the medicine the doctor prescribed you.

- 1) What is the difference between a specialist and a GP?
 - A) *There is no difference, they are both doctors.*
 - B) *The GP normally works in a hospital and the specialist works in a surgery.*
 - C) *A GP can treat patients with many different illnesses, while the specialist focuses on one area only.*
 - D) *You need to be referred to a GP but not to a specialist.*
- 2) Where do GP normally work?
 - A) *In a hospital*
 - B) *In a school*
 - C) *In a surgery*
 - D) *In a mobile vehicle*
- 3) Why will you often have to wait to see a GP?
 - A) *They are very busy, so all their appointment times get full.*
 - B) *To make sure you are really ill.*
 - C) *So the GP will have enough work to do each day.*
 - D) *You will need to travel a long way to see them and the journey will take a few days.*
- 4) What sort of person will most likely be visited by a GP in their own home?
 - A) *A new born baby.*
 - B) *An old person.*
 - C) *Someone with a serious illness.*
 - D) *GPs do not visit patients in their houses.*
- 5) What do GPs do as well as making ill people better?
 - A) *They give advice about how to not become ill in the first place.*
 - B) *They help the families of people who have died.*
 - C) *They participate in local community activities.*
 - D) *They work with people who make the medicine to sell more of it.*

Task 2.2 *Some of these words look so much alike that we often confuse them. See if you can get them straight. Here are some specialists with brief descriptions of their specialties. Check the one correct title that fits the description in each case.*

1. He treats children's diseases.
 - a) *He is an orthopaedist.*
 - b) *He is a pediatrician.*
 - c) *He is a pathologist.*
2. He corrects deformities of the body.
 - a. *He is a gynaecologist,*
 - b) *He is an orthopaedist.*
 - c) *He is a pathologist.*
3. He straightens crooked teeth.

- a) *He is an orthodontist*, b) *He is an orthopaedist*. c) *He is a pathologist*.
4. He is a medical doctor who specializes in diseases of the eye.
a) *He is an oculist*, b) *He is an optician*, c) *He is an orthopaedist*.
5. He makes your eyeglasses.
a) *He is an oculist*, b) *He is an orthopaedist*. c) *He is an optician*.
6. He specializes in disorders of the mind.
a) *He is an intern*, b) *He is a psychiatrist*, c) *He is a physiotherapist*.
7. He treats diseases by electricity.
a) *He is a pathologist*, b) *He is a physiotherapist*, c) *He is a psychologist*.
8. His specialty is taking and interpreting X rays.
a) *He is a gynaecologist*, b) *He is a neurologist*, c) *He is a radiologist*.
9. He specializes in diseases of the nervous system.
a) *He is a cardiologist*. b) *He is a dermatologist*, c) *He is a neurologist*.
10. He treats diseases of old age.
a) *He is a cardiologist*. b) *He is a geriatrician*, c) *He is a pediatrician*.
11. He specializes in skin diseases.
a) *He is a dermatologist*, b) *He is a geriatrician*, c) *He is a pathologist*.
12. He treats women's diseases.
a) *He is a dermatologist*, b) *He is a geriatrician*, c) *He is a gynaecologist*.
13. He brings children into the world.
a) *He is a gynaecologist*, b) *He is an obstetrician*, c) *He is a pediatrician*.

Task 2.3 *Read the situations and circle the odd one out:*

1. To disinfect a bruise, you need:
a) *antiseptic* b) *cotton* c) *sticking plaster* d) *alcohol*
2. Henry's got flu. He shouldn't.....
a) *stay in bed* b) *drink hot milk* c) *take antibiotics* d) *relax*
3. My grandfather can't hear well. He should
a) *visit a specialist* b) *play loud music* c) *use a hearing aid* d) *check his ears*
4. He needs glasses because of his
a) *squint* a) *short-sightedness* c) *myopia* d) *deafness*
5. Before buying some glasses, you have to visit the...
a) *a specialist* b) *ENT specialist* c) *ophthalmologist* d) *optician*
6. Dad smokes a lot, so he may suffer from cancer.
a) *larynx* b) *throat* c) *lung* d) *skin*
7. Carol coughs a lot. She should take some cough
a) *pills* b) *syrup* c) *medicine* d) *suppository*
8. Tom's got a terrible headache. He'd better take
a) *an aspirin* b) *alcohol* c) *a break* d) *a painkiller*
9. Emily has got asthma. She always carries
a) *a hearing aid* b) *drops* c) *an inhaler* d) *a healer*
10. If you lay in the sun without protection, you'll get.....

- a) sunshone b) sunstroke c) sunstuck d) sunheated
11. Jane fall off the bike and..... her ankle.
a) sprained b) cut c) spread d) slipped
12. Jeremy broke his leg. Now he needs to walk.
a) a stretcher b) crutches c) a wheelchair d) a club
13. My new shoes are killing me. I've got
a) bruises b) breaks c) sprains d) blisters
14. Antony broke her arm and now he needs
a) a sling b) a swing c) a crutch d) a stick
15. My brother has got measles. He shouldn't
a) stay at home b) relax c) scratch himself d) put some cream on
16. Some old people need to eat.
a) fake teeth c) false tooth c) false teeth d) dental teeth

Task 2.4 Match the illnesses and conditions with their symptoms or causes.

- | | |
|----------------------------------|---|
| 1. He has a sore throat | A He has a temperature and he aches all over. |
| 2. He has diarrhoea. | B It hurts when he talks or swallows food. |
| 3. He feels sick. | C It's so hot in the room that he's lost consciousness. |
| 4. He's fainted. | D He's been to the toilet five times this morning. |
| 5. He has a blister on his foot. | E He feels that he's going to vomit. |
| 6. He has a cold. | F He's sneezing a lot and he has a cough. |
| 7. He has flu. | G He feels that everything is spinning round. |
| 8. He feels dizzy. | H He's been walking in uncomfortable shoes. |
| 9. He's cut himself. | I He's bleeding. |

III. GRAMMAR



Check the rules!

CONDITIONALS

ZERO CONDITIONAL is a structure used for talking about general truths
 things which always happen under certain conditions (note that most zero conditional sentences will mean the same thing if "when" is used instead of "if").
 The zero conditional is used to talk about things which are always true
 scientific facts, general truths, and so on.

if clause	main clause
If + Present Simple	Present Simple
<i>If you heat the water to 100 degrees,</i>	<i>it boils.</i>

FIRST CONDITIONAL is a structure used for talking about possibilities
 in the present or in the future. The first conditional is used to talk about things

which are possible in the present or the future □ things which <i>may happen</i> .	
if clause	main clause
If + Present Simple	Future Simple, can, may
<i>If you study hard,</i>	<i>you will pass the test.</i>
SECOND CONDITIONAL is a structure used for talking about <i>unreal situations</i> in the present or in the future. The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future □ things which <i>don't or won't happen</i> .	
if clause	main clause
If + Past Simple	would, could, might
<i>If I had a million dollars,</i>	<i>I would buy a big house.</i>
If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma.	
<i>Water boils if you heat it to 100 degrees.</i> <i>You will pass the test if you study hard.</i> <i>I would buy a big house if I had a million dollars.</i>	

Let's practise!

Task 3.1 Make Zero Conditional sentences.

2. Jane / eat / too much chocolate / she /get / sick _____
3. You / not / eat / you / die _____
4. You / heat / ice / it / melts _____
5. If children don't eat well(not healthy)
6. If people eat too many sweets(get fat)
7. If you smoke(get yellow fingers)
8. If you heat ice(melt)
9. David(sick) if he drinks milk.

Task 3.2 Complete sentences.

<ol style="list-style-type: none"> 1. If I drink too much coffee, 2. If I do well in the entrance exam, 3. I'll give you hand with that 4. If the bank won't lend me money, 5. If you win the competition, 6. We'll be late for the lecture 7. If you go to room 305, 8. I might do some research for my project today 	<ol style="list-style-type: none"> a. you'll find the finance department. Ask there. b. they'll then ask me to go for an interview, c. I makes me nervous d. what will the prize be? e. if you want. f. I might need to borrow some from you. g. if I'm not too busy with everything else! h. if we don't hurry up!
--	---

1. They wouldn't have these problems 2. I'd be more willing to try camping 3. It's a nice hotel, but it'd be better 4. I think that, if they opened a branch in Brighton, 5. If we booked an earlier flight, 6. If something like that happened to me,	a. if the rooms were a bit more child-friendly. b. I'd complain. I'd be really angry about it! c. if they employed staff who spoke better English! d. we could just get a bus to the hotel. e. if the weather here was a bit better. f. it'd be a big success.
---	---

Task 3.3 *Make up Conditional sentences to answer the questions.*

What would/will you do

- If you get the flu?
- When you have a headache?
- If you had an upset stomach?
- If you had a terrible cold?
- If you had a bad cough?
- When you have fever?
- When you have allergies?
- When you get dizzy?
- If you had backache?

Task 3.4 *Write 2nd Conditional sentences; put the verbs in brackets in correct form.*

1. If you _(leave) your job, you __ (travel) around the world.
2. If you _(be) nicer to him, he ___ (lend) you the money
3. It _____ (be) nice if the rain ___ (stop)!
4. If I ___ (be) you, I wouldn't risk.
5. It's quite simple really. When it's cold, water _____ (freeze).
6. If he decides to accept that job, he _____ (regret) it for the rest of his life.
7. If she goes on passing her exams, _____ (be) qualified to practise as a lawyer.
8. If I pay you twice as much, will you _____ (able) to finish by Tuesday?
9. If only I'd invested in that company, I _____ (become) a millionaire by now.

Task 3.5 *Put the verbs in brackets into the correct tense.*

1. **A:** I don't know what to do about my problem.
B: If I (be) you, I (talk) to my boss.
2. **A:** If I (win) lots of money, I (buy) a new house.
B: That's a nice idea. I (buy) a new car.
3. **A:** I've terrible toothache.

- B:** If I.....(be) you, I..... (go) to the dentist's.
4. **A:** I'd like a cup of coffee
B: Well, if you (hold) the baby for five minutes, I(make) it for you.
5. **A:** I can't do everything myself.
B: Well, if you (wash) the dishes, I.....(cook) the meal.
6. If she(get) good grades, she(go) to university.
7. If cameras (not/cost) so much, we..... (buy) one.

Task 3.6 *Re-arrange the words to make correct sentences.*

1. If you are ill feeling, you doctor should see a.
If you are feeling in, you should see a doctor.
2. If you Be want to healthy, you should regularly exercise.

3. If you want to weight lose, should go you diet on a.

4. If you are stressed feeling, you a take Break should.

5. If you to stop want coughing, stop should talking you.

6. If you want lower to your Blood pressure, you should cut down salt on.

7. If have you asthma, you should smoking give up

8. If have you heart problems, you change your diet should.

9. If you are feeling pressure under, you speak should to your Boss.

10. If you to want lower your cholesterol, you every day should go for a walk.

11. If you feeling are not well, you tomorrow shouldn't go to work.

12. If you have skin dry, you use moisturizer should.

13. If your headache getting is worse, you should pain-killers take.

14. If you want your to improve diet, you should more eat vegetables and meat less.

15. If suffer you from stress, you should on a holiday go.

16. If you have difficulty sleeping, you shouldn't drink coffee at night.

17. If you suffer from arthritis, you should use emu oil.

Task 3.7 Complete sentences.

1. If the weather is fine tomorrow,
2. If I have enough time, we.....
3. If you don't study,
4. My dad said if I do well in my exams this year
5. If I didn't feel so tired, ...
6. He'd be better-looking, ...
7. I'll watch this film tonight if
8. We'd go for a picnic if ...
9. Helen wants to lose weight. If I were Helen
10. Granny can't sleep at night. In her place I
11. I would become a star if
12. We would visit our aunt more frequently if
13. If I knew Spanish ...

IV. SPEAKING PRACTICE.

TOPICS DISCUSSION. HEALTH

Task 4.1 a) Discuss the difference between the words in each group below.

pain hurt injure ache treat cure heal

b) Choose the correct word in the sentences below.

c) Answer the questions, share your ideas.

1. What would you do if you had a sudden pain/ache in your abdomen?
2. On a scale of 1 to 10, how much does it hurt/ache when you are being given an injection in your arm?
3. If you stay on your feet all day (in comfortable shoes), do your feet hurt/ache in the evening?
4. Have you ever stepped on something sharp and hurt/injured your foot? When? Where?
5. Have you ever worn shoes which were too tight and hurt/injured your feet?
6. Have you ever hurt/injured someone emotionally?
7. What would you do to help people who had been hurt/injured in an accident?
8. Do you think paramedics should deal with the hurt/injured at the scene of the incident or just stabilise the patient and take them to hospital?

9. When you have a cold or flu, what medication do you take to treat/cure it?
10. In your opinion, how likely is it that scientists will find a treatment/cure for the common cold?
11. To what extent do you agree that sometimes the treatment/cure is worse than the disease?
12. If you have a small cut on your hand, do you go to the doctor or wait for it to heal/cure by itself?
13. Do you believe that alternative therapies, such as acupuncture, can heal/cure addiction to alcohol, nicotine, etc.?
14. Do you believe that some people have healing/curing hands?

Practical Lesson 4.3 EMERGENCY CARE. FIRST AID MANAGEMENT

Lesson objectives:

- to learn and use new vocabulary;
- to develop reading, listening and speaking skills.

LEAD-IN. Discuss the following questions:

1. Have you ever been to hospital? (How often do you go there? Why? When did you go last?)
2. Have you ever been in an ambulance? What was/is the reason?
3. Have you ever broken any bones? How?
4. Have you ever burnt yourself? How? What did you do with it?
5. How do you feel at the sight of blood?
6. Do you know your blood group? Where there any cases when you had to inform somebody about it?
7. How do you feel about having injections?
8. Are you allergic to any drugs, e.g. paracetamol?



I. VOCABULARY

Task 1.1 Study the words and expressions. Make up 8–10 sentences with them.

SICKNESS – a condition in which you have an illness

ILLNESS – the state of feeling ill or of having a disease

MALADY – *old-fashioned* an illness

DISORDER – a situation in which a particular part of someone's body does not operate normally, often causing illness for a long period of time

AILMENT – a minor illness that may be painful or uncomfortable

BUG – an illness caused by a virus or bacteria that is not serious and that does not usually last a long time

What may happen to your body if you're not lucky enough.....

Vocabulary	Explanation	Examples of use
an injury (n.), to injure (v.)	<i>Damage done to a person's or an animal's body</i>	My aunt was badly injured in a car crash. She had to be hospitalised.
wound (n.)	<i>Damage to part of body, especially a cut or a hole in flesh, caused by weapon.</i>	Alex's grandfather likes to talk about his wounds caused by the enemy during the World War II.
to break (v.)	<i>If a bone breaks you are injured</i>	Tom broke his leg as he was

	<i>because in cracks or splits.</i>	jumping off the stage at the rock concert.
to twist (v.)	<i>If a part of your body twists it moves into an unusual, uncomfortable or bent position for example because of being pushed or hit.</i>	I will never wear high-heel shoes again! Last week as I was wearing them I fell down and twisted my ankle.
a bruise (n.), to bruise (v.)	<i>An injury that appears on your body as a purple mark, although the skin is not broken.</i>	After a street fight his body was all bruised .
a scratch (n.)	<i>A small, shallow cut.</i>	My brother's had a car crash, but fortunately he wasn't badly hurt. Just a few scratches .
to swell, swollen	<i>If something swells it becomes larger and rounder than normally.</i>	I got stung by a bee and my leg swell up .
a fracture (n.)	<i>A slight crack or break in something, especially a bone.</i>	I can't walk very fast, I have a hip fracture .

Task 1.2 Fill the gaps below with the following words.

sprain first aid kit crutches plaster sling (plaster) cast
bruise faint stitches scar blood donor

1. A is a mark on your skin, often a white line, where the skin healed after a deep cut.
2. A is a box which contains medical equipment which is useful in an emergency.
3. If you break a bone in your leg the doctor sets the leg in awhich stays on for about six weeks.
4. If you cut yourself you put aon the cut to protect it.
5. A is someone who donates some of their own blood to help people who have lost too much blood.
6. If you have a deep cut a doctor needs to close it with
7. If you hurt your arm or shoulder you may need to rest your arm in a
8. You when you lose consciousness because your brain isn't getting enough oxygen.
9. A is a mark on your skin which appears after bumping against something hard. The skin changes colour from blue or purple to red and yellow over a few days.
10. You your wrist or ankle when you twist it too far.
11. You use a pair of to help you walk if you have hurt one of your legs or feet.

II. USE OF ENGLISH

Task 2.1 *Accidents. Match the injuries with their causes or symptoms.*

- 1) He's unconscious.
- 2) He's had an allergic reaction.
- 3) He's twisted his ankle /He's sprained his ankle.
- 4) He has high (low) blood pressure.
- 5) He has food poisoning.
- 6) He's choking.
- 7) He's burnt himself.

- A** *He spilt some boiling water on himself.*
B *He fell badly and now it's swollen.*
C *He's breathing, but his eyes are closed and he can't hear or feel anything.*
D *It's 18 over 14 (or 180 over 140).*
E *He ate some prawns that were off.*
F *He was eating a steak and a piece got stuck in his throat.*
G *He was stung by a wasp and now he has a rash and has difficulty breathing.*

Task 2.2 *a) Read the text. Try to perceive as much as possible.*

b) Complete the text in the last paragraph, using the words below:

uncomplaining urgent aware
non-urgent inordinately

a) Complete the sentences below using words from the text. You may have to change the form of the word.

1. Triage is a system where patients are prioritized for treatment to make sure those whose problems are most _____ are seen immediately.
2. The purpose of the triage process is to put patients into _____ according to their need medically and the resources available in the department.
3. Patients who need to be seen instantly are indicated in _____.
4. If patients do not need to be seen within two hours, they are categorized as _____ on the scale with the colour _____.

b) Read the text again and answer the following questions:

1. What qualities of a triage nurse are mentioned?
2. What examples of instant treatment are mentioned for all patients?
3. How long does triage normally take?
4. Why is triage described as a dynamic process?
5. What category change is quoted to illustrate the dynamic process, standard to very urgent or very urgent to standard?



TRIAGE

The nature of triage of Emergency department work means that some sorting system is required to ensure that patients with the most immediately life-threatening conditions are seen first. A triage process aims to categorize patients based on their medical need and the available departmental resources. The most commonly used process in the UK is the National Triage Scale where the scale of urgency is indicated by a colour for ease of reference.

National Triage Scale	Colour	Time to be seen by doctor
1 Immediate	Red	Immediately
2 Very urgent	Orange	Within 5-10 minutes
3 Urgent	Yellow	Within 1 hour
4 Standard	Green	Within 2 hours
5 Non-urgent	Blue	Within 4 hours

As soon as a patient arrives in the emergency department he or she should be assessed by a dedicated triage nurse (a senior, experienced individual with considerable common sense). This nurse should provide any immediate intervention needed (e.g. elevating injured limbs, applying ice packs or splints, and giving analgesia) and initiate investigation to speed the patient's journey through the department (e.g. ordering appropriate X-rays). Patients should not have to wait to be triaged. It is a brief assessment which should take no more than a few minutes.

Three points require emphasis:

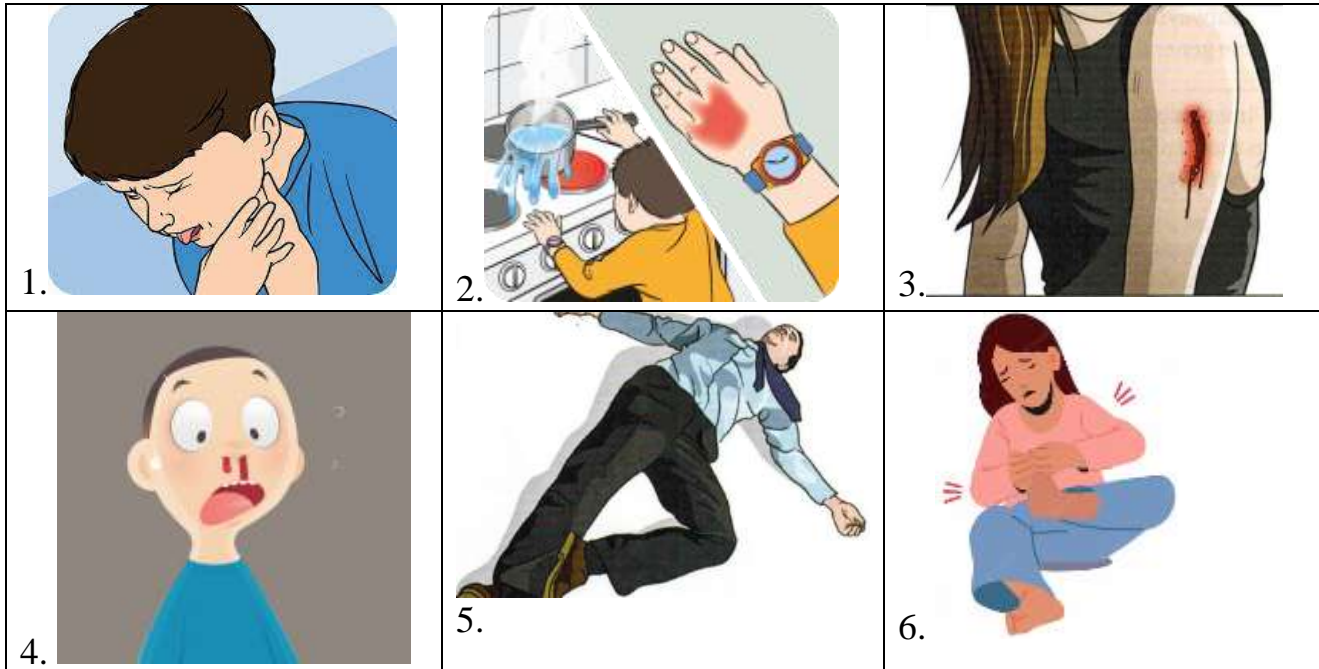
Triage is a dynamic process. The urgency (and hence the triage category) with which a patient requires to be seen may change with time. For example, a middle-aged man who hobbles in with an inversion ankle injury is likely to be placed in triage category 4 (green). If in the waiting room he becomes pale, sweaty and complains of chest discomfort, he would require prompt re-triage into category 2 (orange).

Placement in a triage category does not imply a diagnosis, nor even the lethality of a condition (e.g. an elderly patient with colicky abdominal discomfort, vomiting, and absolute constipation would normally be placed in category 3 (yellow) and a possible diagnosis would be bowel obstruction). The cause may be a neoplasm which has already metastasized and is hence likely to be ultimately fatal.

Triage has its own problems. In particular, patients in _____ categories may wait _____ long periods of time, whilst patients who have presented later, but which conditions perceived to be more _____, are seen before them. Patients need to be _____ of this and to be informed of likely waiting times. _____ elderly patients can often be poorly served by the process.

Task 2.3 Look at the six quiz questions, read them. Try to guess the meaning of the unknown words. Use the pictures to help you. Give answers to the quiz and the reasons why, and tell the group.

DO YOU KNOW WHAT TO DO IN THESE COMMON MEDICAL EMERGENCIES?



1. If someone is choking, you should ...

- a) hit them on the back
- b) lean them backwards
- c) lie them on their side

2. What is the best thing to put on a burn at first?

- a) warm running water
- b) cold running water
- c) kitchen film

3. If someone has a cut which is bleeding badly, you should first ...

- a) press on the wound
- b) cover the wound
- c) wash the wound under running water

4. Which of these is the best way to treat a nose bleed?

- a) lean your head forwards and pinch the soft part of the nose

b) lean your head forwards and pinch the hard part of the nose

c) lean your head backwards and pinch the soft part of the nose

5. If you find someone collapsed on the ground, what should you do first?

- a) put your jacket over them to keep them warm
- b) check if they are breathing
- c) run off to find someone else to help

6. If someone has fallen and you think they may have broken their leg, you should ...

- a) try to move their leg into a straight position
- b) make sure the leg is supported to prevent unnecessary movement
- c) put a bandage on their leg where you think the break is

III. LISTENING COMPREHENSION

Task 3.1 a) Listen to a conversation between a doctor and patient. What symptoms does the patient have? What does the doctor suggest?

b) Listen again and complete the gaps with the suitable phrases from audio recording.

- Doctor** Good morning, Mr Blaine. What's the problem?
Patient I 1) _____ well for a few days. I keep getting headaches, and
 I 2) _____ a lot, too. And I have a temperature.
Doctor 3) _____ anything for the headaches?
Patient Yes, paracetamol. But they don't really help. I read on the internet that headaches can be the first symptom of a brain tumour ...
Doctor How many tablets 4) _____ so far today?
Patient I took two this morning.
Doctor And have you taken your temperature this morning?
Patient Yes. I 5) _____ it five or six times. It's high.
Doctor Let me see ... Well, your temperature seems to be perfectly normal now.
Patient I think I need a blood test. I 6) _____ one for two months.
Doctor Well, Mr Blaine, you know I think we should wait for a few days and see how your symptoms develop. Can you send the next patient in please, nurse?

Task 3.2 a) Read these conversations between Anna and the receptionist. Fill in the blanks with the correct words or phrases provided.

b) Act out the dialogues in the class.

MAKING A MEDICAL APPOINTMENT

2:30 - afternoon - patient - cash - pay - Goodbye
 doctor - please - help - an appointment - sore throat - name

- Receptionist:** Hello, Colorado Springs Medical Offices. May I _____ you?
Anna: Hello, I want to make (2) _____ to see Doctor Lee.
Receptionist: OK. What's your (3) _____
Anna: My name is Anna Garcia. G-A-R-C-I-A
Receptionist: Are you a new (4) _____?
Anna: No, I've seen Doctor Lee before.
Receptionist: Why do you want to see the (5) _____?
Anna: I have had a very bad (6) _____ for five days.



Receptionist: When can you see the doctor?
Anna: This (7) _____ about 3 o'clock.
Receptionist: I can get you in at 2:30. Will that work for you?
Anna: Yes, I can be there at (8) _____.
Receptionist: How will you (9) _____?
Anna: I will pay with (10) _____.
Receptionist: OK, (11) _____ come in this afternoon at 2:30.
Anna: Thank you. (12) _____.

AT THE DOCTOR'S

Doctor: Come (1), please.
Patient: Thank you. Doctor, I decided to make (2)..... because yesterday I had a (3)..... headache and rash all over my body after taking pills for stomach (4).....
Doctor: Did I write out (5)..... for taking the pills?
Patient: Yes, here it is.
Doctor: These pills are very (6)..... They can trigger such symptoms as dizziness, nausea and even rash. Let me check you (7) I'll measure your blood (8)..... but firstly put (9)..... into your armpit.

(After a while)

Doctor: Your temperature is in the normal range but your blood pressure is very (10)..... Did you read the medicine label before taking those pills?
Patient: No, I thought your prescription and recommendations were enough to take them (11).....
Doctor: What (12)..... did you take at once?
Patient: I took two pills.
Doctor: So everything should have been all right then. You told me you had no allergies. What's wrong then?
Patient: Just a few days ago I was sneezing all day long but I went (13)..... taking the pills.
Doctor: As far as these pills are concerned, they mustn't be taken if you have any allergies. So taking them caused terrible side (14).....

- | | A | B | C | D |
|----|-----------|-------------|----------------|----------------|
| 1. | on | in | back | round |
| 2. | a meeting | a reception | an event | an appointment |
| 3. | awful | bad | splitting | worse |
| 4. | upset | problem | disease | pain |
| 5. | a recipe | a receipt | a prescription | a bill |

6.	bad	strong	hard	overdue
7.	off	up	in	out
8.	level	rate	press	pressure
9.	a stethoscope	a medicine	a thermometer	drops
10.	low	little	less	least
11.	courteously	correctly	carefully	carelessly
12.	number	quantity	dose	amount
13.	by	further	on	up
14.	affects	effects	results	outcomes

IV. SPEAKING PRACTICE.

TOPICS DISCUSSION. EMERGENCIES

Task 4.1 *Discuss the questions below with your groupmates.*

1. Have you ever sprained your wrist/ankle? How? Did you wear a sling?
2. Do you have a first-aid kit at home, or in the car? Have you ever given anyone first aid?
3. Can you name four things usually found in a first aid kit?
4. Would you like to be a trained first aider?
5. Are you a blood donor? Would you like to give blood? Why (not)?
6. Have you ever fainted, or felt faint? Why? What happened?
7. Do you have any scars? How did you get them?
8. Have you ever had a cut which needed stitches? How many stitches did you have?
9. Have you ever needed crutches? Why? How long did you need them for?
10. Have you ever worn a plaster cast? Why? What happened? Did your friends write on it?
11. Do you bruise easily? How long does it take for your bruises to heal, usually?
12. When you need to take a plaster off, do you pull it slowly, or rip it off quickly?

Task 4.2 *Study carefully the information given below on the first aid kit content. What is the purpose of each item? Could you eliminate or, on the contrary, add anything (important, in your opinion) to the list? Discuss.*

What should I keep in my first aid kit?

It's important to have a well-stocked first aid kit in your home so you can deal with minor accidents and injuries.

Your first aid kit should be locked and kept in a cool, dry place out of the reach of children.

Many people also keep a small first aid kit in their car for emergencies.

Your basic first aid kit

A basic first aid kit may contain:

- plasters in a variety of different sizes and shapes
- small, medium and large sterile gauze dressings
- at least 2 sterile eye dressings
- triangular bandages
- crepe rolled bandages
- safety pins
- disposable sterile gloves
- tweezers
- scissors
- alcohol-free cleansing wipes
- sticky tape
- thermometer (preferably digital)
- skin rash cream, such as hydrocortisone or calendula
- cream or spray to relieve insect bites and stings
- antiseptic cream
- painkillers such as paracetamol (**or** infant paracetamol for children), aspirin (not to be given to children under 16), or ibuprofen
- antihistamine cream or tablets
- distilled water for cleaning wounds
- eye wash and eye bath

It may also be useful to keep a basic first aid manual or instruction booklet with your first aid kit.

Medicines should be checked regularly to make sure they're within their use-by dates.

Practical Lesson 4.4 WRITING A FORMAL LETTER

Lesson objectives:

- to use vocabulary on the topic;
- to develop writing skills.

LEAD-IN. Discuss the following questions.

- Have you ever written any official letter? If yes, which one (letter of complaint, letter of application, etc.)?
- Who may be the addressee of formal letters?
- How can being polite when writing the letter of complaint facilitate the solution of your problem?



Letter Writing Skills

I. WRITING

How to write a formal letter?

The style of the letter varies depending on who it is addressed to. A letter to someone you do not know requires a formal style. It contains of the following:

- formal greetings and endings (Dear Sir/Madam, – Yours faithfully, name + surname; Dear Mr./Ms./Mrs. Brown, – Yours sincerely, name + surname);
- formal language, i.e. complex sentences, frequent use of passive, and advanced vocabulary;
- no abbreviated forms.

Letters of complaints

Task 1.1 Study the rules on the how to write the letters of complaint.

Letters of complaint are normally written in a formal style.

Mild or strong language can be used depending on the feelings of the writer or the seriousness of the complaint, but abusive language must never be used, e.g.:

1) mild complaint:

- Opening remarks: *I am writing to complain about a damaged item I bought at your shop. I am writing to complain about/regarding/on account of / because of/on the subject of .../ I am writing to draw your attention to ...*
- Closing remarks: *I hope you will deal with this matter/resolve this matter quickly. I hope / assume you will replace / I trust the situation will improve / I hope the matter will be resolved.*

2) strong complaint:

- Opening remarks: *I am writing to express my disgust at the appalling treatment I received while staying at your hotel.*
- Closing remarks: *I insist upon full compensation or I will be forced to take this matter further.*

Start a new paragraph for each different aspect of the topic.

You should state the reason for the complaint in the first paragraph. Any complaints you make should be supported with a justification. Complaints and justification can be linked together as follows:

- *I still haven't received the goods I ordered in spite of/despite the fact that I sent you a cheque three weeks ago.*
- *Although/Even though I have only used the automatic tin-opener once, it no longer works. I have written to you twice but you have not taken any action.*
- *I have already written to you twice. Nevertheless, /However, you have not taken any action.*

Task 1.2 Read the letter below and state the topic of each paragraph.

Your address and contact details here

Jane Smith
 The Complaints Manager
 The Old Surgery
 2 The Street
 Anytown
 AT1 2CD
 14th February 2007

Dear Jane Smith,

I am writing to complain about the way I have been treated by Doctor Jones at the Old Surgery.

I was seen by Doctor Jones three times, on 26th April, 31st May and 13th December 2006. He did not examine me or do any tests. He did not take my symptoms seriously and said my problem was due to stress and that I should take things easy.

I was feeling so unwell and found his dismissive attitude upsetting. I was worried so I made an appointment to see another doctor in the practice. I do not know his name but it will be in my notes.

This doctor examined me on 8th January 2007 and arranged for tests. These showed that I was diabetic. I was prescribed drugs and a special diet and I am now feeling much better. During the period from April 2006 to January 2007, however, I suffered with several infections, sleepless nights and mental anguish.

I have tried to raise my concerns with Doctor Jones but he would not listen.

I would like the following points addressed in the response to this complaint.

1. Is my medical condition poorer as a result of my diabetes not being detected and diagnosed by Doctor Jones on previous appointments?

2. Why did Doctor Jones not order any tests?

Along with answers to my questions, I would now like:

- Doctor Jones' attitude to patients to be reviewed
- Him to explain why he did not listen to me or examine me
- An apology from him for the unnecessary stress and debilitation I suffered because of his inadequate care
- To know what arrangements the practice has for reviewing the listening skills of the doctors.

I have had very good care from the practice in the past, in particular from Doctor Allen until he retired. I was then put under Doctor Jones' care. I would like to regain confidence in the care provided by the practice.

I would like you to carry out a full investigation into my concerns and provide a response in accordance with the NHS Complaints Procedure within 10 days.

Your sincerely,
Mrs A Smith

[Retrieved from: <https://healthwatchnorfolk.co.uk/wp-content/uploads/2020/02/Writing-an-nhs-complaint-letter.pdf>]

Task 1.3 *Read the letter below, fill in personal data to make up a complaint about your recent doctor's appointment.*

The Complaints Manager (name if known)

Followed by the name and address of their organisation

- GP
- Dental Surgery
- Hospital Trust or
- Clinical Commissioning Group

Date

Dear....

I am writing to complain about the treatment I received from [name(s) of staff] at [place where incident happened/treatment received] on [date of incident/period of treatment].

OR *[if you are acting on behalf of the patient]*

I am writing on behalf of [insert name of patient], and I enclose their written agreement to act on their behalf.

If the patient is unable to give consent for example, if they are too young, ill or deceased, then you should explain this.

Describe

- What happened

- When, and
- Where

If you have a log sheet or list of events, you can attach this as a separate sheet and refer to this here.

Explain what, if anything, you have already done to try and resolve matters.

I would like the following points addressed in the response to this complaint.

- Explain why you are not satisfied.
- Put the most important matters first.
- Be clear and brief.
- Number or bullet your points.
- Ask the questions you would like the answers to and list them in order of importance.

As a result of this complaint, I would now like

Say what you want to achieve. For example,

- An explanation of what happened
- An apology
- Action to remedy the problem you experienced, by a named person, by a set date

I look forward to receiving your acknowledgement of this letter. I would like you to carry out a full investigation into my concerns and provide a response in accordance with the NHS Complaints Procedure within [quote the specified timescale that applies] days.

Please do not hesitate to contact me if you need further information.

Yours sincerely
(name, surname)



Task 1.4 Write the following letters in the appropriate style using 120 - 180 words.

- You visited a sport club. However, you did not enjoy your stay due to a number of difficulties. Write a letter of complaint to the manager of sport club describing them and asking for action to be taken.
- You have recently bought a tonometer, but it does not work properly. Write a letter of complaint to the manager of the pharmacy where you bought it.

REFERENCES

1. Англо-український словник – English-Ukrainian Dictionary. Близько 120000 слів: у 2-х томах / Уклад. М. І. Балла. – Київ: Освіта, 2010. – 1464 с.
2. Борова Т. А. Іноземна мова академічної та професійної комунікації: практикум з англійської мови : навч. посіб. / Т. А. Борова, Р. М. Агаджанова, В. О. Петренко. – Харків : ХНЕУ ім. С. Кузнеця, 2020. – 102 с.
3. Іноземна мова (англійська) / Т. Г. Лук'янець, О. П. Алексеєнко, І. А. Грищук, Л. З. Доценко, І.О. Коробова, А. І. Шматюк. К.: НУФВСУ, 2022. – 248 с.
4. Іноземна мова (за професійним спрямуванням) : робоча програма навчальної дисципліни для студентів спеціальності 241 "Готельно-ресторанна справа" освітньої програми "Готельно-ресторанний бізнес" першого (бакалаврського) рівня / укл. Л. В. Савицька, Я. В. Галаган. – Харків : ХНЕУ ім. С. Кузнеця, 2021. – 13 с. (Укр. мова, англ. мова)
5. Методичні рекомендації до виконання завдань з самостійної роботи з дисципліни «Іноземна мова. Частина 2» для студентів денної та заочної форм навчання усіх спеціальностей. – 2 вид., переробл. і доповн. / уклад.: Кабанець М. М., Піскурська Г. В., Скирда А. Є., Золотарьова О. В., Адарюкова Л.Б. – Луцьк: ДонНТУ, 2023. – 61 с. URL : https://ea.donntu.edu.ua/bitstream/123456789/33849/1/%D0%9C%D0%B5%D1%82%D0%BE%D0%B4_%D0%86%D0%9C_%D0%A72.pdf
6. Назарова Л. М. Англійська мова: Посібник для студентів юридичних спеціальностей. – Х.: Право, 2006. – 312 с. URL: <http://dspace.nlu.edu.ua/bitstream/123456789/274/1/EnglishPosobNazar.pdf>
7. Негривода О. О. Методичні рекомендації з дисципліни «Практична граматики (основна іноземна мова)» для самостійної роботи здобувачів 2-го року навчання (бакалаврського) рівня вищої освіти зі спеціальності 014 Середня освіта (Мова і література (англійська)) / О. О. Негривода, А. В. Бошков. Одеса, Магістр. – 2021. – 75 с. URL: dspace.pdpu.edu.ua/jspui/handle/123456789/10789 (дата звернення: 18.03.2025).
8. Огренич М. А. Методичні рекомендації з навчальної дисципліни «Іноземна мова» з підготовки до ЄВІ для вступу в магістратуру для студентів освітньо-професійної програми «бакалавр» усіх спеціальностей / М. А. Огренич. – Одеса : Одеська Державна Академія Будівництва та Архітектури. – 2021. – 37 с.
9. Олімпійці розмовляють англійською : Кн. 1. Загальноживана лексика /М. М. Булатова, Л. М. Бардіна, С. Г. Литвиненко [та ін.]. – К.: НОКУ, ОАУ, 2011.
10. Олімпійці розмовляють англійською : Ч. 2. Спеціальна лексика : А-П /за ред. М.М. Булатової. – К.: НОКУ, ОАУ, 2011.
11. Олімпійці розмовляють англійською: Ч. 3. Спеціальна лексика : Р-Я /за ред. М.М. Булатової. – Київ : НОКУ, ОАУ, 2011.

12. Офіційний сайт Національного університету фізичного виховання і спорту України – Режим доступу: <http://www.unisport.edu.ua>
13. Практичні завдання до вивчення текстового матеріалу з англійської мови для студентів 1-2 курсів, спеціальності 6.050200 «Менеджмент у готельному господарстві та туризмі». Частина II. Укл.: Маматова О.В., Маматова Н.В. – Харків: ХНАМГ, 2004 – 68 с. URL: http://eprints.kname.edu.ua/417/1/%D0%9C%D0%B5%D1%82%D0%BE%D0%B4%D0%B8%D1%87%D0%BA%D0%B0_%D0%A7%D0%B0%D1%81%D1%82%D1%8C_2.doc (дата звернення: 18.03.2025).
14. Требик Анастасія. At the doctor's. : веб-сайт. URL: <http://poradu24.com/english/at-the-doctors-s-dialog-likarya-i-paciyenta-anglijskoju.html> (дата звернення: 19.03.2025).
15. Українсько-англійський словник загальнонаукової та науково-технічної лексики / [авт. уклад. Карпенко В.М.]. – К. : Карпенко, 2008. – 416 с.
16. Юмрукуз А. А. В здоровому тілі здоровий дух / Південноукраїнський національний педагогічний університет імені К. Д. Ушинського / А. А. Юмрукуз, О. А. Бевз. – Одеса : Магістр, 2019. – 201 с. URL: <http://dspace.pdpu.edu.ua/handle/123456789/2407>
17. Academic Essay Structure. : веб-сайт : <https://writing9.com/text/611d0b5fb1fa990019080a34-the-demand-for-electricity-in-england-during-typical-days-in> (дата звернення: 19.03.2025).
18. Beaumont, D. The Heinemann ELT. English Grammar. / Digby Beaumont & Colin Granger. – Macmillan Publishing Limited. – 2000, 352 p.
19. Capel A. Objective first. Student's book with answers / Annette Capel, Wendy Sharp. – Cambridge : Cambridge University Press. 2014. – 140 p. URL : https://books.google.com.ua/books/about/Objective_First_Student_s_Book_with_Answ.html?id=a1NkAgAAQBAJ&redir_esc=y (дата звернення: 18.03.2025).
20. Clare, A. Speak Out. Intermediate. Student's Book / Antonia Clare, JJ Wilson. – London : Pearson Longman, 2011 – 175 p. URL : [https://dl.zabanbook.com/Speakout%20nd/StudentBook%20and%20Workbook/SpeakOut%20nd-intermediate-Student%20Book%20and%20Work%20Book.pdf](https://dl.zabanbook.com/Speakout%20nd/StudentBook%20and%20Workbook/SpeakOut%20nd-intermediate-Student%20Book%20and%20Workbook/Speak%20Out%20nd-intermediate-Student%20Book%20and%20Work%20Book.pdf) (дата звернення: 19.03.2025).
21. Conditional Sentences Exercises. : веб-сайт : <https://www.aplustopper.com/conditional-sentences-exercises-for-class-9-icse/> (дата звернення: 19.03.2025).
22. Davies, P. A.Solutions. Intermediate Student's Book / Paul A. Davies, Tim Falla Oxford : Oxford University Press, 2016. – 144p. URL: https://books.google.com.ua/books/about/Solutions.html?id=q9FAvgAACAAJ&redir_esc=y (дата звернення: 19.03.2025).

23. Doctors Reading Comprehension. : веб-сайт.
URL: <https://www.excellentesl4u.com/esl-doctors-reading-comprehension.html>
(дата звернення: 18.03.2025).
24. English Family. Reading Comprehension. : веб-сайт.
URL: https://studopedia.com.ua/1_306979_Read-and-translate-the-text-decide-if-the-statements-are-True-or-False.html (дата звернення: 18.03.2025).
25. Evans V. Enterprise grammar. 4, Student's Book / Virginia Evans. – London: Express Publishing, 2000. – 144 p. URL: <https://www.expresspublishing.co.uk/en/enterprise-4-grammar-book> (дата звернення: 18.03.2025).
26. Evans, V. It's Grammar Time 4 / Virginia Evans. – London: Express Publishing, 2015. – 184 p. URL: <http://www.stanfordhouse.com.hk/uploads/9781471538100.pdf> (дата звернення: 18.03.2025).
27. First Conditional. : веб-сайт : <https://slideplayer.com/slide/14325049/> (дата звернення: 19.03.2025).
28. Grace A. Language to Go : Intermediate. Students' Book / Araminta Grace. – London : Longman Pearson Education, 2002. – 128 p. URL: <https://www.amazon.com/language-go-intermediate-students-book/dp/0582403987>
29. How to Write a Letter to a Friend (with Examples) : веб-сайт.
URL: <https://www.wordtemplatesonline.net/how-to-write-a-letter-to-a-friend-with-examples/> (дата звернення: 18.03.2025).
30. Health: Accidents and Emergencies : веб-сайт. URL: <https://www.tefl.net/esl-lesson-plans/worksheets-topic/Accidents-Emergencies.pdf> (дата звернення: 18.03.2025).
31. Healthy Lifestyle. : веб-сайт : <https://health1369.blogspot.com/> (дата звернення: 19.03.2025).
32. How to write “Discuss both views and give your opinion” essay. : веб-сайт : <https://www.ptielts.com/discuss-both-views-and-give-your-opinion/> (дата звернення: 19.03.2025).
33. IELTS Cue Card Topics. : веб-сайт : <https://ieltspages.com/describe-a-habit-your-friend-has-and-you-want-to-develop-ielts-cue-card/> (дата звернення: 19.03.2025).
34. Informal Letter | Informal Letter Format, Examples and How To Write an Informal Letter? 21.10.2024. : веб-сайт. URL: <https://www.aplustopper.com/informal-letter/> (дата звернення: 19.03.2025).
35. I protect my country on the track. Catch Up Puma Employee's Magazine. 31.03.2022. : веб-сайт. URL: <https://www.puma-catchup.com/she-moves-us->

interview-with-the-world-indoor-champion-in-high-jump-yaroslava-mahuchikh/
дата звернення: 18.03.2025).

36. Kuciejczyk, A. English for Physiotherapists / Anna Kuciejczyk. – Gdansk: Medical University of Gdansk, 2007. – 212 p. URL: https://kupdf.net/download/english-for-physiotherapists-2007-akuciejczyk_59d27d8b08bbc51462687153_pdf (дата звернення: 18.03.2025).
37. Latham-Koenig C. American English File 4 Student Book / Christina Latham-Koenig. Oxford : Oxford University Press, 2014. – 169 p. URL : <https://www.slideshare.net/slideshow/american-english-file-4-student-book-second-edition/72010838>
38. Latham-Koenig C. English File 3rd Edition Upper Intermediate: Student's Book / Christina Latham-Koenig, Clive Oxenden. – Oxford : Oxford University Press, 2019. – 167 p.
39. Laws Of Good Health and Long Life. : веб-сайт. URL: <https://dspace.nlu.edu.ua/bitstream/123456789/367/1/0084.htm> (дата звернення: 19.03.2025).
40. MacKay B. English for Everyone. Practice Book. Level 3. Intermediate / Barbara MacKay. – London: Pinguin Random, House, 2016. – 264 p. URL: <https://fliphtml5.com/ztdza/kzgj/basic> дата звернення: 18.03.2025).
41. Meals. : веб-сайт : <https://tvory.predmety.in.ua/meals/> (дата звернення: 19.03.2025).
42. Meals in Ukraine. : веб-сайт. URL: <https://studfile.net/preview/7329683/page:2/> (дата звернення: 19.03.2025).
43. The Power of Positive Thinking. : веб-сайт. URL: <https://naurok.com.ua/test/writing-11th-277361.html> (дата звернення: 19.03.2025).
44. Second Conditional. : веб-сайт. URL: <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/2cond> (дата звернення: 19.03.2025).
45. O'Dell, F. English Vocabulary in Use Third Edition Elementary with answer key / Felicity O'Dell, Michael McCarthy. – Cambridge : Cambridge University Press, 2017. – 174 p.
46. Occupational First Aid Kit. : веб-сайт : <https://slideplayer.com/slide/14325049/> (дата звернення: 19.03.2025).
47. StreetGames Vocabulary. : веб-сайт : <https://loigi.aihay.com/bai-tap-258410.html> (дата звернення: 19.03.2025).
48. The Present Continuous Tense. : веб-сайт : <https://subjectum.eu/teaching/english/7-9klas/16.html> (дата звернення: 19.03.2025).

49. Vocabulary Sport and Leisure. : веб-сайт. URL: https://kipdf.com/vocabulary-sport-and-leisure-1-complete-each-sentence-with-a-word-from-thebox_5b1720f57f8b9a3b388b45b6.html (дата звернення: 19.03.2025).
50. Writing a Complaints Letter. : веб-сайт. URL: https://healthwatchcwas.org.uk/wp-content/uploads/2019/01/writing_an_nhs_complaint_letter.pdf (дата звернення: 18.03.2025).
51. What You Didn't Know About a Healthy Lifestyle : веб-сайт. URL: <https://english-grammar.at/worksheets/banked-gap-fill/bgf007-a-healthy-lifestyle.pdf> (дата звернення: 19.03.2025).

1. Andersen M. B. (2007). *Doing Sport Psychology*. Champaign, IL: Human Kinetics Publishers, 312 p.
2. Backley S. (2012). *The Champion in all of Us: 12 Rules for Success*. Mirage Publishing, 200 p.
3. Burke L. (2012). *Nutrition for athletes: a practical guide to eating for health and performance / Louise Burke*. Cambridge: Cambridge Univ. Press, 66 p.
4. Evans V., Dooley J., Garza V. *Career Paths: Hotels & Catering: Student's Book – Oxford : Express Publishing, 2010. – 34 p.*
5. Glencoe, McGrawHill. (2005). *Glencoe Health*, 845 p. Retrieved from: <http://www.mcgrawhill.glencoe.com/>
6. Glencoe, McGrawHill. (2010). *Food, Nutrition and Wellness*, 625 p.
7. Glendinning E. H., Howard R. (2018). *Professional English in Use. Medicine / Eric H. Glendinning, Ron Howard*, Cambridge University Press. 163 p.
8. Grice, T. (2003). *Everyday English for nursing / Tony Grice*. – Toronto : Elsevier, 2003. – 230 p.
9. Meeks L., Heit P. (2002). *Health: A Wellness Approach*. Columbus, Ohio : Merrill, 596 p.
10. Murphy R. (2005). *English Grammar [Handbook]*. Cambridge: Cambridge University Press, 391 p.
11. Orlick T. (2008). *In Pursuit of Excellence: How to Win in Sport and Life Through Mental Training*. Champaign, IL: Human Kinetics, 311 p.
12. Platonov V. N. (2004). *System of Training Athletes in Olympic sports. The General Theory and its Practical Applications*. Kyiv: Olympic lit., 808 p.
13. Sleamaker R. (2007). *Serious training for serious athletes*. Illinois: Leisure Press, 345 p.
14. Tillitt B., Bruder M. N. (2005). *Speaking Naturally*. Cambridge : Cambridge Univ. Press, 128 p.
15. Іноземна мова (англійська) (2022) / Т. Г. Лук'янець, О. П. Алексеєнко, І. А. Грищук, Л. З. Доценко, І.О. Коробова, А. І. Шматюк. К.: НУФВСУ, 2022, 248 с.
16. Офіційний сайт Національного університету фізичного виховання і спорту України – Режим доступу: <http://www.unisport.edu.ua>

Additional Resources

1. Digby Beaumont, Colin Granger (2002), *English Grammar, An Intermediate Reference and Practice Book*, Heinemann
2. Jenny Dooley, Virginia Evans (2006). *Grammarway 4*, Express Publishing, 42 p.
3. Virginia Evans, Jenny Dooley, Alan Graham (2012). *Career Paths. Fitness Training. Books 1-3/ Express Publishing*. – 112 с.
4. Virginia Evans, Jenny Dooley, Alan Graham (2012). *Career Paths. Sports. Books 1-3 / Express Publishing*. – 112 с.

5. Англо-український словник – English-Ukrainian Dictionary. Близько 120000 слів: у 2-х томах / Уклад. М. І. Балла. – Київ: Освіта, 2010. – 1464 с.
6. Олімпійці розмовляють англійською : Кн. 1. Загальноживана лексика /М. М. Булатова, Л. М. Бардіна, С. Г. Литвиненко [та ін.]. – К.: НОКУ, ОАУ, 2011.
7. Олімпійці розмовляють англійською : Ч. 2. Спеціальна лексика : А-П /за ред. М.М. Булатової. – К.: НОКУ, ОАУ, 2011.
8. Олімпійці розмовляють англійською: Ч. 3. Спеціальна лексика : Р-Я /за ред. М.М. Булатової.– Київ : НОКУ, ОАУ, 2011.
9. Українсько-англійський словник загальнонаукової та науково-технічної лексики / [авт. уклад. Карпенко В.М.]. – К. : Карпенко, 2008. – 416 с.

Information Resources

1. BBC News [Електронний ресурс] / Режим доступу: <https://news.bbc.co.uk/sport>
2. Britannica Encyclopedia [Електронний ресурс] / Режим доступу: <https://britannica.com>
3. IOC official website [Електронний ресурс] / Режим доступу: <https://olympic.org>
4. Library of Congress [Електронний ресурс] / Режим доступу: <https://loc.gov>
5. Online Dictionary [Електронний ресурс] / Режим доступу: <https://dictionary.reference.com>
6. Sport Illustrated [Електронний ресурс] / Режим доступу: <https://si.com>
7. The World's #1 Online Encyclopedia [Електронний ресурс] / Режим доступу: <https://encyclopedia.com>
8. Time Magazine [Електронний ресурс] / Режим доступу: <https://time.com>
9. Visual Dictionary Online [Електронний ресурс] / Режим доступу: <https://visual.merriam-webster.com>
10. Conversation for all occasions/
http://toefl.uobabylon.edu.iq/papers/itp_2015_3112227.pdf

