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МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ФІЗИЧНОГО ВИХОВАННЯ  
І СПОРТУ УКРАЇНИ



**МЕТОДИЧНІ ВКАЗІВКИ**  
**з англійської мови**  
**“ENGLISH for Correspondence Department Students”**

для студентів першого і другого років навчання  
**заочної форми навчання**  
Національного університету  
фізичного виховання і спорту України

**Київ – 2018**

**УДК 796.88**

**ББК 75.712**

**Т 99**

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Рекомендовано до друку

Вченою радою НУФВСУ

Протокол № \_\_\_\_\_ від \_\_\_\_\_ 2018 р.

Методичні вказівки створено на базі аутентичних текстів англійською мовою на щоденну та спортивну тематику. Розроблена система вправ на оволодіння мовним матеріалом зі спеціальності. Матеріали посібника спрямовані на розвиток у студентів мовленнєвих навичок сприйняття і розуміння спеціальної спортивної літератури та формування вмінь читання, говоріння і письма у повсякденному, а також професійному англійськомовному середовищі. У кінці посібника вміщено добірку текстів, що описують різні види спорту та дають загальне розуміння спортивної термінології.

Методичні вказівки призначено для студентів заочної форми навчання вищих навчальних закладів Національного університету фізичного виховання і спорту України.

ENGLISH for Correspondence Department Students: Методичні вказівки для студентів першого і другого років навчання заочної форми навчання Національного університету фізичного виховання і спорту України / Лук'янець Т. Г. – К.: НУФВСУ, 2018. – 87 с.

ISBN 978-966-8266-86-5

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## ПЕРЕДМОВА

Методичні вказівки з англійської мови (на матеріалах текстів щоденної та спортивної тематики) спрямовані на розвиток у студентів мовленнєвих навичок сприйняття і розуміння англомовних текстів і формування вмінь читання, говоріння і письма на основі опрацювання автентичних текстів, тематика яких відповідає спортивному фаху студентів вищих навчальних закладів фізичного виховання та спорту.

Структурно методичні вказівки містять 10 розділів, які широко охоплюють основні напрями повсякденного спілкування, а також спортивної сфери у рамках професійної комунікації студентів. Автором розрізнено ключові поняття побутових сфер спілкування, включно зі спортом, описано основні види ситуацій, які можуть виникнути у ході англомовної комунікації. У розділах, присвячених спорту, охарактеризовано засади спортивної діяльності, окреслено загальних питання фізичного виховання і спорту. А в додатках, які містять спеціалізовані тексти, роз'яснено прийоми тренування за видами спорту, правила змагань та професійні вимоги до спортсменів.

Автором розроблена система вправ на оволодіння мовним матеріалом зі спеціальності: передтекстові завдання, автентичні тексти та післятекстові завдання, а також завдання творчого характеру на розвиток навичок діалогічного мовлення та письма. Завдання мають навчальний, тренувальний і контролюючий характер.

Ілюстративний матеріал сприяє розумінню студентами складного теоретичного матеріалу та впливає на їхнє оволодіння мовою спеціальності.

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## UNIT 1

## Let's be Acquainted

## I. Reading Comprehension

## Before You Read

1.1 Discuss the questions below with your partner.

1. Hi, what's your name? Where are you from?
2. How many people are there in your family?
3. Do you have a job? If 'yes', what kind? If 'no', what job would you like?
4. What do you like to do in your free time?
5. Do you like to study English? Why? / Why not?
6. What are you going to do after class?

## Vocabulary 1

1.2 Translate the following expressions into your own language.

curly	naughty	confused	proud
friendly	nice	disappointed	sad
funny	strong	embarrassed	satisfied
grey	tall	excited	shy
handsome	thin	frustrated	stressed
intelligent	wrinkled	happy	surprised
lazy	afraid	jealous	worried
long	angry	lonely	
middle-age	bored	nervous	

1.3 Complete the paragraph with the words below:

best friend, brothers, family, father, favourite, free time, from, mother, single, sister, student, study, want to, be, years, yourself

## All About Me!

Hello! My name is Soo Mi, and I am almost eighteen (1)\_\_\_\_\_ old. I am (2)\_\_\_\_\_ the city of Seoul in South Korea. I have a big family. I have three older (3)\_\_\_\_\_ and one younger (4)\_\_\_\_\_. My (5)\_\_\_\_\_ is a businessman, so he's quite busy, and my (6)\_\_\_\_\_ stays at home to take care of the family. Of course, she's also very busy! I'm busy, too.

I'm a (7)\_\_\_\_\_ at Seoul Women's University. I (8)\_\_\_\_\_ English twenty hours a week because in the future I (9)\_\_\_\_\_ an international business person, like my father. I'm (10)\_\_\_\_\_, not married. My (11)\_\_\_\_\_ is Ji Su. She studies English with me, and in our (12)\_\_\_\_\_ we like to go shopping in traditional markets. We also like to go to Dongdaemun Market on weekends and have coffee and talk with our friends. My (13)\_\_\_\_\_ TV show? Well, I love to watch Korean soap operas (which are also known as 'daytime dramas'). Could you tell me a little about (14)\_\_\_\_\_? What's your name? What country and what city are you from, and how many people are there in your (15)\_\_\_\_\_? I would really like to know!

## Reading

1.4 Understanding the main points

Read the article and answer the questions.

1. Are you surprised that older people are happier than younger people? Why? / Why not?
2. Are you happy today? Why? / Why not?
3. What kinds of things make you happy? Why?
4. Is the idea of happiness the same for people of different generations?

## Older People Are Happier

How old are you? Are you in your twenties or thirties? If your answer is 'yes', then you probably feel stressed and maybe a little depressed about many things in your life.

However, researchers studying happiness found out something quite interesting. The researchers recently interviewed 1,546 people between the ages of twenty and one hundred. They learned that older people are much happier than younger people. This information surprised the researchers because older people have many health problems.

The researchers are now asking themselves, "Why are older people happier with their lives?" There is no one, clear answer to this question. The answer may be, however, that older people have learned how to think differently. For example, a younger person might see a problem as a very big and very serious one. A person who is fifty or sixty, however, might view that same problem as a small problem.

As Professor Jeste, at the University of California, says, "a lot of big things become little" for older people. So, if you are young and a little unhappy now, don't worry. You will probably feel happier when you are older. (*Permission granted to reproduce for classroom use. © www.allthingstopics.com*)

### Understanding details

1.5 Write 'T' (True) or 'F' (False) next to each statement.

1. The article is about how to become happier.
2. The researchers were between the ages of 20 and 100.
3. The researchers have many health problems.
4. The researchers are not really sure why older people are happier.
5. Older people view life in a different way than younger people.
6. You shouldn't worry too much about feeling a little unhappy if you are young.

## II. Vocabulary Practice

2.1 Match the words on the left with the meanings on the right.

- |                     |  |
|---------------------|--|
| 1. in your twenties | A. a short time ago                                |
| 2. depressed        | B. easy to understand                              |
| 3. researcher       | C. the way you think about something               |
| 4. recently         | D. ask questions                                   |
| 5. interview        | E. between the ages of twenty and thirty years old |
| 6. clear            | F. a problem that is not easy to make better       |
| 7. serious problem  | G. very sad  |
| 8. view             | H. a person who finds out information              |

2.2 Describing people! Complete the 15 sentences with the words below.

*curly, friendly, funny, grey, handsome, intelligent, lazy, long, middle-aged, naughty, shy, strong, tall, thin, wrinkled*

1. One of my friends has straight hair, and another has wavy hair. But I have \_\_\_\_\_ hair.
2. My brother isn't \_\_\_\_\_. He studies at college and also has two part-time jobs!
3. My classmate is very \_\_\_\_\_. He loves to tell jokes in class.
4. I'm not short, I'm \_\_\_\_\_.
5. I lost 10 kilograms. Now I'm \_\_\_\_\_.
6. She has \_\_\_\_\_, blond hair.
7. My cousin likes to meet new people and make lots of friends. He's very \_\_\_\_\_.
8. Our three-year old son is \_\_\_\_\_. Last week he pulled our cat's tail and it ran away!
9. My grandmother's face is quite \_\_\_\_\_, but I still think she is beautiful!
10. My grandfather has a long, \_\_\_\_\_ beard.
11. My mother is very beautiful and my father is \_\_\_\_\_.

12. My uncle isn't old, but he's in his forties. He's \_\_\_\_\_.
13. My little sister doesn't like to meet new people. She's very \_\_\_\_\_.
14. She has a high I.Q. She's very \_\_\_\_\_.
15. He exercises at the gym three or four days every week.
16. He's very \_\_\_\_\_.

2.3 Emotions! Complete the 15 sentences with the words below.

*Afraid, angry, bored, confused, disappointed, embarrassed, excited, happy, jealous, lonely, nervous, proud, sad, stressed, surprised*

- I feel \_\_\_\_\_ when all my friends are busy and I am alone.
- I feel \_\_\_\_\_ when I don't understand something.
- I feel \_\_\_\_\_ when something good happens, like when I have a holiday.
- I feel \_\_\_\_\_ when I have nothing to do.
- I feel \_\_\_\_\_ when a friend moves away.
- I feel \_\_\_\_\_ when I watch a scary movie.
- I feel \_\_\_\_\_ when I have too many tests and too much homework.
- I feel \_\_\_\_\_ when I do something really good, like when I get an 'A+' on an English test.
- I feel \_\_\_\_\_ when somebody does something bad to me, like when he or she lies to me.
- I feel \_\_\_\_\_ when I make a mistake, or do something bad, and other people know about it.
- I feel \_\_\_\_\_ when I think something bad might happen, like when my friend drives too fast.
- I feel \_\_\_\_\_ when something happens that I didn't know would happen.
- I feel \_\_\_\_\_ when I wanted something good to happen, but then something bad happened.
- I feel \_\_\_\_\_ when something good will soon happen, like when I get married next month.
- I feel \_\_\_\_\_ when I see another person with something I want, like lots of money.

### III. Grammar (Pronouns / The verbs "to be" and "to have")

#### Pronouns – Займенники

Subject Pronouns (Who? What?) (Хто? Що?)		Object Pronouns ((To) whom?) (Кому? Чому?)		Possessive Pronouns (Whose?) (Чий?)		
				Pronoun + word (my friend)	Word + of + pronoun (a friend of mine)	
Singular	Однина	Singular	Однина	Singular	Singular	Однина
I	я	me	мені	my	mine	мій
he	він	him	йому	his	his	його
she	вона	her	їй	her	hers	її
it*	воно	it	йому	its	its	його
Plural	Множина	Plural	Множина	Plural	Plural	Множина
you	ти / Ви	you	тобі/Вам	your	yours	твій/Ваш
we	ми	us	нам	our	ours	наш
they	вони	them	їм	their	theirs	їхні

\* It is used for things and animals.

#### The Verb "To Be" (Present Tense) – Дієслова "Бути" (Теперішній час)

Affirmative (Стверджувальна форма)		Negative (Заперечна форма)		Interrogative (Питальна форма)		
Long form	Short form	Long form	Short form	Question	Short Answer	
I am	I'm	I am not	I'm not	Am I?	Yes, I am.	No, I'm not.

He is	He's	He is not	He isn't	Is he?	Yes, he is.	No, he isn't.
She is	She's	She is not	She isn't	Is she?	Yes, she is.	No, she isn't.
It is	It's	It is not	It isn't	Is it?	Yes, it is.	No, it isn't.
You are	You're	You are not	You aren't	Are you?	Yes, you are.	No, you aren't.
We are	We're	We are not	We aren't	Are we?	Yes, we are.	No, we aren't.
They are	They're	They are not	They aren't	Are they?	Yes, they are.	No, they aren't.

### The Verb "To Have" (Present Tense) – Дієслова "Мати" (Теперішній час)

Affirmative (Стверджувальна форма)	Negative (Заперечна форма)	Interrogative (Питальна форма)
I have	I don't have	Do I have?
He has	He doesn't have	Does he have?
She has	She doesn't have	Does she have?
It has	It doesn't have	Does it have?
You have	You don't have	Do you have?
We have	We don't have	Do we have?
They have	They don't have	Do they have?

3.1 Fill in the gaps as in the example.		3.2 Choose the right item.
	Long form	Short form
e.g.	I <u>am</u> a student.	I <u>'m</u> a student.
1.	We ____ from Spain.	We ____ from Spain.
2.	He ____ not a doctor.	He ____ not a doctor.
3.	You ____ a singer.	You ____ a singer.
4.	She ____ an actress.	She ____ an actress.
5.	It ____ a watch.	It ____ a watch.
6.	They ____ are painters.	They ____ are painters.
7.	I ____ not tall.	I ____ not tall.
8.	He ____ a child.	He ____ a child.

1. \_\_\_\_\_ are green.  
a) The eyes of Ann; b) Ann's eyes; c) Anns' eyes

2. This is \_\_\_\_\_ car.  
a) Peter; b) Peters'; c) Peter's

3. Michael is \_\_\_\_\_ .  
a) a friend of hers; b) hers friend; c) mine friend

4. **Emily** likes **cakes**.  
a) **she** likes **them**; b) **he** likes **it**; c) **it** likes **her**

5. **This present** is for **my father**.  
a) **He** is for **him**; b) **It** is for **his**; c) **It** is for **him**.

#### 3.3 Write questions and answers as in the example.

1. Are they singers? – No, they aren't. They're dancers. 2. Do you have a car. – No, I don't have a car. I have a bike. 3. \_\_\_\_\_ a waiter? – Yes, she \_\_\_\_\_. \_\_\_\_\_ a waiter. 3. \_\_\_\_\_ apples? – No, \_\_\_\_\_. \_\_\_\_\_ tomatoes. 4. \_\_\_\_\_ he have a book? – No, \_\_\_\_\_. He \_\_\_\_\_ a copy book. 5. \_\_\_\_\_ a bear? Yes, \_\_\_\_\_. It \_\_\_\_\_. 6. \_\_\_\_\_ you have a brother? – Yes, \_\_\_\_\_. I \_\_\_\_\_ 2 brothers. 7. \_\_\_\_\_ a teacher? – No, \_\_\_\_\_. She \_\_\_\_\_ a photographer. 8. \_\_\_\_\_ they \_\_\_\_\_ pets? – No, \_\_\_\_\_. They \_\_\_\_\_ a cow.

#### 3.4 Translate into English.

1. Мій батько – лікар. 2. Її вчитель зараз в лабораторії. 3. Твою сестра вдома? 4. Кораблі в морі. 5. Їхня газета на столі. 6. Він художник. 7. Вони компаньйони і друзі. 8. Його машина сірого кольору, а її зеленого. 9. Ти де? – Я на кухні. 10. У мене є фотоапарат. 11. У тебе є знайомі в Сочі? – Ні, у мене є родичі в Керчі. 12. У них нема їхніх англо-російських словників, а лише мої англо-французькі. 13. У Віктора є велосипед? – Так, у нього він новий. 14. Його хобі малювання, але він не художник, а продавець.

### Grammar-in-Context

#### 3.5 Answer these fourteen questions to score your knowledge of PRESENT TENSE grammar.

1. Thank you for this interview. So, do you ... a busy schedule?



- a) having      b) has      c) have      d) had
2. Yes, I .... I'm always very busy, seven days a week!  
a) am      b) do      c) is      d) have
3. What time do you ... get up in the mornings?  
a) never      b) usually      c) ever      d) are
4. I get up at about 5:30 am. Then, I... breakfast at 6 am.  
a) eating      b) ate      c) am eating      d) eat
5. That's very early. ... tired when you wake up so early?  
a) You have      b) Do you      c) You      d) Are you
6. No, ..., because I always get lots of rest and eat healthy food.  
a) I didn't      b) I not      c) I'm not      d) I don't
7. And what about your husband? What time ... he get up?  
a) does      b) is      c) do      d) are
8. He always ... up after I do, at about 6:00 am.  
a) gets      b) getting      c) get      d) is get
9. ... you drive to work, or ... you take a bus?  
a) Are / do      b) Are / are      c) Do / are      d) Do / do
10. I drive to work and my husband... to work!  
is walking      b) walks      c) walk      d) is walk
11. ... like to do on the weekend, in your free time?  
a) What do you      b) What you      c) What are you      d) What you are
12. ... Saturdays, I love to play tennis. And sometimes, I go jogging.  
a) At      b) On      c) In      d) To
13. You sound like a very busy person. ... you go to sleep very early?  
a) Are      b) Do      c) Is      d) Did
14. ... evening, I go to bed at the same time, at 9:30 pm.  
a) That      b) The      c) Every in the      d) Every

#### IV. Interacting with others

*4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?*

##### Waking Up for School

- A: Wake up, it's time for school.  
B: I'm so tired. Let me sleep for five more minutes.  
A: You have to get up and get ready for school.  
B: I know, but just five more minutes.  
A: I can't let you go back to sleep, because you won't wake back up.  
B: I promise I'll wake up, in five minutes.  
A: You still need to eat breakfast, take a shower, and get dressed.  
B: I realize that, and I can do all that when I wake up in five minutes.  
A: I don't want you to be late for school today.  
B: I'm not going to be late today.  
A: Fine, five more minutes.  
B: Thank you.

##### Cleaning Up the Room

- A: Did you clean your room today?  
B: No, not yet.  
A: When were you planning on doing that?  
B: I'm going to clean it up later.

- A: Didn't I ask you to clean it up earlier?  
 B: I'm going to clean it.  
 A: I want you to vacuum in your room, and don't forget to dust everything.  
 B: I know. I'll do it.  
 A: Make sure you clean it up before you do anything else.  
 B: I'm not going anywhere until later, so I'll clean it then.

### Reporting an Internet Problem

- A: I need somebody to come over and fix my internet.  
 B: What's wrong with it?  
 A: For some reason it's just not connecting.  
 B: How long have you been having this problem?  
 A: It hasn't been working the past few days.  
 B: Does the internet come up at all?  
 A: It does, but it won't connect to anything.  
 B: Well, the internet isn't down, so there must be something wrong with your connection.  
 A: Could you send someone to fix it today?  
 B: I'll send somebody over right away to fix it.  
 A: When will they be here?  
 B: They should be there in the next hour.

(<http://www.eslfast.com/robot/topics/dailylife/dailylife.htm>)

4.2 *Play out the dialogues above. Then think of other daily situations and play them out with your partner.*

1. Make a child go to bed.
2. Write notice of how to keep classroom clean.
3. Report about washing machine that is out of order.

## V. Over to you

5.1 *Write notes about your own daily routine, from the time you usually wake up in the morning until you fall asleep at night. Then write a paragraph about your daily routine. Describe the ways in which you are doing this.*

## UNIT 2

### Daily Routine

### III. Reading Comprehension

#### Before You Read

1.1 *Discuss the questions below with your partner.*

1. What time do you usually get up in the morning?
2. What do you often eat for breakfast? Do you think it's healthy food?
3. What time do you arrive at university or work? Are you ever late?
4. How much time do you spend on-line each day? Is it too much?
5. How do you like to relax in the evenings?
6. What is your favourite time of the day? Why?

#### Vocabulary 1

1.2 *Translate the following expressions into your own language.*

Wake up	Leave home	Talk on the phone	Watch TV
Get up	Go to work	Read the newspaper	Play computer game
Get dressed/put the shoes on	Arrive at work	Feed the cat/dog	Surf the net
Go to the bathroom	Start work	Read	Update my status on the facebook
Have a shower	Finish work	Write	Check my e-mail
Brush my teeth	Go to the Gym	Do the housework	Get undressed
Comb my hair	Come back home	Vacuum	Say the prayers
Have breakfast	Cook dinner	Wash the dishes	Go to bed
Make the bed	Have lunch/dinner	Walk the dog	Go to sleep/fall asleep

#### Reading

1.3 *Understanding the main points*

*Read the article and answer the questions.*

1. Do you think the man has a boring daily routine? Why? / Why not?
2. What time do you usually get up? What time do usually go to bed?
3. What do you usually eat for breakfast? Do you usually eat healthy food?
4. What things do you usually like to do for fun in your free time?

#### **DAILY ACTIVITIES**

Some of my friends think that I have a boring daily routine, but I like it.

I usually get up at about 6:00 or 6:30 in the morning, after my alarm clock wakes me up. First, I brush my teeth, shave, and wash my face. Then, I get dressed and go downstairs to have breakfast with my family. I always have coffee, cereal, and lots of fruit. I think that such food is healthy.

I take a bus to work because I don't like to drive, and I always arrive at my office before 9 a.m. I'm never late for work. Six o'clock is my favourite time of the day because I finish work and go back home and see my wife and children again. I have two boys, Thomas, who is six years old and Patrick, who is eight.

We eat dinner together in our dining room at around 7 p.m., and after that I hang out with my wife and kids at home. We really enjoy watching our favourite TV programs together. We like to watch shows about travel.

However, two or three times a week I do exercise in the evening, so I can stay strong and healthy. I think that this is very important!

Finally, at about 9:30 p.m., I go to bed, read for a while, and then fall asleep.

Sure, some people think my daily routine is a little boring – but on weekends and holidays I love to fly airplanes ... for fun! It's my favourite hobby. (*Permission granted to reproduce for classroom use. © www.allthingstopics.com*)

### Understanding details

1.4 Choose the correct answer.

1. What is the article about?
  - (a) his family
  - (b) the activities he likes to do at home
  - (c) the things he usually does every day
2. What does he do after he gets washed and dressed in the mornings?
  - (a) eats
  - (b) goes to work
  - (c) buys fruit
3. Why does he take a bus to work?
  - (a) He gets to work before eight o'clock.
  - (b) He is never late.
  - (c) He doesn't like to drive.
4. What time of day does he like best?
  - (a) eight o'clock
  - (b) five o'clock
  - (c) six o'clock
5. What does the phrase 'hang out' mean?
  - (a) eat
  - (b) stay at some place
  - (c) go home after work
6. How often does he do exercise?
  - (a) always
  - (b) never
  - (c) sometimes
7. What does he think is very important?
  - (a) exercise
  - (b) travel
  - (c) TV
8. He thinks his daily routine is boring.
  - (a) TRUE
  - (b) FALSE
  - (c) He doesn't say.

### IV. Vocabulary Practice

2.1 Match the words on the left with the meanings on the right.

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

2.2 Find the best explanation for each word on the left from the column on the right.

1.	arrive	A.	to put clothes on
2.	enjoy	B.	to like
3.	for a while	C.	the same way of always doing something
4.	get dressed	D.	to be at some place and rest in your free time
5.	hang out	E.	to come to a place after traveling
6.	kids	F.	children
7.	routine	G.	for a period of time
8.	shave	H.	to cut off the hair that grows on the face

### III. Grammar (Present Simple / Indefinite)

Present Indefinite is used for:

- long-term situations: *She lives in Brazil.*
- routine activities: *She wakes up at 7 a.m.*
- feelings and opinions: *He likes her very much.*
- facts, general truths, laws of nature: *The weather is rainy in autumn.*
- sport commentaries, narration: *He runs and kicks ball.*
- timetables, programmes: *The train arrives at 8 p.m.*
- is used with such time expressions: *always, usually, often, seldom, sometimes, every day/week/month/year, on Mondays/Tuesdays, etc., in the morning/afternoon/evening, at night/the weekend.*

POSITIVE (+)		NEGATIVE (-)			QUESTION (?)			SHORT ANSWER		
I	work.	I	do not	work.	Do	I	work?	Yes,	I	do.
You		You	(don't)			You			You	
We		We				We		No,	We	
They		They				They			They	don't.
He	works.	He	does not	work.	Does	He	work?	Yes,	He	does.
She		She	(doesn't)			She		No,	She	
It		It				It			It	doesn't.

Verb +s		
	Rule	Example
1.	Verb + s	set – sets
2.	-s, -ss, -sh, -ch, -x, -o + es	scratch – scratches
3.	Consonant + y ⇔ -ies	fry – fries
4.	Vowel + y ⇔ -es	play – plays

3.1 Complete the sentences with the correct form of the verb in the Present Simple Tense. Leave out the lines you don't have to use.

- 1) \_\_\_ they \_\_\_\_\_ our roof? (fix).
- 2) You \_\_\_\_\_ basketball at school. (not play).
- 3) The Lees \_\_\_\_\_ a new receipt. (always, try out).
- 4) \_\_\_ the dog \_\_\_\_\_ a red ball? (have got).
- 5) Mr Henderson \_\_\_\_\_ 16 students. (teach).
- 6) Mum \_\_\_\_\_ the house once a week. (tidy).
- 7) Henry \_\_\_\_\_ to miss the last bus. (not want).
- 8) \_\_\_ Hilary \_\_\_\_\_ a present for her teacher? (buy).
- 9) Tina \_\_\_\_\_ after breakfast. (dress up).
- 10) \_\_\_ you \_\_\_\_\_ thirsty? (be).
- 11) We \_\_\_\_\_ lunch at 12 o'clock. (not have).
- 12) \_\_\_ the children \_\_\_\_\_ juice for dinner? (drink).
- 13) When \_\_\_\_\_ the family \_\_\_\_\_ on holiday? (be).
- 14) Alex \_\_\_\_\_ a cold in winter. (often, catch).
- 15) \_\_\_ you \_\_\_\_\_ to the cinema on Fridays? (go)

3.2 Translate into English (using Present Indefinite Tense).

1. Я вивчаю англійську мову.
2. Мій друг також її вивчає.
3. Де ти живеш? – Я живу в Києві.
4. Він читає українські газети? – Ні, він читає лише англійські.
5. Вона не любить морозиво, але вона обожнює шоколад.
6. Вони не слухають класичну музику, але ходять на рок-

концерти. 7. Він погано грає в шахи. 8. Ми часто ходимо за покупками в суботу, а в неділю ми відпочиваємо. 9. Його потяг прибуває на 2 платформу о 10:35. 11. Зазвичай погода дощова восени. 11. Він заходить до кімнати і бачить, що його телефон лежить на столі. 12. Ми не знаємо, що робити. 13. Він навчається в університеті? – Ні, він працює тренером. 14. Ти виглядаєш втомленим.

### Grammar-in-Context

3.3 Read about Mr Stuart's routine and fill in the blanks with the Simple Present of the verbs.

Mr Stuart (1) \_\_\_\_\_ (be) always busy. He usually (2) \_\_\_\_\_ (get) up at 7am and he never (3) \_\_\_\_\_ (eat) breakfast before taking a cold shower.

He often (4) \_\_\_\_\_ (have) cornflakes, scrambled eggs, toast and tea for breakfast. Then he (5) \_\_\_\_\_ (go) for a quick walk and (6) \_\_\_\_\_ (buy) the newspaper. He never (7) \_\_\_\_\_ (read) it until after lunch. At 9am he (8) \_\_\_\_\_ (sit) at the piano and (9) \_\_\_\_\_ (play) for three hours. He (10) \_\_\_\_\_ (make) a lot of noise but his neighbours (11) \_\_\_\_\_ (like) the music.

At 12 he (12) \_\_\_\_\_ (watch) the TV news. 30 minutes later, he and his wife (13) \_\_\_\_\_ (have) lunch. It (14) \_\_\_\_\_ (be) a light meal. After reading the newspaper he plays the piano again. At 7pm all the family (15) \_\_\_\_\_ (have) dinner. They (16) \_\_\_\_\_ (eat) meat or fish, some vegetables and (17) \_\_\_\_\_ (drink) wine. The children also (18) \_\_\_\_\_ (have) soup and drink water. For dessert they usually (19) \_\_\_\_\_ (eat) fruit, except at weekends. Every Saturday Mrs Stuart (20) \_\_\_\_\_ (bake) a big cake! Before concerts Mr Stuart (21) \_\_\_\_\_ (not/have) dinner. He only (22) \_\_\_\_\_ (drink) milk or juice.

3.4 Answer these fourteen questions to score your knowledge of **PRESENT TENSE** grammar.

- Thank you for this interview. So, do you ... a busy schedule?  
a) having      b) has      c) have      d) had
- Yes, I .... I'm always very busy, seven days a week!  
a) am      b) do      c) is      d) have
- What time do you ... get up in the mornings?  
a) never      b) usually      c) ever      d) are
- I get up at about 5:30 am. Then, I... breakfast at 6 am.  
a) eating      b) ate      c) am eating      d) eat
- That's very early. ... tired when you wake up so early?  
a) You have      b) Do you      c) You      d) Are you
- No, ..., because I always get lots of rest and eat healthy food.  
a) I didn't      b) I not      c) I'm not      d) I don't
- And what about your husband? What time ... he get up?  
a) does      b) is      c) do      d) are
- He always ... up after I do, at about 6:00 am.  
a) gets      b) getting      c) get      d) is get
- ... you drive to work, or ... you take a bus?  
a) Are / do      b) Are / are      c) Do / are      d) Do / do
- I drive to work and my husband... to work!  
is walking      b) walks      c) walk      d) is walk
- ... like to do on the weekend, in your free time?  
a) What do you      b) What you      c) What are you      d) What you are
- ... Saturdays, I love to play tennis. And sometimes, I go jogging.  
a) At      b) On      c) In      d) To
- You sound like a very busy person. ... you go to sleep very early?  
a) Are      b) Do      c) Is      d) Did
- ... evening, I go to bed at the same time, at 9:30 pm.  
a) That      b) The      c) Every in the      d) Every

## IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

### Installing High Speed Internet

- A: When can I get high speed internet installed?  
 B: You're going to have to make an appointment.  
 A: Can I make one right now?  
 B: When would you like the installation to be done?  
 A: I'm off this Friday.  
 B: The only time we can come on Friday is at 3:00 pm.  
 A: I'm going to need it installed earlier than that.  
 B: I'm sorry, but we're booked up on Friday.  
 A: Is Saturday any better?  
 B: Saturday is perfect. What time would you like?  
 A: Is 11:00 fine?  
 B: That's perfect. See you on Saturday.

### Riding the Bus

- A: What does it cost to ride this bus?  
 B: The fare is \$1.25.  
 A: Have you been driving buses a long time?  
 B: I haven't been driving for long—only for a few months.  
 A: Do you like to drive the bus?  
 B: Not in the least bit.  
 A: I would have never dreamed of ever becoming a bus driver.  
 B: I never dreamed of doing this either. The only thing I like about it is the money.  
 A: It was really fun chatting with you.  
 B: It was really nice talking to you too.  
 A: Have a good one.  
 B: I'll have a good day once this day is over.

### Cooking Dinner

- A: So, what's on the menu for dinner tonight?  
 B: You tell me.  
 A: You're not going to make anything to eat?  
 B: You never cook. I always do.  
 A: I think you're a better cook than I am.  
 B: Oh please, you need to cook tonight.  
 A: So you're telling me that you want me to make dinner?  
 B: It was a hard day. Can you just do this for me tonight?  
 A: I'll cook dinner, don't worry.  
 B: I'm going to go rest for a little bit.  
 A: I'll come wake you when it's ready, okay?  
 B: Thanks.  
 (<https://www.eslfast.com/robot/topics/dailylife/dailylife.htm>)

*4.2 Play out the dialogues above. Then think of other daily situations and play them out with your partner.*

1. Share your experience of installing the Internet.
2. Discuss public transport system in Kyiv.
3. Discuss your family cooking habits.

## **V. Over to you**

*5.1 Write notes about your own daily routine, from the time you usually wake up in the morning until you fall asleep at night. Then write a paragraph about your daily routine. Describe the ways in which you are doing this.*



## UNIT 3 University Life

### V. Reading Comprehension

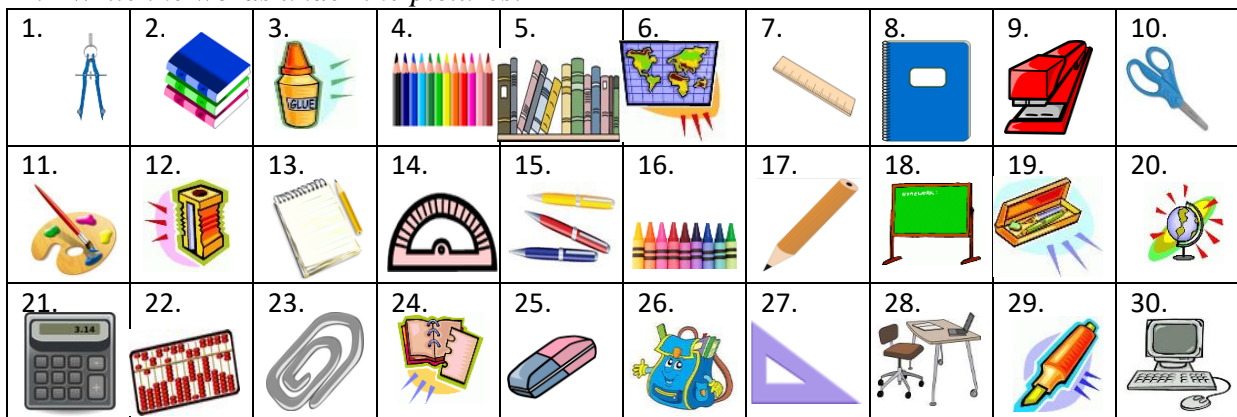
#### Before You Read

1.1 Discuss the questions below with your partner.

1. Describe your college or university. What does it look like?
2. Which place do you like best at your college / university? Why?
3. What are two things you don't like about your college / university?
4. Should college / university be free? If 'yes', who should pay for it?
5. How did you choose to study at your college / university (why not another?)
6. What are some of the most famous universities in the world?

#### Vocabulary 1

1.2 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

#### Reading

1.3 Understanding the main points

Read the article and answer the questions.

#### *Oxford University*

You probably already know some things about Oxford University, but there is probably a lot you don't know. It's called 'Oxford University' because it is located in the town of Oxford, England (about ninety kilometres outside of London).

Classes first began there in 1096, almost a thousand years ago, and it is one of the best universities in the world. Most colleges and universities are located on one main campus, but this university is special. It's located in many different places around the town of Oxford. For example, near South Parks Road, you can find the Science Area, while just behind Broad Street you can listen to music at the Sheldonian Theater.

Do you like to read? If 'yes', there are millions of books at the university's Bodleian Libraries. In addition, the university has a large number of parks – there is the Botanic Garden, for example, on High Street. **It** has more than 8,000 different kinds of plants.

Of course, the students are the most important part of Oxford University – there are more than 21,000 of **them** from many countries around the world. Over the past several hundred years, many famous people have studied there, people such as William Penn (the founder of the American

state of Pennsylvania), the astronomer Edmund Halley and J.R.R. Tolkien (the author of 'The Hobbit' and 'The Lord of the Rings').

Finally, if you're thinking of visiting (or studying at) Oxford, there is a gift shop at 106 High Street, where you can buy souvenirs to remember your time at this world-class university. (*Permission granted to reproduce for classroom use. © www.allthingstotpics.com*)

### Understanding details

1.4 Choose the correct answer.

1. The university is called 'Oxford' because it is located in England.
  - (a) TRUE
  - (b) FALSE
  - (c) It doesn't say.
2. How old is Oxford University?
  - (a) about ninety years old
  - (b) about a thousand years old
  - (c) It doesn't say.
3. Where is the Sheldonian Theater located?
  - (a) behind Broad Street
  - (b) near South Parks Road
  - (c) in many different places in the town of Oxford
4. How many books are there at the Bodleian Libraries?
  - (a) 21,000
  - (b) 8,000
  - (c) millions
5. What does the word 'It' refer to?
  - (a) Oxford University
  - (b) High Street
  - (c) the Botanic Garden
6. What is most important about Oxford University?
  - (a) its students
  - (b) the famous people
  - (c) its books
7. What does the word 'them' refer to?
  - (a) students
  - (b) countries
  - (c) parks
8. Where did Edmund Halley study?
  - (a) America
  - (b) England
  - (c) Pennsylvania
9. Why was J.R.R. Tolkien famous?
  - (a) he was a writer
  - (b) he studied at Oxford University
  - (c) he visited Oxford University
10. What can you find at 106 High Street?
  - (a) a book store
  - (b) a restaurant
  - (c) a gift shop

1.5 Some people think it's good to be a college student. Other people think it's better to have a job. What do you think?

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Some people think it's good to be a college student ...</li> <li>2. I believe that it's better ...</li> <li>3. In this paragraph, I will give you three good ...</li> <li>4. First of all, college students ...</li> <li>5. For example, most college students have only about ...</li> <li>6. However, when you have a job, you probably have to ...</li> <li>7. Secondly, college students can enjoy many ...</li> <li>8. On the other hand, there are very few jobs ...</li> <li>9. Finally, when you are a college student</li> <li>10. To give you a personal example, I made many new friends in my ...</li> <li>11. For these three reasons, ...</li> <li>12. Don't you ...</li> </ol> | <ol style="list-style-type: none"> <li>A. ... work about forty hours every week.</li> <li>B. ... reasons for my opinion.</li> <li>C. ... while other people think it's better to have a job.</li> <li>D. ... agree?</li> <li>E. ... I am sure that it is much better to be a college student!</li> <li>F. ... have lots of free time.</li> <li>G. ... long holidays throughout the year.</li> <li>H. ... that give you long summer and winter breaks.</li> <li>I. ... to be a college student.</li> <li>J. ... you can make many new and interesting friends.</li> <li>K. ... first year of college.</li> <li>L. ... twenty hours of classes per week.</li> </ol> |
|---|---|

## II. Vocabulary Practice

2.1 *Fill in the missing words and phrases:* swimming, students, moved to, special, develop, International, foreign, semesters, recreation, library, Hygiene, extra, Olympic, university, physical culture

### NATIONAL UNIVERSITY OF UKRAINE ON PHYSICAL EDUCATION AND SPORT

**The National University of Ukraine on Physical Education and Sport** takes a prominent place in the international system of physical education and sports science.

It was founded in Kharkiv in 1930 and later 1) \_\_\_\_\_ Kyiv in 1944. Today the university is situated on 1 Fiskultury Street in the centre of Kyiv near National Sport Complex Olimpiiskyi. The facilities of university include 9 academic buildings with spacious classrooms, a 2) \_\_\_\_\_, a reading room, computer classes, laboratories and a canteen. Moreover, students can 3) \_\_\_\_\_ their sport skills practising sport in numerous gyms, playing grounds, a 4) \_\_\_\_\_ pool, a rowing pool, a shooting gallery, and Physical Fitness and Rehabilitation Centre "Olympic Style".

Our university is a well-known educational centre. The students get deep knowledge in general and 5) \_\_\_\_\_ disciplines, such as Social and Humanitarian Sciences, Psychology, Pedagogies, History of Physical Culture, Biomechanics, Statistics, 6) \_\_\_\_\_, Sport Medicine, Treatment of Sport Injuries and Massage, one of the 7) \_\_\_\_\_ languages, and naturally many kinds of sport.

This allows them to become skilled teachers of physical education, coaches, and specialists in rehabilitation and 8) \_\_\_\_\_, physical culture or managers at different levels of sports system. They should study during 4 years to get Bachelor Degree and one or two 9) \_\_\_\_\_ years to receive Master's Degree.

Each academic year begins on the first of September and is over in June. It is divided into two 10) \_\_\_\_\_. At the end of each semester students should take their credit-tests and exams. Having passed the exams 11) \_\_\_\_\_ enjoy holidays. Almost all the students get scholarship.

Educational process at the 12) \_\_\_\_\_ has harmonious integrity with scientific studies in various aspects. Those graduates gifted for research work have the opportunity to deepen their fundamental and applied knowledge and become scientists specializing in such aspects as the Olympic and professional sports, 13) \_\_\_\_\_ and physical education for different population groups, physical rehabilitation, etc.

The University maintains fruitful and beneficial cooperation with not only related higher educational institutions of different countries but also with the 14) \_\_\_\_\_ Olympic Committee, International Olympic Academy.

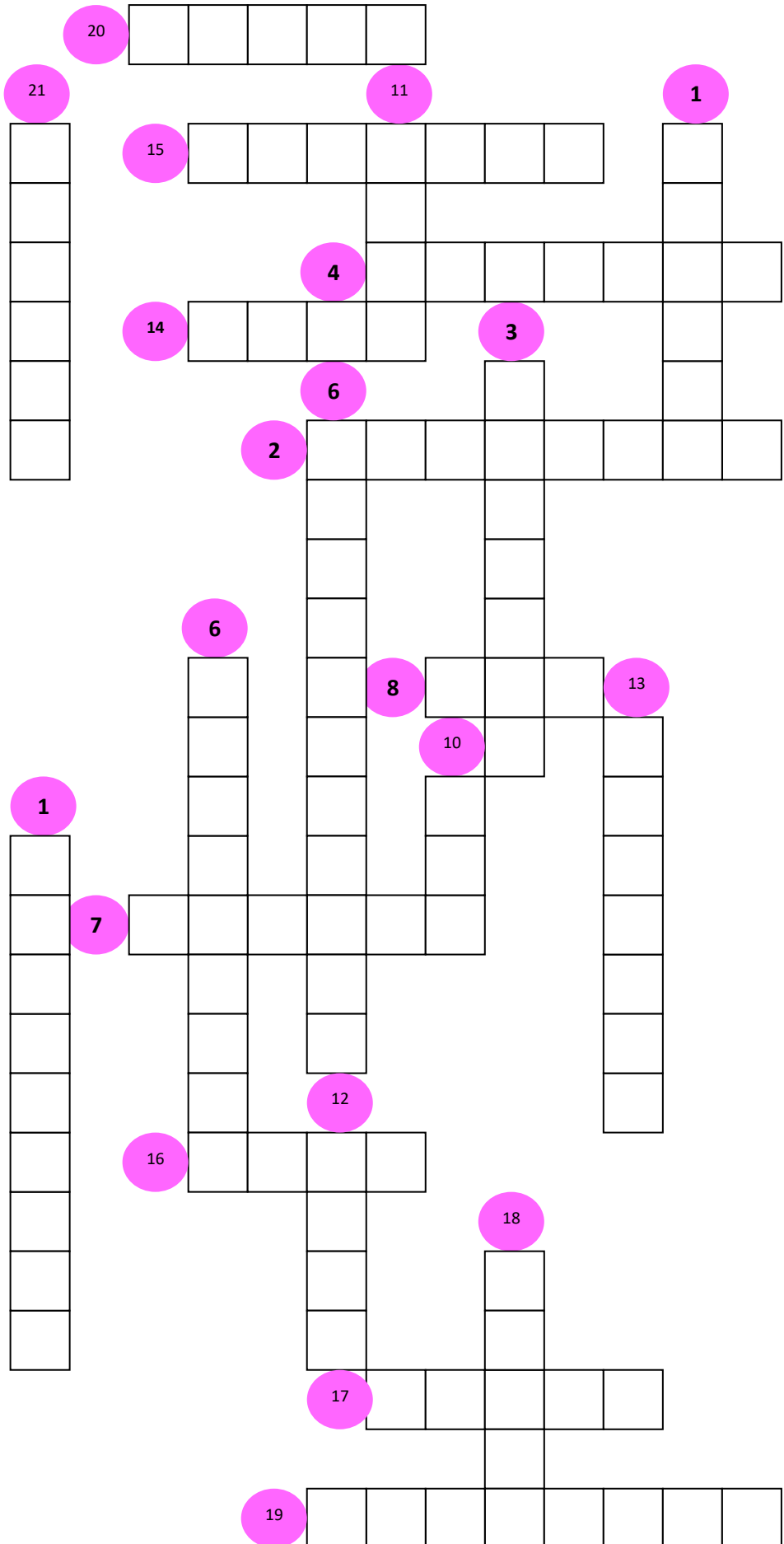
Our University has prepared a great number of outstanding athletes known as the winners of the 15) \_\_\_\_\_ Games, World and European Championships, major international competitions.

### 2.2 *Guess the words*

1. You use this if you want to draw straight lines or measure things
2. You can see the map of the world on this round thing
3. You study with this person in the same class
4. In this large room you can use the equipment to do exercise
5. The second most important person who is in charge of a school
6. You use this room for scientific research or experiments
7. To learn a lot in a very short time before exam
8. You use this special pen when you mark words in a text in bright colours

2.3 Crossword

1. A cover for holding together sheets of paper.
2. Work a student is given to do at home.
3. A person that teaches something.
4. A person who attends school, college or university.
5. A room or building that has equipment for sports activities.
6. A special pen with brightly coloured ink that you can see through.
7. A small computer that is designed to be easily carried.
8. A writing instrument that uses ink.
9. A tool or machine that makes something sharp.
10. A picture or chart that shows the rivers, mountains, streets etc.
11. A piece of furniture that is like a table.
12. A set of questions or problems that are designed to measure a person's knowledge.
13. In this subject you study past events.
14. A set of printed sheets of paper that are held together inside a cover.
15. The act of reading something.
16. A subject in which you work with numbers.
17. A type of soft rock you can write with.
18. A number or letter that indicates how a student performed in a class or a test.
19. A book with blank pages that is used for writing notes.
20. A straight piece of plastic, wood, or metal that has marks on it to show units of length and that is used to measure things.
21. A large picture put on walls for decoration.



### III. Grammar (Present Simple VS Present Continuous)

Simple/Indefinite (констатація) V/V <sub>s</sub>							Time expressions:
POSITIVE (+)		NEGATIVE (-)			QUESTION (?)		
I You We They	work.	I You We They	do not (don't)	work	Do	I You We They	
He She It	works	He She It	does not (doesn't)	work	Does	He She It	

**Present Continuous** is used to describe:

- 1) actions in progress: e.g. *I am reading now.*
- 2) current trends and developments: e.g. *Oil prices are rising at present.*
- 3) repeated actions we are irritated with: e.g. *She is always being late.*
- 4) fixed arrangements for the near future: e.g. *They are going on holiday tomorrow.*

Continuous (процес) to be (бути) + Ving									Time expressions:
POSITIVE (+)			NEGATIVE (-)			QUESTION (?)			
I	am	working.	I	am not	working.	Am	I	working?	now, at the moment, these days, at present, tonight, nowadays, still.
You We They	are	working.	You We They	are not (aren't)	working.	Are	You We They	working?	
He She It	is	working.	He She It	is not (isn't)	working.	Is	He She It	working?	

- *Stative verbs* describe a state and do not have continuous forms. These include verbs:

Senses	<i>see, hear, smell, feel, taste</i>
Thinking	<i>think, agree, believe, consider, doubt, expect, feel (=think)</i>
Emotion and feeling	<i>feel, forgive, hate, loathe, like, dislike, love, mind, wish, etc.</i>
Others	<i>appear/seem, be, belong, have (=possess), keep (=continue), matter, etc.</i>

3.1 Fill in the blanks with the correct form of the verbs in brackets. Use the Present Simple or Continuous.

1. My father \_\_\_\_\_ (wash) the car. He always \_\_\_\_\_ (wash) it on Saturday morning.
2. "What \_\_\_\_\_ (Peter/ do)?" "I \_\_\_\_\_ (think) he \_\_\_\_\_ (do) the homework in his bedroom".
3. "Don't make a noise! The baby \_\_\_\_\_ (sleep) at the moment.
4. Mary's father usually \_\_\_\_\_ (drive) her to school, but this week she \_\_\_\_\_ (take) the bus.
5. We \_\_\_\_\_ (start) school at 8:30 and the last lesson \_\_\_\_\_ (be) at 2:30 p.m.
6. "Where \_\_\_\_\_ (you/ go) on holiday, Susan?" "I \_\_\_\_\_ (not/ know), my parents \_\_\_\_\_ (not/ want) to go to the beach again."
7. I \_\_\_\_\_ (be) afraid I \_\_\_\_\_ (can/ not/ go) to the cinema this evening, I \_\_\_\_\_ (revise) for tomorrow's exam this afternoon.
8. Hurry up, children! The bus \_\_\_\_\_ (come).
9. \_\_\_\_\_ (Mandy/ like) pasta? No, she \_\_\_\_\_.
10. The newsagent's \_\_\_\_\_ (not/ open) at 9:30 a.m., it \_\_\_\_\_ (open) at 9:45 a.m.
11. Paul sometimes \_\_\_\_\_ (watch) TV after lunch.
12. How often \_\_\_\_\_ (the children/ play) football?
13. Mum \_\_\_\_\_ (water) the flowers right now.
14. Why \_\_\_\_\_ (you/ not/ come) to the café with me? I \_\_\_\_\_ (meet) Susan there at 6:30 p.m.
15. "\_\_\_\_\_ (you/ like) my new dress, Alice?" "Yes, I \_\_\_\_\_. You \_\_\_\_\_ (look) great!"

**Grammar-in-Context**

3.2 Read the texts about Sam's mistake and put them in order. Fill in the blanks with the correct form of the verbs in brackets.

a) Now I \_\_\_\_\_ (run) down the Street. I \_\_\_\_\_ (get) a bit wet because it's raining. I \_\_\_\_\_ (not like) the rain and I haven't got an umbrella.

b) I \_\_\_\_\_ (lie) in my bed, half asleep, and I look at my watch. Oh no! It's half past eight! I get up and quickly go into the bathroom because I'm one hour late.

c) I \_\_\_\_\_ (walk) through the front entrance of the school but something is not right. The front door is locked and there \_\_\_\_\_ (be) nobody about. Then I know the mistake.

d) I \_\_\_\_\_ (write) at the bus stop for the bus and I \_\_\_\_\_ (look) at my watch. Ten to nine already. This is bad! I decide that I can't wait for the bus because I haven't got time, so I \_\_\_\_\_ (start) to run.

e) I \_\_\_\_\_ (eat) my breakfast because I need to leave the house in two minutes. I \_\_\_\_\_ (have) a glass of milk and put on my coat and close the front door.

f) I \_\_\_\_\_ (think) how stupid I am and I start to walk home again, very slowly, thinking about going back to bed.

3.4 Choose the correct answer to score your knowledge of PRESENT (SIMPLE AND CONTINUOUS) TENSE grammar.

- Jane ..... to music now.  
a. listens                      b. listening                      c. listen                      d. is listening
- I ..... like chocolate.  
a. doesn't                      b. isn't                      c. don't                      d. am not
- ..... Sam like animals?  
a. do                      b. does                      c. am                      d. is
- Are you ..... a hamburger?  
a. eating                      b. eat                      c. eats                      d. eating not
- ..... they playing hide-and-peek?  
a. Do                      b. are                      c. is                      d. am
- I ..... TV at the moment.  
a. are watching                      b. is watching                      c. watch                      d. am watching
- Do you brush your teeth every day?  
a. Yes, I do                      b. Yes, I am                      c. Yes, you do                      d. Yes, you are
- What ..... Jesus ..... at the moment?  
a. is/do                      b. does/ do                      c. is/ doing                      d. do/doing
- We always ..... to cinema at the weekend.  
a. are going                      b. goes                      c. go                      d. is going
- Why does Mary ..... her dog to school?  
a. bring                      b. bringing                      c. brings                      d. bring not
- We go to seaside .....  
a. at the weekend                      b. now                      c. at the moment                      d. right now
- Listen! The baby .....  
a. is crying                      b. cries                      c. are crying                      d. cry
- Where is Mum?  
a. She is cooking in the kitchen.                      b. She watches TV in the living room.  
c. She cooks for us every day.                      d. She cleans the house on Mondays.
- Bilge is sleeping in her room .....  
a. at the moment                      b. at night                      c. in the morning                      d. every day

## IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

### Registering for a Class

- A: Hello, I need to register for a class.  
 B: What class are you trying to take?  
 A: I want to take a Psychology class.  
 B: Well, there are only two classes open.  
 A: Can you tell me what days the classes are on?  
 B: One class is on Tuesday and Thursday from 2:00 p.m. - 4:00 p.m.  
 A: And the other class?  
 B: That class is from ten to twelve on Monday and Wednesday.  
 A: Are you sure these are the only open classes?  
 B: Yes, I am sure.  
 A: Okay, sign me up for the class on Monday and Wednesday.  
 B: Very well then.

### Finding a Classroom

- |                                      |  |
|--------------------------------------|--|
| A: Could you help me?                | A: Do you think you can tell me where it is? |
| B: What do you need?                 | B: Sure, what room number is it?             |
| A: I can't seem to find my class.    | A: It's room number 261.                     |
| B: What building is it in?           | B: I have a class around there right now.    |
| A: It's in the C building.           | A: Could you show me where it is?            |
| B: Oh, I know exactly where that is. | B: No problem, come on.                      |

### Grading Policy

- A: What do you base our grades on?  
 B: All of your coursework is important, including everything from attendance and homework to all of your test results for the semester.  
 A: Does the final count the most?  
 B: All of it is important; please just do your best at all times.  
 A: How do you total our scores?  
 B: The final and mid-term are twenty percent each; homework, attendance, and quizzes are the rest.  
 A: What if we are out sick?  
 B: Make sure you contact me as I only allow one unexcused absence.  
 A: How can we know if we are doing OK during the year?  
 B: Your grade will not be a surprise; you will know what you need to work on.

4.2 Play out the dialogues above. Then think of other situations that can take place at university and play them out with your partner.

1. Register for the university library.
2. Explain a new student how to get to Dean's office.
3. Discuss your academic success with a groupmate.

## V. Over to you

5.1 Write notes about your own university life. Then write a paragraph comparing your university with Oxford University (for more information see Exercise 1.3)

## UNIT 4 Travelling

### VI. Reading Comprehension

#### Before You Read

1.1 Discuss the questions below with your partner.

1. Why do people like to travel?
2. Is it better to travel by plane or by train? Why?
3. What three countries would you like to travel to? Why?
4. What are some great places to visit in your country?
5. Tell me about a funny or strange travel experience you had.
6. Is it better to travel by yourself, or with other people? Why?
7. What are five important things to bring with you when you travel to another country?

#### Vocabulary 1

1.2 Translate the following expressions into your own language.

airport	depart	gift shop	passport
arrive / arrival	departure	guide book	phrase book
back pack	destination	hostel / hotel	pickpocket
baggage	domestic (flight)	information desk	postcard
(to) book	duty free	international (flight)	resort
border	eco-tourism	jet lag	sight
budget	embassy	landmark	sightsee
check-in	entrance	leave	souvenir
check-out	exchange rate	lost-and-found	suitcase
cruise ship	exit	location	take photos
culture	ferry	luggage	travel agency
custom	foreign currency	map	trip
customs	gate number	(to) pack	visa

#### Reading

1.3 Understanding the main points

Read the article and answer the questions.

1. Why wasn't author's holiday boring last year?
2. What did the author like most about those holidays?
3. What was the weather like during those holidays?
4. Where would the author like to go next year?

#### My Holiday in Vancouver

My summer holidays are often a little boring, but my summer holiday last year was great – my family and I got onto an airplane and flew to Vancouver! It was our first time to visit Canada. We got up very early almost every day and did lots of really fun and interesting things. On our first day, we visited Stanley Park and the Vancouver Art Gallery. Later in the week, we visited some museums and then got on a special boat to watch whales. It was fantastic! I took lots of photos. Of course, we also visited our cousins who live in Vancouver. One evening, they had a barbeque and we ate at **their** home. After we finished our food, we invited them to come to our home one day. Unfortunately, we didn't swim in the ocean because the water was too cold, but we did do many other fun things. Finally, after two weeks, before we left Vancouver, my family and I went shopping and bought lots of **souvenirs** to help us remember our time in Canada. Maybe we can travel again during my next summer holiday. Maybe we can make plans to visit Japan or Brazil!

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## Understanding details

1.4 Choose the correct answer.

1. What is the article about?
  - (a) Vancouver
  - (b) A person's holiday
  - (c) Things to do in Canada
2. Who did the person travel with?
  - (a) his friends
  - (b) his cousins
  - (c) his family
3. On his first day in Vancouver, he visited a park and some museums.
  - (a) TRUE
  - (b) FALSE
  - (c) It doesn't say.
4. What did he probably take with him on a boat?
  - (a) a camera
  - (b) a sandwich to eat
  - (c) a book
5. What does the word 'their' refer to?
  - (a) food
  - (b) the barbeque
  - (c) his cousins
6. How does he describe the barbeque?
  - (a) It was cold.
  - (b) It was delicious.
  - (c) He doesn't say.
7. Which of these things is most probably a 'souvenir'?
  - (a) fruits and vegetables
  - (b) a T-shirt with the word 'Vancouver' on it
  - (c) a special boat to watch whales
8. He wants to go to another country next year.
  - (a) TRUE
  - (b) FALSE
  - (c) He doesn't say.

## VII. Vocabulary Practice

2.1 Complete the sentences with the correct word below.

*Arrive, depart, hotel, information desk, international, landmark, luggage, map, passport, postcard, sightsee, souvenir, ticket, tourist, trip*

1. It's usually a great idea to travel with a good \_\_\_\_\_ so you don't get lost.
2. The Eiffel Tower in Paris and the Great Pyramids of Egypt are very famous \_\_\_\_\_s.
3. I always buy lots of \_\_\_\_\_s when I travel because I like to remember the places I travelled to.
4. What time does our flight leave, or \_\_\_\_\_?
5. When will you get there, or \_\_\_\_\_?
6. Where can I buy a train \_\_\_\_\_?
7. Last month, when I was in Chile, I sent my grandmother a \_\_\_\_\_ of Santiago.
8. Our flight leaves from Gate 43, but I don't know where Gate 43 is. Let's ask the \_\_\_\_\_.
9. My family and I are flying to Taiwan tomorrow, so we need to go to the \_\_\_\_\_ airport.
10. Between four and five million \_\_\_\_\_s visit Tokyo each year.
11. The way my face looks changes as I get older, so I need to get a new \_\_\_\_\_ every ten years.
12. Don't forget to bring everything you need in your \_\_\_\_\_. We'll be travelling for two weeks.
13. Should we travel with a tour group and take our cameras when we \_\_\_\_\_ around the city?
14. Did you enjoy your \_\_\_\_\_ to Dubai?
15. After we arrive in Berlin, we'll check-in at a nice \_\_\_\_\_ and get some rest.

2.2 Study the vocabulary about types of holidays. Match the words with the pictures below. Then decide which type of holiday is preferable for you.

### Beach Holiday

beach-dune-cliff-snorkel-umbrella-swimsuit-towel- palm tree-sunbathe -lighthouse- lifeguard-swimming-ice cream-towel- sandcastle-diving-sun cream-flippers-



### Sightseeing Holiday

postcard-souvenirs-ruins-museum-cathedral- castle-monument-sightseeing tour-coach-guide-guidebook-guided tour- take photos



### Activity Holiday

bungee jumping-sailing-rock climbing- parachuting-white water rafting-horse riding- kite surfing-paragliding-canoeing-climbing- surfing-scuba diving



### Camping Holiday

backpacker-caravan-campsite- campfire- tent- packing-guidebook-sleeping bag- rucksack-compass-map-hat-fishing-walking boots-torch-river-woods-insect spray



2.3 Choose the correct answer.

1. A person whose job is to serve and take care of passengers on an aircraft:
  - a. flight assistant
  - b. flight attendant
  - c. flight sergeant

2. The passage between rows of seats in a plane:
  - a. corridor
  - b. island
  - c. aisle

3. A comfortable bus for carrying passengers over long distances:
  - a. couch
  - b. carriage
  - c. coach
4. A place where taxis park while they are waiting for passengers:
  - a. taxi ring
  - b. taxi lane
  - c. taxi rank
5. A small vehicle at the airport that can be pushed and is used for carrying the luggage:
  - a. pedalo
  - b. trolley
  - c. pram
6. A stamp or mark put in your passport by officials of a foreign country, which permits you to enter their country:
  - a. vice
  - b. visa
  - c. vista
7. The flat area at a train station where you get on or off the train:
  - a. runway
  - b. platform
  - c. deck
8. The part of a train where you can buy something to eat and drink:
  - a. canteen car
  - b. buffet car
  - c. gorging car
9. A journey by sea, visiting different places, especially as a holiday:
  - a. crusade
  - b. cruise
  - c. cruiser
10. A part of a road that only bicycles are allowed to use:
  - a. cycle path
  - b. cycle line
  - c. cycle lane

### III. Grammar (Past Simple / Indefinite)

**Past Indefinite** is used for:

- the action that happened at the definite time in the past: *She visited Lviv last week.*
- actions that happened immediately one after another in the past: *She knocked the door and entered the room.*
- to talk about the lives of people who are no more longer alive: *Marilyn Monroe starred in many films.*
- is used with such time expressions: *yesterday, last week, a month ago, in 1987, the other day, just now.*

POSITIVE (+)		NEGATIVE (-)			QUESTION (?)			SHORT ANSWER		
Subject (Підмет)	Ved / V <sub>2</sub>	Subject (Підмет)	did not (didn't)	Verb	Did	Subject (Підмет)	Verb?	Yes, No,	Subject (Підмет)	did. didn't.
He	arrived. slept.	He	didn't didn't	arrive. sleep.	Did	he	arrive? sleep?	Yes, No,	he	did. didn't.

Ved			Irregular Verbs	
	Rule	Example	Present Tense	Past Tense (V <sub>2</sub> )
1.	-e + d	bake – baked	become	became
2.	double consonant + ed (in verbs with short closed syllable)	stop – stop <b>ped</b>	begin blow	began blew
3.	Consonant + y ⇔ -ied	fry - fry <b>d</b>	shake	shook
4.	Vowel + y ⇔ -ed	play - play <b>ed</b>	feel	felt etc.

3.1 Write the Past Indefinite of the verbs in the list.

Complete, hire, rub, try, travel, cry, pray, play, promise, refer, tidy, destroy, and drop.

### 3.2 Write the Past Indefinite of irregular verbs in the list.

Catch, buy, do, find, fly, forget, know, lose, make, meet, put, take, think, teach, and swim.

### 3.3 Translate the following sentences into English using Past Indefinite.

1. Вчора я прийшов додому пізно.
2. Що Ви робили в суботу? – Я ходила в кіно.
3. Коли він почав вивчати англійську мову? – Він почав вивчати її 5 років тому.
4. Вони їздили на канікули в Грецію минулого літа.
5. Минулого тижня він провів 3 тренування з плавання.
6. Після занять в університеті він поїхав на зустріч з друзями.
7. Шекспір написав багато п'єс і сонетів.
8. Коли вона зайшла до кімнати, він передав їй листа.
9. Вона заварила чай і присіла в крісло відпочити.
10. Вони вам телефонували вчора?

## Grammar-in-Context

### 3.4 Read the text carefully and complete it with the Past Simple of the verbs in brackets.

Last summer holidays Rui Silva and his family \_\_\_\_\_ (travel) to Britain. They \_\_\_\_\_ (stay) in London for three days.

On the first day they \_\_\_\_\_ (enjoy) a full English breakfast at the hotel. Then they \_\_\_\_\_ (tour) London on a red double-decker bus. They \_\_\_\_\_ (love) the ride. In the afternoon they \_\_\_\_\_ (visit) the Tower of London. They \_\_\_\_\_ (wait) for a long time in a queue, but when they \_\_\_\_\_ (enter), a real Beefeater \_\_\_\_\_ (greet) them. Rui and his sister Sara \_\_\_\_\_ (pose) for a photo with him.

On the second day they \_\_\_\_\_ (watch) the Changing of the Guard at Buckingham Palace and they \_\_\_\_\_ (pray) in Westminster Abbey. They \_\_\_\_\_ (cross) Westminster Bridge and \_\_\_\_\_ (look) at the famous Big Ben. At lunch they \_\_\_\_\_ (try) fish and chips and they \_\_\_\_\_ (like) it. In the afternoon the family \_\_\_\_\_ (walk) down Oxford Street and Regent Street and \_\_\_\_\_ (stop) in Trafalgar Square. They \_\_\_\_\_ (rest) for a while in St. James's Park and \_\_\_\_\_ (listen) to an open-air concert.

On the third day they \_\_\_\_\_ (travel) to Madame Tussaud's Museum by underground, buy first they \_\_\_\_\_ (study) the map of the Tube. They \_\_\_\_\_ (queue) up for one hour. Once inside the Museum they \_\_\_\_\_ (look) around absolutely amazed. All their favourite stars \_\_\_\_\_ (be) there. And Mr. Silva \_\_\_\_\_ (photograph) his whole family with the Royal Family!

### 3.5 Answer these fourteen questions to score your knowledge of PAST TENSE grammar.

1. Sonia ..... me when I was in trouble. a) support b) supported c) supports
2. Hector ..... to some opera last Saturday a) listen b) listened c) listens
3. My brother-in-law ..... his car. a) sell b) sold c) selling
4. The pupils ..... the exercises from the board. a) copy b) copied c) copying
5. We ..... understand their message. a) couldn't b) don't c) did
6. Edgar ..... all the presents. a) opened b) opens
7. Some dogs ..... at night. a) barked b) barks
8. Sheila ..... the police station. a) called b) calls
9. Thomas ..... some money in a drawer. a) find b) found
10. Where did he ..... her? a) meets b) meet
11. Mark ..... to come back soon. a) promise b) promised
12. Miriam ..... her watch. a) lose b) lost
13. The moon ..... very bright. a) was b) were
14. He ..... his money at the bank. a) changed b) change
15. My dad ..... hunting. a) goes b) went
16. Rebecca ..... up some apples. a) picked b) picking

## IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

### Booking a Flight Online

- A:** Do you think it is a good idea to book airline tickets online?  
**B:** I think that booking airline tickets online is the only way to go.  
**A:** Can you help me figure out how to book airline tickets online?  
**B:** You can find the best price by using a website like Travelocity or Expedia.  
**A:** What do I need to know to book a flight?  
**B:** You will need to type in the dates that you wish to travel and where you are going.  
**A:** How do I get the best price?  
**B:** If you have some flexibility in when you can travel, that will usually get you a better rate.  
**A:** Can I choose which airline I fly with?  
**B:** These sites deal with a lot of different airlines, so you can choose whichever one you prefer.

### Making a Hotel Reservation

- A:** I would like to book a reservation at your hotel.  
**B:** What date would you like to make that reservation for?  
**A:** I need the reservation for May 14th.  
**B:** How many days do you need the reservation for?  
**A:** I will be staying for 3 nights.  
**B:** Is that a single room, or will there be more guests?  
**A:** I need a double room.  
**B:** We have smoking and non-smoking rooms. Which do you prefer?  
**A:** We require a smoking room.  
**B:** Your room is booked. You must arrive before 4:00 the day you are to check in.

### Shopping for Souvenirs

- A:** I want to look at the souvenirs over at the souvenir stand.  
**B:** What do you need to buy?  
**A:** I usually buy myself some jewellery or some clothing.  
**B:** I always buy a lot of things for my family. How about you?  
**A:** Yes, they practically swarm me when I get home!  
**B:** What are some of their favourite gifts?  
**A:** The teenagers like me to bring them tee shirts that you can't get anywhere else.  
**B:** This stuff is pretty expensive, isn't it?  
**A:** Souvenirs cost a lot for what they are, but we can shop around for better prices.  
**B:** Let's go across the street and see what they have over there.

(<http://www.eslfast.com/robot/topics/travel/travel.htm>)

4.2 Play out the dialogues above. Then think of other situations you have experienced during your holidays and play them out with your partner.

1. Book train ticket for your family from Kyiv to Lviv.
2. Book a table in a restaurant to celebrate your birthday.
3. Choose and buy some souvenirs from Ukraine for your foreign friend.

## V. Over to you

5.1 *Some people think it's a good idea to travel on holiday. Other people think it's better to stay at home. What do you think?*

*Complete the text with the correct word below.*

believe, However, example, Finally, reasons, better, flew, paragraph, friends, bored, opinion, made.

Some people think it's a good idea to travel on holiday but other people think it's (1) \_\_\_\_\_ to stay at home. I (2) \_\_\_\_\_ that it's better to travel on holiday. In this (3) \_\_\_\_\_ I will give you three excellent reasons for my (4) \_\_\_\_\_. First of all, you can't learn many things when you just stay at home. For (5) \_\_\_\_\_, last year I (6) \_\_\_\_\_ to Iceland on holiday and I learned many things about Icelandic culture. Secondly, you might not make many new (7) \_\_\_\_\_ if you stay at home all the time. (8) \_\_\_\_\_, you will probably meet lots of new people when you travel. Last year, for example, I (9) \_\_\_\_\_ three new friends while I was in Iceland. (10) \_\_\_\_\_, when you stay at home on holiday, you will probably feel very (11) \_\_\_\_\_. It's just not fun! On the other hand, travel is exciting! You never know what you will see or who you will meet! For all these (12) \_\_\_\_\_, I think it's better to travel on holiday. What do you think?

5.2 *Express your opinion: "It is important for college students to travel to other countries to better understand other people. Do you agree or disagree?" Use examples from your personal experience if applicable. (See exercise 5.1 for more information on structure and linking words).*

## UNIT 5 Shopping

### VIII. Reading Comprehension

#### Before You Read

1.1 Discuss the questions below with your partner.

1. When was the last time you went shopping? What did you buy? Why?
2. Where is your favorite place to go shopping for groceries? Why do you like it?
3. Is it a good idea for stores to open 24 hours a day, 7 days a week? Why? / Why not?
4. What is the worst thing you ever bought? Why was it so bad?
5. Why do many people enjoy window shopping?
6. Would you like to work in a store? Why? / Why not?

#### Vocabulary 1

1.2 Translate the following expressions into your own language.

advertise	debit card	price reduction	shopping cart
advertisement	department store	product	shopping mall
aisle	discount	purchase	store hours
bar code	exchange	receipt	special offer
bargain	expensive	return	spend
brand name	fitting room	sale	store/working hours
browse	market	sales tax	supermarket
buy	on sale	save	try on
cash	pay	sell	weight – to weigh
cashier	package	shop	window shop
change	pound	shoplift	warranty
credit card	price	shopper	wrong colour
customer	price tag	shopping basket	wrong size

#### Reading

1.3 Understanding the main points

Read the article and answer the questions.

1. What is Buy Nothing Day about?
2. When and where is this holiday celebrated?
3. How is this holiday connected with environmental protection?
4. Do you have any similar holiday in your country?

#### BUY NOTHING DAY

On November 26th, thousands of activists and concerned citizens in 65 countries will take a 24-hour consumer stop as part of the annual Buy Nothing Day, a global phenomenon that originated in Vancouver, Canada. From joining marches through malls to organizing credit card cut-ups, Buy Nothing Day activists aim to challenge **themselves**, their families and their friends to switch off from shopping for one day.

The event is celebrated as a family holiday, as a non-commercial street party, or even as a public protest. Anyone can take part provided **they** spend a day without spending. Reasons for participating in Buy Nothing Day are varied. Some people want to escape from the marketing mind games. **Others** use it to complain about the environmental consequences of over-consumption. Two recent disaster warnings outline the sudden urgency of **our** dilemma. In October, a global warning report predicted that climate change will lead to the most massive market failure the world has ever seen. Soon after, a study published in the journal Science forecast the total collapse of global fisheries within 40 years.

Kalle Lasn, co-founder of Adbusters Media Foundation which was responsible for turning Buy Nothing Day into an international annual event, said, “We must protect our environment from an ecological collapse. Driving hybrid cars and limiting industrial emissions are just band-aid solutions if we don’t address the core problem. If we don’t consume less, the consequences will be disastrous for our environment. This is the message of Buy Nothing Day.”

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**Understanding details**

1.4 Choose the correct answer.

- |  |  |
|--|--|
| <p>1. On Buy Nothing Day, activists</p> <ul style="list-style-type: none"> <li>(a) use only credit-cards when doing their shopping.</li> <li>(b) do all their shopping in Vancouver.</li> <li>(c) have to keep away from shopping.</li> </ul> <p>2. A lot of people participate in this event because</p> <ul style="list-style-type: none"> <li>(c) there are a lot of games.</li> <li>(b) they are conscious of the risks of over-consumption.</li> <li>(c) the articles are sold at a reduced price.</li> </ul> <p>3. The message conveyed by Buy Nothing Day celebration is:</p> | <ul style="list-style-type: none"> <li>(a) over-consumption leads to the destruction of our environment.</li> <li>(b) there are no solutions to the problem of overconsumption.</li> <li>(c) over-consumption is the solution to environment problems.</li> </ul> <p>1.5 What or who do the underlined words refer to?</p> <ul style="list-style-type: none"> <li>... challenge <b>themselves</b>      ☞ .....</li> <li>... provided <b>they</b> spend      ☞ .....</li> <li>... <b>Others</b> use it      ☞ .....</li> <li>... <b>our</b> dilemma      ☞ .....</li> </ul> |
|--|--|

**IX. Vocabulary Practice**

2.1 Buying and selling. Complete the sentences with the words below.

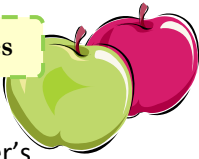
*cash, cashier, customers, fitting room, medium, on sale, open, pay, price, receipt, sales tax, shopping cart, store hours, try on, window shop*

1. How much does this sweater cost? What’s the \_\_\_\_\_?
2. Should I buy a size small, \_\_\_\_\_, or large jacket. I don’t know what size he wears.
3. Would you like to pay by \_\_\_\_\_ or by credit card?
4. Is the store \_\_\_\_\_ or closed?
  - (A) Where can I \_\_\_\_\_ this shirt?
  - (B) You can try it on in the \_\_\_\_\_.
5. If you want to bring back that jacket and exchange it for a new one, you must have a \_\_\_\_\_.
6. I’m going to buy a lot of things, so I don’t want a shopping basket. I need a \_\_\_\_\_.
7. That television is very expensive, so I’m going to wait for it to go \_\_\_\_\_.
8. There are too many people standing in line at that \_\_\_\_\_. Let’s go to another one.
9. The table costs \$59, but don’t forget that you also have to pay \_\_\_\_\_. That’s an extra 10%.
10. That store is very popular. There are always very many \_\_\_\_\_ buying things.
11. Oh no! I almost walked out of the store and almost forgot to \_\_\_\_\_ for my things!
12. The \_\_\_\_\_ are from 9 am to 9 pm.
13. I don’t have much money, but I still like to go to shopping malls and \_\_\_\_\_.



2.3. Where can you buy...?

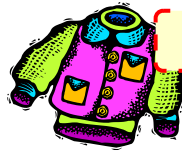
apples



- a) butcher's
- b) bakery
- c) greengrocer's

- a) confectioner's
- b) book stall
- c) chemist's

books



a jacket

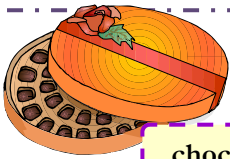
- a) furniture shop
- b) antique shop
- c) clothes shop

- a) newsagent's
- b) florist's
- c) jeweller's

a diamond ring



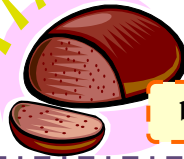
chocolates



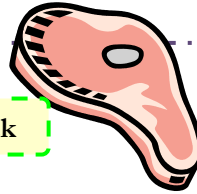
- a) dairy
- b) bakery
- c) confectioner's

- a) bakery
- b) florist's
- c) boutique

bread



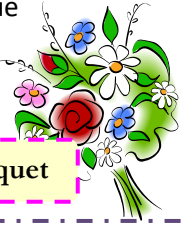
a steak



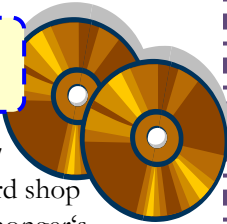
- a) fishmonger's
- b) butcher's
- c) greengrocer's

- a) toy shop
- b) boutique
- c) florist's

a bouquet



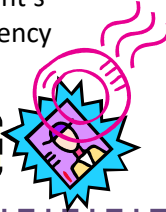
music CDs



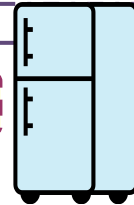
- a) dairy
- b) record shop
- c) fishmonger's

- a) furniture shop
- b) newsagent's
- c) travel agency

stamps



a fridge



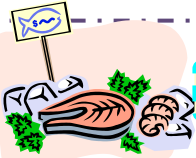
- a) boutique
- b) chemist's
- c) appliance store

- a) toy shop
- b) pet shop
- c) bakery

a dog



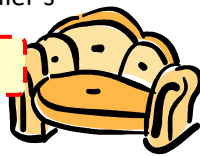
fish



- a) fishmonger's
- b) flower stall
- c) confectioner's

- a) furniture shop
- b) appliance shop
- c) jeweller's

a sofa



milk

- a) bakery
- b) butcher's
- c) dairy's



- a) confectioner's
- b) toy shop
- c) appliance store

a doll



painkillers



- a) dairy
- b) boutique
- c) chemist's

- a) cosmetics store
- b) florist's
- c) jeweller's

perfume



An old clock



- a) dairy
- b) furniture shop
- c) antique shop

- a) fishmonger's
- b) greengrocer's
- c) bakery

vegetables



boots



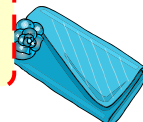
- a) clothes shop
- b) shoe shop
- c) appliance store

- a) dairy
- b) book stall
- c) travel agency

a plane ticket



designer handbags



- a) antique shop
- b) boutique
- c) jeweller's

- a) chemist's
- b) newsagent's
- c) confectioner's

a newspaper



2.4 How to return goods? Complete the sentences with the words below.

*broken, change colour, doesn't work, exchange, expensive, hole, missing, receipt, refund, repair, return, shrink, warranty, wrong colour, wrong size*

1. I'm really angry. I bought a new computer yesterday but it \_\_\_\_\_.
2. This sweater should have five buttons but there are only four. One button is \_\_\_\_\_.
3. Don't wash your new clothes in hot water, David. They might \_\_\_\_\_ and become too small.
4. Look! There is a \_\_\_\_\_ in this shirt.
5. Can I \_\_\_\_\_ this radio to your store? –Yes, bring it back. We'll \_\_\_\_\_ your money.
6. If you want to bring back that jacket and exchange it for a new one, you must have a \_\_\_\_\_.
7. I bought this lamp yesterday, but there's a problem with it. Can I \_\_\_\_\_ it for a new one?
8. These shoes don't fit me. They're too small. They're the \_\_\_\_\_.
9. That TV comes with a two-year \_\_\_\_\_.
10. The store will pay to fix any problems during that time.
11. The picture on the box shows blue shoes, but inside the shoes are red. They're the \_\_\_\_\_.
12. The TV I bought last year doesn't work now but the store said it will pay to \_\_\_\_\_ it.
13. Don't wash your new blue T-shirt with your white shirts. They might \_\_\_\_\_.
14. That pen costs \$15.99. It's too \_\_\_\_\_.
15. Did you break a dish on the way back home? One of them is \_\_\_\_\_.

2.5. Answer these fourteen questions to score your vocabulary knowledge.

1. Which of the following things can an 'advertisement' do?
  - a) put things in a bag for you
  - b) tell you how much something costs
  - c) spend a lot of money
  - d) all of the above
2. Which of the following things do you do when you 'purchase' something?
  - a) you return it
  - b) you advertise it
  - c) you sell it
  - d) you buy it
3. If something you bought was a 'bargain', it wasn't ....
  - a) expensive
  - b) on sale
  - c) big
  - d) bought with cash
4. When do people usually get a 'receipt'?
  - a) before they buy a used car
  - b) before they check out
  - c) when they get a shopping basket
  - d) after they buy something
5. Which of the following things does a 'cashier' usually do?
  - a) give away things for free
  - b) browse
  - c) go shopping
  - d) take your money
6. Which of the following words is closest in meaning to 'shoplift'?
  - a) steal
  - b) break
  - c) buy
  - d) use
7. A book costs \$5.99 and you pay \$6. What should you get?
  - a) special offers
  - b) change
  - c) a clerk
  - d) a cash register
8. Which of the following things can you do with a 'shopping cart'?
  - a) you can give it your credit card
  - b) you can put things in it
  - c) you can ask it to help you
  - d) you can drive it

9. Which of the following things can you do with a 'debit card'?
- find a clerk to help you
  - find out someone's name
  - buy a bag of apples
  - find out the price of a sweater
10. Which of the following things does 'store hours' mean?
- the time when the store is open
  - the time when there is a sale
  - the time when the store is closed
  - the time when the store is very busy
11. What do you do when you 'exchange' a product?
- you replace it with another product
  - you look at it very carefully
  - you sell it to a customer
  - you put it inside a box
12. Which of the following things is an example 'weight'?
- 55 grams
  - 14 kilograms
  - 12 ounces
  - all of the above
13. Which of the following things do people usually do in a 'fitting room'?
- they look at bar codes
  - they talk to other customers
  - they try on clothes
  - they buy things
14. When they go 'window shopping', people usually ....
- buy windows
  - spend a lot of money
  - buy nothing
  - none of the above

### III. Grammar (Present Perfect)

- is used to describe recently completed actions.
- Perfect** tense in **active voice** is formed in the following way:

**to have + Ved/V<sub>3</sub>**

**Present Perfect** Tense denotes:

1) recently completed action which result is visible in the present: <i>e.g. She <u>has just painted</u> her room.</i>
2) actions beginning in the past and continuing up to the present focusing on the present with state verbs <i>have, like, know, etc.</i> : <i>e.g. They <u>have been</u> friends for 20 years.</i>
3) indefinite Past actions or experiences: <i>e.g. She <u>has seen</u> this film.</i>
* Time expressions: since, yet, for, already, just, ever, so far, recently, lately, still.

Present Perfect Active			
+	I, we, you, they he, she, it	<b>have</b> <b>has</b>	<b>Ved/</b> <b>V<sub>3</sub></b>
<b>e.g.</b>	<i>I <u>have already visited</u> Paris. He <u>has already read</u> this book.</i>		
-	I, we, you, they he, she, it	<b>haven't</b> <b>has not</b>	<b>Ved/</b> <b>V<sub>3</sub></b>
<b>e.g.</b>	<i>I <u>have not visited</u> Paris yet. He <u>hasn't read</u> this book yet.</i>		
?	<b>Have</b> <b>Has</b>	I, we, you, they he, she, it	<b>Ved/</b> <b>V<sub>3</sub></b>
<b>e.g.</b>	<i><u>Has</u> he already <u>read</u> this book?</i>		

3.1 Put in the verbs in brackets into the gaps. Use Present Perfect.

- Karen \_\_\_\_\_ me an e-mail. (to send)
- Dave and Pat \_\_\_\_\_ the museum. (to visit)
- I \_\_\_\_\_ at the pet shop. (to be)
- They \_\_\_\_\_ already \_\_\_\_\_ their rucksacks. (to pack)
- Marcus \_\_\_\_\_ an accident. (to have)
- We \_\_\_\_\_ the shopping for our grandmother. (to do)
- I \_\_\_\_\_ just my bike. (to clean)
- Emily \_\_\_\_\_ her room. (to paint)
- Lisa and Colin \_\_\_\_\_ to a concert. (to go)
- My friends \_\_\_\_\_ smoking. (to give up)

Past Simple (Ved/2)	VS	Present Perfect (have/has + Ved/3)
We use the Past Simple for something in the past which is finished. • He <b>played</b> tennis <b>yesterday</b> .		We use the present perfect for an action in the past with a result now or when we talk about a time from the past till now. • I've <b>lost</b> my glasses. (I can't find them now) • I've <b>been</b> to Spain, but I haven't been to Portugal.

## 3.2 Complete the sentences using the correct form of the verbs.

1. I \_\_\_\_\_ (see) the twins in town last week.
2. \_\_\_\_\_ (you/ever/meet) her brother?
3. Where \_\_\_\_\_ (you/be) last weekend?
4. \_\_\_\_\_ (you/see) Kathleen?
5. We \_\_\_\_\_ (not/go) on holiday last year.
6. I love clothes. I \_\_\_\_\_ (buy) a lot this year.
7. What \_\_\_\_\_ (you/do) last weekend?
8. Dad \_\_\_\_\_ (repair) the car, you can use it now.
9. Agatha Christie \_\_\_\_\_ (live) from 1890 to 1976.
10. Granny still \_\_\_\_\_ (not/find) her glasses.
11. Where \_\_\_\_\_ (you/buy) your laptop?
12. Oh! You \_\_\_\_\_ (paint) the kitchen, I like the colour.
13. What time \_\_\_\_\_ (you/get) home last night?
14. Emma! Your letter \_\_\_\_\_ (arrive) at last!
15. The weather \_\_\_\_\_ (be) good all week.
16. I \_\_\_\_\_ (finish) work early yesterday.
17. Sue's not here, she \_\_\_\_\_ (go) out.
18. The weather \_\_\_\_\_ (not/be) very good last week.
19. We \_\_\_\_\_ (be) to the cinema twice this month.
20. Brian \_\_\_\_\_ (live) in England until the age of 14.

**Grammar-in-Context**

## 3.3 Read the letter and complete it with the correct form of the verbs in Past Simple or Present Perfect.

Hillside Hostel, Beverly Hills Road,  
Hollywood Park, Los Angeles  
Apt 9 Suit 96, August, 19<sup>th</sup>

Dear Mum,

Thanks for my birthday presents, especially the iPad. It is fantastic and I \_\_\_\_\_ (use) it every day. I \_\_\_\_\_ (get) a sweatshirt from Uncle Sam and a really nice leather wallet from my grandma. And on Wednesday morning, Jane from school \_\_\_\_\_ (phone) me.

My birthday \_\_\_\_\_ (is) great. I \_\_\_\_\_ (have) a party at the hostel on Thursday evening. The other volunteers \_\_\_\_\_ (give) me a Maroon 5 album. And they \_\_\_\_\_ (make) me a big chocolate birthday cake.

We \_\_\_\_\_ (be) very busy with the project at the studios. The outside of the building looks really good now. We \_\_\_\_\_ (not/ start) painting the inside yet, but we \_\_\_\_\_ (do) a lot of work on the walls and the windows. Last Tuesday, the workmen \_\_\_\_\_ (put) in a new wooden floor and four of us \_\_\_\_\_ (polish) it yesterday. It \_\_\_\_\_ (take) a long time but the floor looks fantastic.

A local TV crew \_\_\_\_\_ (make) a programme about us last week, but we \_\_\_\_\_ (not / see) it yet. It is going to be on TV.

Anyway, I must stop now – Tom \_\_\_\_\_ (come) in to tell me it's time for dinner.

Lots of love,  
James

## IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

### Looking for a Perfect Gift

- A: I want to get something nice for my niece.  
 B: Well, I've never heard of a little girl that didn't love Barbie dolls.  
 A: I like that suggestion. Show me one, please.  
 B: Here you go—Digital Barbie.  
 A: My niece will love her! How much for her?  
 B: Barbie is our best seller. She's only \$29.95.  
 A: That's great. I'll take her.  
 B: Your niece will love this. Anything else?  
 A: Thank you, but no. This will do it for now.  
 B: With the tax, your total is \$32.42. Would you like to charge it?  
 A: I'll pay cash, thank you.  
 B: Thank you for shopping here.

### Negotiating a Price

- A: I want to purchase this television.  
 B: I'm glad to hear that.  
 A: How much does it cost?  
 B: I'm selling it for \$2500.  
 A: That can't be right.  
 B: That's the going price for that particular TV.  
 A: I can't afford that.  
 B: This is a very high quality television.  
 A: I would buy it if the price was lowered.  
 B: How much lower?  
 A: How about you sell it to me for \$2000?  
 B: \$2500 is as low as I'll go.

### Where to Buy What

- A: I have to do some shopping.  
 B: What are you going to look for?  
 A: I'm trying to buy a new bedroom set.  
 B: What store are you going to?  
 A: I'm not sure.  
 B: You don't know?  
 A: I have no idea where to find one.  
 B: Would you like me to tell you where I got mine.  
 A: I would appreciate that.  
 B: I went to get mine from IKEA.  
 A: Is the furniture at IKEA cheap?  
 B: They're not cheap, but neither is their furniture.  
 (<http://www.eslfast.com/robot/topics/shop/shop.htm>)

4.2 Play out the dialogues above. Then think of other daily situations and play them out with your partner.

- Buy a present for your relative.
- Discuss the price with the potential buyer.
- Help your friend to find a good shop to buy new watches.

## V. Over to you

5.1 *Some people think it's a good idea to buy things online. Other people think it's better to go shopping off-line. What do you think?*

*Complete this text with the following words or expressions:*

*In excellent condition – as good as new – the latest model – state of the art – second-hand – used – available now – on the market – hand-crafted – brand new – made by hand – still in its packaging – feature – includes – some wear and tear – not in perfect condition – unique – one of a kind – come in a wide range of colours and sizes – choose from a selection of*

Buying and selling on the Internet has become popular in the last ten years, especially since mobile phones have become more and more essential. One of my favourite apps is *Wallapop*, which allows you to buy and sell 1) ..... things that are 2) ....., one click access.

Some products might be 3) ....., but others can be 4) ....., although I think they can't be 5) ..... as when you get them from the shop. However, it's possible to find something 6) ....., because the owner never opened the box or because the product was a present and he/she had already had a similar one. Things in *Wallapop* are usually 7) ..... or with 8) ..... and because of that, users must ask for a lower price. The app is not a shop, so of course you can't 9) ..... models. If you are looking for online shopping, the best option is *Asos*, where you can find clothes which 10) ..... This website 11) ..... some filters to look for specific things, and everything is 12) .....

Another 13) ..... of *Wallapop* is the possibility of finding 14) ..... products, whose sellers have 15) .....: brooches, necklaces, dolls... They may be 16) ..... and probably a 17) ....., much better than the things you can find in the traditional stores, so this is perfect if you want to have something 18) ..... So think about it: whether you want to get 19) ..... or you are an antique lover, the net has a lot to do for you because nowadays almost everything is 20) .....

5.2 *Write notes about your own shopping routine, from the time you usually go shopping to the shops you prefer. Mention if you tend to buy things online. If yes, what are they? Then write a paragraph about your shopping habits. Describe the ways in which you are doing this.*

## UNIT 6

### Eating Habits

#### X. Reading Comprehension

##### Before You Read

1.1 Discuss the questions below with your partner.

1. What's your favorite food? How often do you eat it?
2. What's food you don't like?
3. Give some examples of "healthy food". Do you think you eat enough healthy food?
4. What is the strangest food you have ever eaten?
5. What's the name of your favorite restaurant? Describe it.
6. Would you like to be a farmer and grow food? Why? / Why not?

##### Vocabulary 1

1.2 Translate the following expressions into your own language.

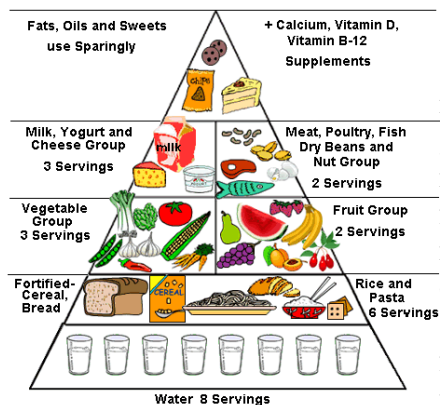
apple	chocolate	honey	pasta	soup
banana	cookie	hot dog	peach	spaghetti
beans	coffee	ice-cream	pear	spice
beef	corn	ketchup	peas	steak
bread	dessert	lemon	pepper	strawberry
broccoli	egg	lettuce	pie	sugar
butter	fish	meat	pineapple	tea
cake	French fries	milk	pizza	tomato
candy	fruit	mushroom	potato	vegetable
carrot	grapes	mustard	rice	water
cereal	green pepper	onion	salad	watermelon
cheese	ham	orange	salt	
chicken	hamburger	orange juice	sandwich	

##### Reading

1.3 Understanding the main points

Read the article and answer the questions.

1. What is the recommended number of calories for both male and female teenagers?
2. What is Food Pyramid about?
3. What are the benefits of dairy products consumption?
4. Are fats generally good or bad for human body?



least). The groups include:

##### Food Pyramid for Teenagers

Eating healthy should be a very important part of your life, but it's okay not to eat perfect all the time. Use the food pyramid as a guideline, and keep in mind that each person differs in his or her nutritional needs – especially teenagers. On the average, teenage females should follow a 2200 calorie-a-day meal plan and teenage males should follow a 2800 calorie-a-day meal plan. Here is a picture of the food pyramid.

The food pyramid is broken down into six categories ranging from the largest categories at the bottom (foods you should eat the most) and the smallest categories at the top (foods you should eat the

Breads, Cereal, Rice & Pasta. This group is the largest, which means your daily diet should consist mostly of breads, cereals, rice & pasta with at least 6-11 serving daily. These carbohydrates provide the body with energy and iron.

Vegetables. Your daily diet should have at least 3-5 servings of vegetables daily. Vegetables provide the body with vitamins, minerals and fiber.

Fruits. 2-4 servings of fruit daily provides the body with carbohydrates for energy, vitamins for proper body functioning, and fiber to help digestion.

Milk, Yogurt & Cheese. They are a very important part of a teenager's development because it helps increase bone density, needed to prevent broken bones, fractures and osteoporosis. It is recommended for teenagers and young adults to have at least 4.5 servings daily or 1300 mg of calcium.

Meats, Poultry, Fish, Dry Beans, Eggs & Nuts. 2-3 servings from this group are required daily to give your body protein and iron for proper functioning and energy.

Fats, Oils, & Sweets. This is the smallest of all the groups on the food pyramid. While no one should completely stop eating fats, oils, and sweets, you should try to eat less of these foods.

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### Understanding details

1.4 Decide if the statements are true or false.

1. Fish don't give your body any proteins.
2. It is ok to eat sweets with moderation.
3. You should completely stop eating fats.
4. The group which includes fats is the smallest groups on the pyramid.
5. Milk increases bone density.

## XI. Vocabulary Practice

2.1 **Fast Food.** Fill in the words on the empty spaces:

*calories, convenient, diabetes, drive-thru, kids' meals, menu, nutritious, oil, overweight, salt, soda, sugar, take-away, tasty, unhealthy*

1. A fast food \_\_\_\_\_ offers food such as hot dogs, hamburgers and French fries.
2. Fast food is very \_\_\_\_\_. You don't have to wait long for the food after you order it.
3. A: What would you like to drink? – B: I'll have a \_\_\_\_\_, please.
4. Fast food tastes good. It is \_\_\_\_\_.
5. Fresh fruits and vegetables are \_\_\_\_\_.
6. \_\_\_\_\_ makes food taste sweet.
7. I don't have time to eat at the restaurant, so I'm going to order some \_\_\_\_\_ food.
8. \_\_\_\_\_ is a serious health problem. It can be caused by eating and drinking too much sugar.
9. French fries are very salty. There is a lot of \_\_\_\_\_ added to them.
10. Eating fast food very often can make you become fat. It can make you \_\_\_\_\_.
11. Many parents like to buy \_\_\_\_\_ for their children.
12. In addition to \_\_\_\_\_ burgers and fries, some fast food restaurant menus offer healthy salads.
13. People can order food at a \_\_\_\_\_ window without leaving their cars.
14. You need \_\_\_\_\_ to fry food.
15. There are over 500 \_\_\_\_\_ in some cheeseburgers, but only about 100 in an apple.

2.2 **Food and Drinks Quiz.** Choose the correct answer.

1. What do many people like to put on 'bread'?
 

a) butter	b) pie
	c) rice
	d) spice



2. Which of the following do many people like to put on a ‘sandwich’?
  - a) grapes
  - b) lettuce
  - c) a peach
  - d) a pineapple
3. What do many people like to have for ‘dessert’?
  - a) broccoli
  - b) a cookie
  - c) a lemon
  - d) a potato
4. Which of the following should you cook before you eat it?
  - a) candy
  - b) honey
  - c) lettuce
  - d) pizza
5. When do most people like to eat cereal?
  - a) during breakfast
  - b) during lunch
  - c) during dinner
  - d) none of the above
6. ‘Pepper’ is usually black. What color is ‘salt’?
  - a) white
  - b) yellow
  - c) green
  - d) black
7. What do many people like to put ‘ketchup’ on?
  - a) French fries
  - b) hamburgers
  - c) hot dogs
  - d) all of the above
8. Complete this sentence: “Spaghetti is a kind of....”
  - a) pasta
  - b) salad
  - c) sandwich
  - d) soup
9. What do people usually use to make a ‘hamburger’?
  - a) fish
  - b) ham
  - c) beef
  - d) chicken
10. Which of the following can a person NOT drink?
  - a) coffee
  - b) milk
  - c) orange juice
  - d) watermelon
11. Which of the following does NOT come from a cow?
  - a) butter
  - b) cheese
  - c) honey
  - d) ice-cream
12. Complete this sentence: “Steak is a kind of....”
  - a) fruit
  - b) fish
  - c) meat
  - d) vegetable
13. Complete this sentence: A ‘pear’ is a kind of....”
  - a) meat
  - b) fish
  - c) fruit
  - d) vegetable
14. What do many people like to put in their ‘tea’?
  - a) chocolate
  - b) mustard
  - c) sugar
  - d) salt

### 2.3 The Story of McDonald’s. Fill in the words on the empty spaces:

*business, cheeseburger, customer, fast food, located, menu, open, order, serve, waitress*

There are many restaurants in the world, but probably the most famous is McDonald’s. McDonald’s has more than 34,000 restaurants around the world in 119 countries, and they (1)\_\_\_\_\_ about 68 million (2)\_\_\_\_\_s every day. The story of McDonald’s began in 1940 when two brothers, Richard and Maurice (‘Mac’) McDonald opened a new restaurant called ‘McDonald’s Famous Barbeque’.

It was a successful (3)\_\_\_\_\_, but the brothers wanted to sell more food and make more money, so in 1948 they made some changes. For example, they tried a new way to cook and serve food faster – and McDonald’s became one of the first (4)\_\_\_\_\_ restaurants in the world. In addition, they made the (5)\_\_\_\_\_ more simple: hamburgers, (6)\_\_\_\_\_, sodas, and

milkshakes. There were no longer any (7)\_\_\_\_\_es to serve food, so customers (8)\_\_\_\_\_ed food by themselves at a counter.

In 1954, a man called Ray Kroc joined the company and later bought it for 2.7 million dollars. The company is now worth many billions of dollars. There is a McDonald's museum that is (9)\_\_\_\_\_ in San Bernardino, California where the first McDonald's was built. It's (10)\_\_\_\_\_ daily from 10:00 am to 5:00 pm.

## XII. Grammar (quantifiers)

	<b>Countable Nouns</b> (обчислювальні іменники)	<b>Uncountable Nouns</b> (необчислювальні ім.)	<b>Examples</b>
<b>Positive sentences</b> (стверджувальні речення)	<b>a lot of / lots of / many</b> (formal) (багато)	<b>a lot of / lots of / much</b> (formal)	There are <b>a lot of</b> people in the room. There is <b>a lot of</b> sugar in my coffee.
	<b>a/an, the</b>	<b>some</b> (певні, якісь)	He has got <b>a</b> telephone. There are <b>some</b> books to read.
<b>Interrogative sentences</b> (питальні)	<b>many</b> (багато)	<b>much</b> (багато)	Are there <b>many</b> books in the library? Do you have <b>much</b> time to do all the tasks?
	<b>any</b>	<b>any</b> (ніякий)	Do you have <b>any</b> bags on sale? Do you have <b>any</b> water for me to drink?
<b>Negative sentences</b> (заперечні)	<b>many</b> (багато)	<b>much</b> (багато)	There aren't many cakes left. I don't have much time left.
	<b>any</b>	<b>any</b> (ніякий)	We don't have <b>any</b> balls here. I don't have <b>any</b> time to talk to you.
	<b>few</b> (not many, not enough) (трохи)	<b>little</b> (not much, not enough) (трохи)	<b>Few</b> Englishmen speak Chinese. He has <b>little</b> success with his job.
	<b>a few</b> (=some) / very few (зовсім трохи)	<b>a little</b> (=some) / very little (зовсім трохи)	<b>A few</b> students know French well. <b>A little</b> salt makes the dish tasty.

### 3.1 Underline the correct item.

e.g. Very few / much / little people can predict the future.

- I don't like many / much / little of Woody Allen's films.
- There are very little / too many / much things I do every day.
- There's a little / a few / much light coming in though that window.
- We have much / very little / a lot of problems with our car.
- Do you usually learn many / much / a few English on your summer courses?
- I am late, because I had little / few / a lot of work to do.
- I don't have much / many / a little information about our new duties.
- There are a little / much / a few copybooks left on the table.
- Do you spend many / a few / much money on this car?
- Sally eats too many / much / little cakes every day.

3.2 Complete this recipe with: *a, an, some, any* and circle the right option: *is(n't) / are(n't)*.

You really want <sup>1</sup> \_\_\_\_\_ pizza, but there is / isn't / are / aren't <sup>2</sup> \_\_\_\_\_ pizzerias open right now. Don't worry. You can make <sup>3</sup> \_\_\_\_\_ pitta pizza at home!

Pita is <sup>4</sup> \_\_\_\_\_ type of bread from the Middle East, but you can buy it in many shops today. (There is / isn't / are / aren't <sup>5</sup> \_\_\_\_\_ pitta bread in the supermarket next to my home, so I sometimes use <sup>6</sup> \_\_\_\_\_ ordinary bread).

First, put <sup>7</sup> \_\_\_\_\_ tomato sauce on the pitta bread and <sup>8</sup> \_\_\_\_\_ cheese on the tomato sauce. Next, take <sup>9</sup> \_\_\_\_\_ tomato and <sup>10</sup> \_\_\_\_\_ onion. Cut the tomato and the onion and put them on the pitta bread. Finally put the pitta pizza in the oven and wait ten minutes. BON APPÉTIT!

### Grammar-in-Context

3.3 Complete the paragraph by circling the correct words.

#### *I Love Coffee!*

There's a supermarket in my neighborhood called Tom's Supermarket, and I (1) \_\_\_\_\_ shopping there every week. They (2) \_\_\_\_\_ lots of fresh fruits and vegetables, and I love the coffee they sell. It's called 'Tom's Brazilian Coffee' and it tastes really great! I always (3) \_\_\_\_\_ early, so I always have a cup (4) \_\_\_\_\_ coffee before I go to work. It helps me to wake up. I like to add (5) \_\_\_\_\_ sugar and some milk to my coffee (6) \_\_\_\_\_ it doesn't taste too bitter. Not always, just sometimes, I have a second cup at work. One of (7) \_\_\_\_\_ friends likes to drink three or four cups of coffee every day, (8) \_\_\_\_\_ not me! I never have more than two cups. If I drink more than two cups of coffee in one day, I can't get to sleep (9) \_\_\_\_\_ night because (10) \_\_\_\_\_ caffeine in drinks like coffee and tea. I love coffee, so you probably think that it's my favorite drink ... but, you're wrong! Every night, just before I go to bed, I always have (11) \_\_\_\_\_, warm glass of milk. It's very healthy and it helps me to fall asleep. How about you? Is milk your favorite drink ... or do you hate it? What's (12) \_\_\_\_\_ favorite drink? And what's your favorite food?

1.

- (A) going
- (B) go
- (C) am go
- (D) am going

2.

- (A) has
- (B) are have
- (C) are having
- (D) have

3.

- (A) get up
- (B) am get up
- (C) am getting up
- (D) gets up

4.

- (A) a
- (B) off
- (C) for
- (D) of

5.

- (A) little
- (B) a little
- (C) small
- (D) few

6.

- (A) but
- (B) so
- (C) because
- (D) that

7.

- (A) my
- (B) me
- (C) mine
- (D) I

8.

- (A) and
- (B) but
- (C) so
- (D) because

9.

- (A) on
- (B) in
- (C) at
- (D) to

10.

- (A) there are
- (B) there have
- (C) there is
- (D) there has

11.

- (A) the nice
- (B) nice
- (C) a nice
- (D) this nice

12.

- (A) your
- (B) is your
- (C) yours
- (D) is yours

## IV. INTERACTING WITH OTHERS

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

### Breakfast

- A:** What do you want to eat for breakfast?  
**B:** All I usually have is some cereal for breakfast.  
**A:** You know that breakfast is the most important meal of the day?  
**B:** I sometimes run late in the morning, and can't make breakfast.  
**A:** That's not a good excuse.  
**B:** Tell me what you eat in the morning.  
**A:** I just eat some oatmeal, toast, and orange juice.  
**B:** That sounds like a great breakfast.  
**A:** It's good, and it's easy to make.  
**B:** That sounds like a very quick meal.  
**A:** So, are you still going to have cereal?  
**B:** I think I'm going to make myself some oatmeal and toast.

### Foods Available at the Cafeteria

- A:** I am starving.  
**B:** Let's go get something to eat.  
**A:** Is there somewhere you wanted to go eat at?  
**B:** We can always go to the cafeteria and eat.  
**A:** I haven't eaten there before.  
**B:** The food there is pretty good.  
**A:** What kind of food do they serve?  
**B:** You can get whatever you want at the cafeteria.  
**A:** I have a taste for Chinese food.  
**B:** They have really good chow mein.  
**A:** Let's go to the cafeteria.  
**B:** It'll be fine.

### Where to Buy Food

- A:** I want to get a bite to eat.  
**B:** What are you thinking of getting?  
**A:** I have no idea what I want.  
**B:** You can get a burger, or some Chinese food. Or maybe you can get some Mexican food.  
**A:** I wouldn't mind getting some Chinese food.  
**B:** Where are you going to get your Chinese food from?  
**A:** I'm not sure.  
**B:** When I want Chinese food, I go to Panda Express.  
**A:** Do they do a good job on the food?  
**B:** The food isn't bad there.  
**A:** I think I will get my food from Panda Express.  
 (<https://www.eslfast.com/robot/topics/food/food.htm>)

4.2 Play out the dialogues above. Then think of other daily situations and play them out with your partner.

1. Discuss what traditional dishes you cook for national dishes.
2. Discuss the cafeteria of your university.
3. Share your experience of visiting a restaurant.

**V. OVER TO YOU**

*5.1 Study the situations, described below. Choose one and write the e-mail with your recommendations.*

A) Dear Anita,

My family and I moved to the United States last month and our friends tell us that we should leave a tip when we eat at a restaurant. How much money should we leave for the waiter or waitress after we finish our meal? Should we leave a tip in all kinds of restaurants, even fast food restaurants? And if we don't like the service, is it really necessary to leave a tip?

Emma

B) Dear Anita,

Help! I'm a university student living away from my family and home for the first time. I have to pay a lot of money for things like tuition costs and books and transportation and rent. Yesterday, I went to the supermarket and I was so surprised by how much everything costs. The frozen pizza I bought costs fifteen dollars! Can you give me any advice on how I can spend less money on food?

Leslie

## UNIT 7

### AT THE MAP OF THE WORLD. GREAT BRITAIN/ THE UK

#### I. Reading Comprehension

##### Before You Read

1.1 Discuss the questions below with your partner.

1. Have you ever been in Great Britain? If yes, describe your trip.
2. What is the official name of this country?
3. What administrative parts is the UK traditionally divided into?
4. What are the capital and other big cities of Great Britain? What are they famous for?
5. Who is the head of the country? What do you know about this person?
6. Is sport developed in the UK?



#### Vocabulary 1

1.2 Translate the following expressions into your own language. Explain how they relate to the United Kingdom.

BBC	Palace	English pub	kilt
Lady Diana	Windsor Castle	The Beatles	bagpipes
Red doubledecker	London Eye	cricket	Prince William
Daffodil and leek	Tower of London	Christmas pudding	
Buckingham	Big Ben		

#### Reading

1.3 Understanding the main points

Decide if the statements are true or false.

1. The UK is an islandic country.
2. The UK is rich in mineral and water resources.
3. People, living in Great Britain, speak both English and German as official languages.
4. Geographical position of this country is unfavourable.

The United Kingdom of Great Britain and Northern Ireland covers an area of some 244 thousand square miles. It is situated on the British Isles. The British Isles are separated from Europe by the Strait of Dover and the English Channel. The British Isles are washed by the North Sea in the east and the Atlantic Ocean in the west.

The population of Great Britain is about 60 million people. The largest cities of the country are London, Birmingham, Liverpool, Manchester, Glasgow and Edinburgh. The territory of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland.

**England** is in the southern and central part of Great Britain. **Scotland** is in the north of the island. **Wales** is in the west. **Northern Ireland** is situated in the north-eastern part of Ireland.

**England** is the richest, the most fertile and most populated part in the country. There are mountains in the north and in the west of England, but all the rest of the territory is a vast plain. In the northwestern part of England there are many beautiful lakes. This part of the country is called Lake District. **Scotland** is a land of mountains. The Highlands of Scotland are among the oldest mountains in the world. The highest mountain of Great Britain is in Scotland too. In **Wales** there are the Cumbrian Mountains.

The British Isles have many rivers but they are not very long. The longest of the English rivers is the Severn, which flows into the Irish Sea. Many of the English and Scottish rivers are joined by canals, so that it is possible to travel by water from one end of Great Britain to the other.

The Thames is over 200 miles long. It flows through the rich agricultural and industrial districts of the country. London, the capital of Great Britain, stands on it.

Geographical position of Great Britain is rather good as the country lies on the crossways of the sea routes from Europe to other parts of the world. The sea connects Britain with most European countries such as Belgium, Holland, Denmark, Norway and some other countries. The main sea route from Europe to America also passes through the English Channel.

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### Understanding details






















1.4 Answer the questions. Discuss them in groups.

1. Where is the UK situated?
2. How many islands does it consist of? Name the largest.
3. What is the territory of the UK?
4. How is the UK separated from the European continent?
5. What seas is it washed by? Describe these seas.
6. Describe typical weather on the British Isles.
7. Give a description of the British relief.
8. What parts does the UK consist of?
9. In what way does the geographical position of Great Britain determine British mentality?
10. Name the largest and the most significant cities of the UK.

## II. Vocabulary Practice

2.1 A. THE NATIONAL SYMBOLS OF THE UK. Study the national symbols of the UK.

What do they symbolize?

Country	Saint Patron	National flower	National animal	Coat of arms	Motto
Flag of England 	St. George 	Tudor Rose 	Lion 	Royal Arms of England 	"God and my right"
Flag of Scotland 	St. Andrew 	Thistle 	Unicorn 	Royal Arms of Scotland 	"In Defence"
Flag of Wales 	St. David 	Leek  Daffodil 	Red Dragon 	Royal Badge of Wales 	"Wales forever"
Flag of Northern Ireland 	St. Patrick 	Flax Flower  Shamrock 	Coat of arms 		

## 2.1 B Sports in Great Britain. *Study the national sports of the UK. What is the oldest sport originated in this country?*

Sport is very important part of life in Great Britain. Thousands of people devote their leisure time to outdoor and indoor games, athletics, cycling, mountain climbing, boxing and other sport. Horse-racing, dog-racing and motor racing are among the most popular sports in Britain. They gather many spectators. Outdoor games played in Great Britain are team games such as football, cricket and hockey, and games in which individuals or couples try their skills, for example lawn-tennis and golf. The number of participants and spectators shows that the most popular of the team games are football and cricket, and the most popular individual game is lawn-tennis.

**Football.** Although Englishmen played a kind of football in the Middle Ages or even earlier, as an organised game it dates from just over a century ago. One type of football, in which the players carried the oval ball in their hands, appeared in 1895 at Rugby School. That is why, the game took the name Rugby or "rigger". The rules of the game are different from football (known as "soccer"), and there 15 players instead of 11, in a team. Soccer matches get big crowds. The Cup Final is one of the most important matches of the year in England; it is always played at the Wembley stadium, near London, which holds 100,000 spectators.

**Cricket.** Cricket is England's national summer game. Nobody knows exactly how old the game is, but some forms of cricket were being played in England in the 13th century. That game was probably quite different from the one which is known, as the rules of the game changed over the years. Cricket today is played on a pitch with a wicket at each end. The two wickets are twenty meters apart. The period during which each team bats is called an innings. Most matches last one day, and each side has one innings, but important matches (such as international ones) can last six days. The oldest series of international matches (Test Matches) is between England and Australia, and the team that wins, takes home a famous trophy.

**Table tennis or ping-pong.** Englishmen heard about table tennis in 1880. Then the International Table Tennis Association was formed and the international rules were worked out. Many people like to play table tennis. This game is played by men and women. There are some tennis clubs in England, but if you play there it is necessary to pay money for it. Englishmen like playing tennis but many of them prefer to watch this game.

**Lawn-tennis.** The number of people who play lawn-tennis is great. The tennis Championship held at Wimbledon for two weeks at the end of June and beginning of July that are the main event of the lawn-tennis season in Britain and in fact, in the world. These championships, in which men and women of many nationalities compete, gather large crowds. **Wimbledon.** It is the centre of lawn tennis. Some years ago Wimbledon was a village, now it is a part of London. The most important tennis competition takes place there every summer.

**Swimming.** Many children in Britain learn to swim at school, or during holidays at the seaside, and swimming as a summer pastime is enjoyed by millions of people. There are also indoor swimming pools, which make swimming possible all-the-year round. Swimming championships and competitions are widely reported in the press, over the radio and on television. Attempts to swim the English Channel which separates Great Britain from the Continent, have been made by swimmers of many nationalities every summer. Some of the attempts are successful. Englishmen pay much attention to swimming, rowing and walking. Usually the Oxford—Cambridge Boat Race takes place at the end of March or at the beginning of April. It is an interesting contest between the universities of Oxford and Cambridge. It is usually held on the Thames River. The first such race was held in 1820. There were a lot of people watching this race.

There are some other **racing** competitions in England. They are motor-car racing, dog-racing, donkey-racing, boat-racing, and horse-racing. All kinds of racings are popular in England. It is interesting to see the egg-and-spoon race. The runner, who takes part in this competition, must carry an egg in a spoon. It is not allowed to drop the egg. We must speak about the Highland Games in Scotland. All competitors wear Highland dress. There are such competitions as putting the weight, tossing the caber and others. The English are great lovers of sports.



You can sometimes hear that there are no **winter sports** in England. Of course the English weather is not always cold enough to ski, skate, or toboggan, but winter is a good season for hunting and fishing.

Indeed sport in one form or another is an essential part of daily life in Britain.

2.2 Match the beginning of the sentence with its ending.

1. Outdoor games played in Great Britain are games in which individuals or couples try...	a) ... important football matches of the year in England.
2. Football, in which the players carried...	b) ... and the international rules were worked out.
3. The International Table Tennis Association was formed ...	c) ... have been made by swimmers of many nationalities every summer.
4. Cricket today is played ...	d) ... is an essential part of daily life in Britain.
5. The Cup Final is one of the most...	e) ... on a pitch with a wicket at each end.
6. The end of June and beginning of July are ...	f) ... their skills, for example lawn-tennis and golf.
7. Attempts to swim the English Channel which separates Great Britain from the Continent, ...	g) ... which play regularly at least one match a week during the season from May to September.
8. All villages and towns have their cricket teams ...	h) ... at the end of March or at the beginning of April.
9. Usually the Oxford—Cambridge Boat Race takes place ...	i) ... the oval ball in their hands, appeared in 1895 at Rugby School.
10. Sport in one form or another ...	j) ... the main event of the lawn-tennis season in Britain and in fact, in the world.

2.3 Fill in the chart with the proper words from the text.

Kind of sport	Outdoor or indoor sport team game or individual	Player	Place	Season
Football				
Cricket				
Table tennis				
Lawn-tennis				
Swimming				

2.4 Complete the sentences with the suitable words and phrases.

- Thousands of people devote their ... time to outdoor and ... games.
- One type of ..., in which the players carried the ... ball in their hands, appeared in ... at Rugby School.
- Cricket today is played on a ... with a wicket at each end.
- Englishmen heard about ... tennis in ... .
- Some years ago Wimbledon was a ..., now it is a part of ... .
- Oxford-Cambridge Boat Race is an interesting contest between the universities of ... and ... .
- We must speak about the ... Games in Scotland.
- Winter is a good season for ... and ... in the UK.

### III. Grammar

#### Passive Voice (Пассивный стан)

The English verbs may be used in active and passive voices:

- when we use the **active verb**, we say **what the subject does**: *John built the house in 1987.*
- when we use the **passive verb**, we say **what happens with the subject**, what is done with it: *The house was built by John.*

**Passive Voice is used:**

- when the person who does the action is unknown, unimportant or obvious from the context: *Rolls Royce cars are made in England.*
- When the action itself is more important than the person who carries it (is used in news reports): *Two people were injured in the car accident.*

We **form the Passive** in the following way:

*to be* + *the past participle of the main verb*  
(*Ved* for regular verbs  
or *V<sub>3</sub>* for irregular verbs)



	Present Indefinite Passive			Past Indefinite Passive			Future Indefinite Passive		
+	I he, she, it we, you, they	<b>am</b> <b>is</b> <b>are</b>	Ved/V <sub>3</sub>	I, he, she, it we, you, they	<b>was</b> <b>were</b>	Ved/ V <sub>3</sub>	I he, she, it we, you, they	<b>will be</b>	Ved/V <sub>3</sub>
e.g.	<i>I <u>am</u> often <u>asked</u> to help. We <u>are</u> <u>invited</u> to the party.</i>			<i>Letters <u>were</u> <u>delivered</u> by postman yesterday.</i>			<i>The students <u>will be</u> <u>informed</u> tomorrow.</i>		
-	I he, she, it we, you, they	<b>am not</b> <b>is not</b> <b>are not</b>	Ved/ V <sub>3</sub>	I, he, she, it we, you, they	<b>wasn't</b> <b>weren't</b>	Ved/ V <sub>3</sub>	I he, she, it we, you, they	<b>will not be</b> <b>/won't</b>	Ved/V <sub>3</sub>
e.g.	<i>I <u>am not</u> often <u>asked</u> to help. You <u>are not</u> <u>invited</u>.</i>			<i>Letters <u>were not</u> <u>delivered</u> by postman yesterday.</i>			<i>The students <u>won't be</u> <u>informed</u> tomorrow.</i>		
?	<b>Am</b> <b>Is</b> <b>Are</b>	I he, she, it we, you, they	Ved/ V <sub>3</sub>	<b>Was</b> <b>Were</b>	I, he, she, it we, you, they	Ved/ V <sub>3</sub>	<b>Will</b>	I he, she, it we, you, they	be + Ved/V <sub>3</sub>
e.g.	<i><u>Is</u> he often <u>asked</u> to help? <u>Are</u> they <u>invited</u> to the party?</i>			<i>When <u>were</u> the letters <u>delivered</u>?</i>			<i><u>Will</u> the students <u>be</u> <u>informed</u> tomorrow?</i>		

\* We use **by** to name the person, who does the action.

We use **with** to name the instrument, which is used to complete the action.

### 3.1 Put the verb into the correct Present, Past, Future Active or Passive.

e.g. It is a big factory. Five hundred people are employed (employ) there.

- The room \_\_\_\_\_ (clean) yesterday.
- Water \_\_\_\_\_ (cover) most of the Earth's surface.
- The park gates \_\_\_\_\_ (lock) at 7 p.m. every evening.
- The students \_\_\_\_\_ (come) tomorrow.
- The information \_\_\_\_\_ (release) next week.
- The letter \_\_\_\_\_ (post) a week ago and it \_\_\_\_\_ (arrive) yesterday.
- The boat hit a rock and \_\_\_\_\_ (sink) quickly. Fortunately, everybody \_\_\_\_\_ (rescue).
- When I was on holiday, my camera \_\_\_\_\_ (steal).
- When I was on holiday, my camera \_\_\_\_\_ (disappear) from the hotel room.
- Many cars \_\_\_\_\_ (produce) in China.
- He \_\_\_\_\_ (invite) to her party.
- They \_\_\_\_\_ (repair) their car tomorrow.

### 3.2 Translate into English using the correct Present, Past, Future Active or Passive.

- Я розповів – Мені розповіли.
- Я запитаю. – Мене запитають.
- Я часто допомагаю іншим. – Мені часто допомагають.
- Він забув. – Його забули.
- Великобританія знаходиться в північно-західній Європі.
- Ця країна є острівною, вона омивається з усіх сторін.
- Традиційно Великобританію розділяють на 4 частини.
- Людей, які проживають в Англії, зовуть англійцями, у Шотландії – шотландцями, у Північній Ірландії – ірландцями, а в Уельсі – жителями Уельсу.
- Їх запросили до Лондона на літні канікули.
- Біг Бен зараз на реконструкції, і буде відкритим для відвідувачів через декілька років.
- Олімпійські Ігри були проведені в Британії тричі.

## Grammar-in-Context

### 3.3 Complete the text – put the verbs in the active or passive voice.

William Shakespeare (1) \_\_\_\_\_ (baptize) on 26<sup>th</sup> April 1564. He was an English poet and playwright who (2) \_\_\_\_\_ (regard) as the greatest writer in the English language. He (3) \_\_\_\_\_ (often/call) England's national poet. His works (4) \_\_\_\_\_ (consist) of about 38 plays, 154 sonnets, two long narrative poems and several other poems. His plays (5) \_\_\_\_\_ (translate) into every major living language and (6) \_\_\_\_\_ (perform) more often than those of any other playwright.

Shakespeare was born and raised in Stratford-upon-Avon. At the age of 18 he (7) \_\_\_\_\_ (marry) Anne Hathaway and they (8) \_\_\_\_\_ (have) three children: Susanna, Hamnet and Judith who (9) \_\_\_\_\_ (be) twins. Between 1585 and 1592, he (10) \_\_\_\_\_ (begin) a successful career in London as an actor, writer and part owner of a playing company which (11) \_\_\_\_\_ (call) the Lord Chamberlain's Men and which (12) \_\_\_\_\_ (later/know) as the King's Men. He (13) \_\_\_\_\_ (retire) to Stratford around 1613 where he (14) \_\_\_\_\_ (die) three years later.

## IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

### Where is the Nearest Mall

- A: Could you help me with something?  
 B: What did you need help with?  
 A: I need to find the mall.  
 B: You don't know where it is?  
 A: No, and I've been looking everywhere for it.  
 B: It's in the same place as the movie theater.  
 A: Where is the movie theater?  
 B: It's on Washington Boulevard.  
 A: You mean that huge plaza?  
 B: That's exactly where it is.  
 A: I know where that is.  
 B: I'm glad I was able to help.

### Taking a Walk around a Park

- A: It's such a beautiful day.  
 B: It's a perfect day to take a walk in the park.  
 A: I think so too.  
 B: The sky is so clear, and you can see the mountains perfectly.  
 A: Check out those red roses.  
 B: You can tell that it's the spring.  
 A: That's because everything's in bloom right now.  
 B: Look! That man's selling ice cream.  
 A: Do you want to go get one?  
 B: That sounds so good.  
 A: It'll be my treat.  
 B: That's very nice of you.

**Meeting New People**

A: Are you new in town?

B: Yes, I am new in town.

A: It's very nice to meet you.

B: It's nice to meet you too.

A: How long has it been since you moved here?

B: It's been a month.

A: Do you like it here so far?

B: I actually do like it here.

A: Isn't it beautiful?

B: It is absolutely beautiful here.

A: Let me welcome you to the neighborhood.

B: Thank you. I'm glad to be here.

(<https://www.eslfast.com/robot/topics/community/community.htm>)

*4.2 Play out the dialogues above. Then think of other daily situations and play them out with your partner.*

1. Discuss with your groupmate(s) the souvenirs you usually buy when travelling.
2. Is park a must-visit place for you when visiting a new city?
3. Do you meet many new people when you travel? What do you usually discuss with them?

**V. Over to you**

*5.1 Write notes about The UK. Decide what places you would like to visit in London or another city of The UK. Then write a paragraph, making a plan of your trip.*

## UNIT 8

### Olympic Games

#### XIII. Reading Comprehension

##### Before You Read

1.1 Discuss the questions below with your partner.

1. Have you ever watched the Olympic Games on TV? Why? / Why not?
2. Would you like to be an Olympic athlete? Why? / Why not?
3. Where did the Olympic Games first begin?
4. Does your country often win Olympic gold medals? If 'yes', in which sport?
5. When are the next Olympic Games going to begin?
6. Should your city host the next Olympic Games? Why? / Why not?



##### Vocabulary 1

1.2 Translate the following expressions into your own language.

athlete	drug testing	host city	silver	victory
boycott	doping	hospitality	Summer Games	winner
bronze	event	mascot	Winter Games	stadium
compete	flag	wreath	Paralympics	Opening Ceremony
competitor	gold	medals	torch	Closing Ceremony
completion	Greece	awards	torch relay	Olympic Committee

##### Reading

1.3 Understanding the main points

Read the article and answer the questions.

1. What kind of event were the Olympic Games?
2. What sports were included in the Ancient Olympic Games?
3. Who were the participants of the Ancient Olympic Games?
4. When were the Olympic Games banned?

#### The Ancient Olympic Games

The main purpose of the ancient Olympic Games was to honour the gods. The Olympic Games were held in Olympia in honour of the god Zeus. Since the Games had a religious component, a sacred truce of three months would be arranged around each Olympic Game.

In the first recorded Olympic Games the only event was a single foot-race event. Starting in 776 BC other races were added to the schedule, including a race run while wearing armour. Other sports were also added, including boxing, wrestling and a combination of track and field and competitive sports called pentathlon. The ancient Olympic Games had some very different traditions compared with the modern Olympic Games. Women were forbidden from competing and from even watching the Games. In addition, all competitors in the ancient Olympic Games competed naked and bare-feet.

The Olympic Games were not allowed to continue indefinitely. In 394 A.D. the Emperor Theodosius banned the worship of the ancient gods, forcing everyone to convert to Christianity. Festivals honouring the old gods were abolished, so the Olympic Games came to an end. For 1500 years the Olympic Games were largely forgotten.

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**Understanding details**

1.4 Decide if the statements are true or false.

1. The aim of the ancient Olympic Games was to celebrate victories.
2. The Games were religious by its nature.
3. Initially, the Olympic Games were single-sport event.
4. The Games were banned in VI AD.
5. The Games have been considered illegal for many centuries.

**XIV. Vocabulary Practice**

2.1 Sport Quiz. Name different kinds of sport.

		<p>Judo Windsurfing Volleyball Cycling Baseball Hicking Archery Sailing Rollerblading Running Tennis Jet skiing Diving Aerobics Football Horseback riding Basketball Rowing Skateboarding Motor racing Ice skating Boxing Rock climbing Cricket Fencing Polo Table tennis Rugby Weightlifting Golf Skiing Motorcycling</p>		
<b>1.</b>	<b>2.</b>		<b>3.</b>	<b>4.</b>
				
<b>5.</b>	<b>6.</b>		<b>7.</b>	<b>8.</b>
				
<b>9.</b>	<b>10.</b>		<b>11.</b>	<b>12.</b>
				
<b>13.</b>	<b>14.</b>		<b>15.</b>	<b>16.</b>
				
<b>17.</b>	<b>18.</b>		<b>19.</b>	<b>20.</b>
				
<b>21.</b>	<b>22.</b>		<b>23.</b>	<b>24.</b>
				
<b>25.</b>	<b>26.</b>		<b>27.</b>	<b>28.</b>
				
<b>29.</b>	<b>30.</b>		<b>31.</b>	<b>32.</b>

2.2 *Olympic Vocabulary. Match the terms with their definitions.*

Terms	Definitions
1. competition	a) to take part in a competition
2. train	b) someone who is very good at sport
3. athlete	c) to prepare for an activity or sport
4. cheer	d) someone who watches a sports event
5. compete	e) an event where people or teams try to win
6. spectators	f) a gold or silver object worn on the head
7. victory	g) a written document to show what happened before
8. record	h) shouting loudly for somebody you want to do well
9. award	i) the act of winning

2.3 *Modern Olympic Games. Fill in the words on the empty spaces:*

Although, allowed, events, hold, different, extremely, however, instead, expensive

The modern Olympic Games began with the creation of the International Olympic Committee (the IOC) in 1894 and Greece was the first country to (1) \_\_\_\_\_ the games, in the city of Athens, in 1896. Fourteen countries with 241 athletes competed in forty-three events. (2) \_\_\_\_\_ some people wanted to have the games in Athens every four years, the IOC decided to have them in (3) \_\_\_\_\_ countries and cities. In 1900, they were held in Paris and women were (4) \_\_\_\_\_ to compete in the games for the first time. The first Winter Olympic Games were held in 1924 and athletes competed in (5) \_\_\_\_\_ such as skating and ice hockey. Over 200 countries now compete in the Summer Olympic Games. The number of events has increased to 300 events and (6) \_\_\_\_\_ of five days of competition, the games now last for seventeen days.

There are some problems, (7) \_\_\_\_\_. There were no Olympic games held in 1916, 1940 and 1944 because of war. Also, some athletes use drugs to help them win. In addition, the games are very (8) \_\_\_\_\_. The 2014 Winter Games in Sochi, for example, cost \$US 50 billion. Nevertheless, the Olympic Games continue to be (9) \_\_\_\_\_ popular all over the world.

2.4 *Study the text. Find the most popular Olympic Symbols.*

**The Olympic Symbols**

The Olympic Movement uses symbols to represent the ideals embodied in the Olympic Charter. The **Olympic symbol**, better known as the Olympic rings, consists of five intertwined rings and represents the unity of the five inhabited continents (America, Africa, Asia, Australasia, Europe). The coloured version of the rings – blue, yellow, black, green, and red – over a white field forms the Olympic flag. These colours were chosen because every nation had at least one of them on its national flag. The flag was adopted in 1914 but flown for the first time only at the 1920 Summer Olympics in Antwerp, Belgium. It has since been hoisted during each celebration of the Games.

**The Olympic motto** is *Citius, Altius, Fortius*, a Latin expression meaning "Faster, Higher, Stronger". Coubertin's ideals are further expressed in the Olympic creed: The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.

Months before each Games, **the Olympic flame** is lit in Olympia in a ceremony that reflects ancient Greek rituals. A female performer, acting as a priestess, ignites a torch by placing it inside a parabolic mirror which focuses the sun's rays; she then lights the torch of the first relay bearer, thus initiating the Olympic torch relay that will carry the flame to the host city's Olympic stadium, where it plays an important role in the opening ceremony. Though the flame has been an Olympic symbol since 1928, the torch relay was introduced at the 1936 Summer Games.

**The Olympic mascot**, an animal or human figure representing the cultural heritage of the host country, was introduced in 1968. It has played an important part on the Games identity promotion since the 1980 Summer Olympics, when the Russian bear cub Misha reached international stardom.

**The Olympic medals** awarded to winners are another symbol associated with the Olympic games. The medals are made of gold-plated silver (commonly described as gold medals), silver, or bronze, and awarded to the top 3 finishers in a particular event. Each medal for an Olympiad has a common design, decided upon by the organizers for the particular games. From 1928 until 2000, the obverse side of the medals contained an image of Nike, the traditional goddess of victory, holding a palm in her left hand and a winners crown in her right. For each Olympic games, the reverse side as well as the labels for each Olympiad changed, reflecting the host of the games.

The **Olympic Hymn**, also known informally as the **Olympic Anthem**, is played when the Olympic Flag is raised. It is a musical piece composed by Spyridon Samaras with words written from a poem of the Greek poet and writer Kostis Palamas. Both the poet and the composer were the choice of Demetrius Vikelas, a Greek Pro-European and the first President of the IOC. The anthem was performed for the first time for the ceremony of opening of the 1896 Athens Olympic Games but wasn't declared the official hymn by the IOC until 1957.

The **kotinos** is an olive branch, originally of wild olive-tree, intertwined to form a circle or a horse-shoe, introduced by Heracles. In the ancient Olympic Games there were no gold, silver, or bronze medals. There was only one winner per event, crowned with an olive wreath made of wild olive leaves from a sacred tree near the temple of Zeus at Olympia. However in later times, this was not their only reward; the athlete was rewarded with a generous sum of money by his hometown. At Athens 2004 the kotinos tradition was renewed, although in this case it was bestowed together with the gold medal.

2.5 Study the symbols of the Olympic Games. Match information in Column 1 and 2 to describe the most prominent of them.

1	2
1. The Olympic Flag	a) a flame burning day and night for the duration of the Olympic Games.
2. The Olympic Hymn	b) a flag representing the five continents
3. The Olympic Flame	c) in Latin: "Citius, Altius, Fortius"; which means, "Faster, Higher, Stronger".
4. The Olympic mascot	d) the emblem of every edition of the Olympic Games, usually combining the Olympic Rings with some elements representing the host city or country and its culture.
5. The Olympic motto	e) sport, environment, culture.
6. The Olympic Oath	f) an oath to commit to competition in sport within the rules without doping. First taken at the 1920 Summer Olympics by the athletes, this was expanded to the judges at the 1972 Winter Olympics.
7. The Olympic Order	g) the poster of every edition of the Olympic Games, usually combining the Olympic aim with some elements representing the host city or country and its culture.
8. The Olympic emblem	h) an award conferred by the International Olympic Committee
9. The Olympic poster	i) played during the opening and closing ceremonies of Olympic Games and on certain other occasions
10. The three Olympic pillars	j) an animal native to the area or occasionally human figures representing the cultural heritage of the place where the Olympic Games are held.

### III. Grammar

#### Future Indefinite (Майбутній час)

**Future Indefinite** is used:

- in predictions about the future usually with the verbs *think, believe*, etc., expressions *be sure, be afraid*, adverbs *perhaps, certainly*: *His mother thinks he will become an artist one day.*
- for on-the-spot decisions and offers: *I like this jacket. I'll take it.*
- for actions or situations that will definitely happen in the future and which we cannot control: *Ann will be five next week.*
- for promises (with verbs, promise, guarantee, swear), threats, warnings, requests, hopes: *He hopes the weather will be fine tomorrow.*
- is used with such time expressions: tomorrow, next week, **in** a week, one of these days.



POSITIVE (+)		NEGATIVE (-)			QUESTION (?)			SHORT ANSWER		
Subject (Підмет)	will Verb	Subject (Підмет)	will not (won't)	Verb	Will	Subject (Підмет)	Verb?	Yes, No,	Subject (Підмет)	will. won't.
He	will arrive.	He	won't	arrive.	Will	he	arrive?	Yes, No,	he	will. won't.

\* We use *to be going to do something* with **future meaning**:

- for plans, intentions, ambitions we have for the future: *I am going to visit London this year.*

- in predictions when there is evidence that something will happen in the near future: *Look at him. He is going to win the race.*

\* We use Present Indefinite Tense with **future meaning** when we refer to programmes and timetables: *The film starts in ten minutes (cinema programme).*

3.1 Fill in the gaps with the correct form of the verb using Present Indefinite, Future Indefinite or to be going to with future meaning.

1. Why are you buying flour and eggs? – Because I ..... (make) a cake. 2. I know what to buy Mum for her birthday? – Really. What ..... (you/buy) for her? 3. Did you ask Ann to the party? – Oh, no. I forgot. I ..... (ask) her tonight. 4. Can I speak to Jim please? – Wait for minute. I .... (get) him to you. 5. What are your plans for the weekend? – I ... (spend) some time with my friends. 6. What are you doing on Friday night? – I ..... (probably /stay) at home with my family. 7. I promise I .... (be) on time tomorrow. 8. Look at the boy! – Oh, yes, he ... (climb) the tree. 9. Jason is very clever for his age. – Oh, yes, he says he .... (become) a doctor when he grows up. 10. When .... (your train / departures)? – At 10:30.

\* **Time clauses** with *as soon as, before, when, while, unless, as long as, provided that*

After *when, as soon as, before, while, unless, as long as* and *provided that* we use the present tense (not will).

*I'll stay with Jake when I go to London next week.*

*As soon as I get my exam results, I'm going on holiday.*

*Before I go out tonight, I have to finish this essay.*

3.2 Complete the advertisement with the correct words.

Skydiving for beginners!

Ever wanted to jump out of plane at 10,000 metres? *As long as* you're over eighteen and under sixty, you can. Skydive offers parachute courses for beginners. <sup>1</sup>..... you are fit and healthy, you could be jumping from a plane in just two days.

<sup>2</sup>..... you do your first jump, beginners complete an intensive training course.

<sup>3</sup>..... you know how to land correctly, you'll be ready for your first jump.

<sup>4</sup>..... the weather is bad, you'll do your first jump on day two. We'll film you

<sup>5</sup>..... you do it!

Interested? Contact Skydive on 0897 6754.

## Grammar-in-Context

3.3 Complete the paragraph by circling the correct words.

### Most Olympic Gold Medals in 2,000 Years

More than 2,000 years ago, a Greek man called Leonidas of Rhodes, competed in the Olympic Games and (1)\_\_\_\_\_ three first-place crowns. He repeated these victories during the following three Olympic Games, and twelve years later, (2)\_\_\_\_\_ the age of 36, he (3)\_\_\_\_\_ won a total of 12 crowns. This record lasted (4)\_\_\_\_\_ the 2016 Olympic Games in Brazil when Michael

Phelps, 31 years old, won his (5)\_\_\_\_\_ gold medal for an individual sport. Unlike Leonidas, (6)\_\_\_\_\_ was a runner, Michael Phelps is a swimmer. Also, Michael Phelps (7)\_\_\_\_\_ Greek, he is an American. Amazingly, (8)\_\_\_\_\_ to the 12 gold medals he has so far won, Phelps has won 10 more Olympic gold medals in relay competitions (for a total of 22 golds). He began swimming (9)\_\_\_\_\_ he was 7 years old and he became one of the (10)\_\_\_\_\_ ever swimmers on an American Olympic team when he was only 15 years old. Before he was 16 years old, (11)\_\_\_\_\_ 2001, he had broken a world swimming record. He stands at 6 feet four inches tall (193 cm), and one of his nicknames (12)\_\_\_\_\_ ‘the Flying Fish’.

- |                |                 |              |
|----------------|-----------------|--------------|
| <b>1.</b>      | <b>5.</b>       | <b>9.</b>    |
| (A) win        | (A) twelves     | (A) how      |
| (B) won        | (B) twelve      | (B) when     |
| (C) winning    | (C) twelfth     | (C) who      |
| <b>2.</b>      | <b>6.</b>       | <b>10.</b>   |
| (A) in         | (A) who         | (A) youngest |
| (B) on         | (B) where       | (B) young    |
| (C) at         | (C) what        | (C) younger  |
| <b>3.</b>      | <b>7.</b>       | <b>11.</b>   |
| (A) have       | (A) aren't      | (A) at       |
| (B) had        | (B) doesn't     | (B) in       |
| (C) having     | (C) isn't       | (C) on       |
| <b>4.</b>      | <b>8.</b>       | <b>12.</b>   |
| (A) until      | (A) in addition | (A) are      |
| (B) before     | (B) addition    | (B) does     |
| (C) afterwards | (C) additional  | (C) is       |

#### IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

##### Being Cautious in a Big City

**A:** This city is much larger than the one I visited last time, and I wonder if there is anything special that I need to keep in mind.

**B:** Crime can happen anywhere, but it is a little worse here because of the poverty.

**A:** Should I be vigilant about anything in particular?

**B:** The train stations, airports, and tourist sites are favourite spots for pickpockets.

**A:** When I see children on the street begging, what amount should I give them?

**B:** I wouldn't suggest giving money to them. Most of them are put out there by adults who then take their money.

**A:** Can I eat or drink anything I want to?

**B:** Do not use tap water at all, not even to brush your teeth. Only eat fruit that has been peeled.

**A:** Can I walk around and see the sights at night?

**B:** I would be sure to travel in a group at night. Stay in well-lit areas.

##### Sightseeing

**A:** It's so hard to choose where to go first on our sightseeing trip!

**B:** We could think of what would make a good morning activity versus an evening activity.

**A:** I really wanted to make sure that I got a chance to go to the local beach.

**B:** I think that that would be a fun beginning to our day. We could walk around there.

**A:** I heard that the Natural History Museum is pretty close to the beach.

**B:** I heard the same thing. We might as well go there since we are just down the street.

**A:** What would be a good place to go to in the afternoon?

**B:** The local amusement park is supposed to be wonderful.

**A:** The restaurant on the edge of the park would be a great place to watch the sun go down.

**B:** That sounds like a perfect sightseeing day to me.

### **Local Customs**

**A:** This is really a fascinating city!

**B:** Yes, this city is thousands of years old and has quite a history!

**A:** I really love this temple we are visiting.

**B:** As you enter the temple, please remove your shoes as the others are doing.

**A:** It is so quiet here.

**B:** Yes, they are showing respect to their gods. People come here to pray and meditate.

**A:** I noticed that the women all have some sort of head covering.

**B:** It is a tradition that women cover their heads while in the temple.

**A:** I noticed that all of the people were eating with their hands at dinner last night.

**B:** Yes, that is another custom that people practice here.

(<https://www.eslfast.com/robot/topics/travel/travel.htm>)

*4.2 Play out the dialogues above. Then think of other daily situations and play them out with your partner.*

- Discuss what rules you follow to feel safe in a new city.
- Visiting/taking part in sport competitions do you visit any historical places?
- Share your experience of visiting a foreign country.

### **V. Over to you**

*5.1 Write notes about Olympic champions of your country. Decide what kinds of sport are the most popular/developed in your country. Then write a paragraph about one of the Olympic champions. Describe the ways he/she has reached success.*

## UNIT 9

### A SOUND MIND IN A SOUND BODY. HUMAN BODY

#### II. Reading Comprehension

##### Before You Read

1.1 Discuss the questions below with your partner.

1. Sound mind in a sound body. Explain this proverb.
2. How much do you know about human body?
3. Why is it important to know human body composition and be able to explain health issues in English?
4. How to live a healthy and long life?
5. What are the main health problems people face in your country?
6. Should medical insurance be compulsory for all people?

#### Vocabulary 1

1.2 Translate the following words into your own language.

ankle	earlobe	jaw	neck	throat
armpit	eyebrow	knee	rib	thumb
bone	forehead	kidney	shin	toe
brain	groin	knuckle	shoulder	vein
calf	heart	lip	spine	waist
cheek	heel	liver	stomach	wrist
chest	hip	lung	temple	
chin	intestines	muscle	thigh	

#### Reading

1.3 Understanding the main points

Decide if the statements are true or false.

1. The human body consists of bones and muscles, which are assembled together with the help of joints, ligaments and tendons.
2. Joints allow performing movements.
3. Ankle is the part of the arm.
4. Thumb is the part of the hand.

Human body is a marvel of construction. Every part of the human body has its own function that it performs without difficulty as long as a person takes care of their health.

The human body consists of the following main parts: a head, a torso, and limbs. The skeleton of the body is composed of 223 bones, which are covered with muscles. The joints between the bones allow performing movements. Our head is the centre 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 eyes and the ears are very important organs. We see with our eyes and we hear with our ears. The head is jointed to the torso by the neck.

The main parts of the torso are: the chest, the shoulders, the blades, the back with the spinal column, the waist and the hips. The leg consists 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 consists 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 (fore finger, middle finger, ring finger, little finger), and a thumb.

The best way to keep fit is to go in for physical activity all our life. So let us make it our motto.

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## Understanding details

1.4 Answer the questions. Discuss them in groups.

1. What main parts does the body consist of?
2. What are the main parts of the torso?
3. What does the leg consist of?
4. What are the parts of the foot?
5. What makes the arm and the hand?
6. Describe the face.
7. Why should the student know the names of the parts of the body in English?
8. What is the best way to keep fit?

## II. Vocabulary Practice

2.1. Study the words in exercise 1.2 on the previous page. Name the human body parts in the picture.

2.2 Which part of the body would you use to do these things?

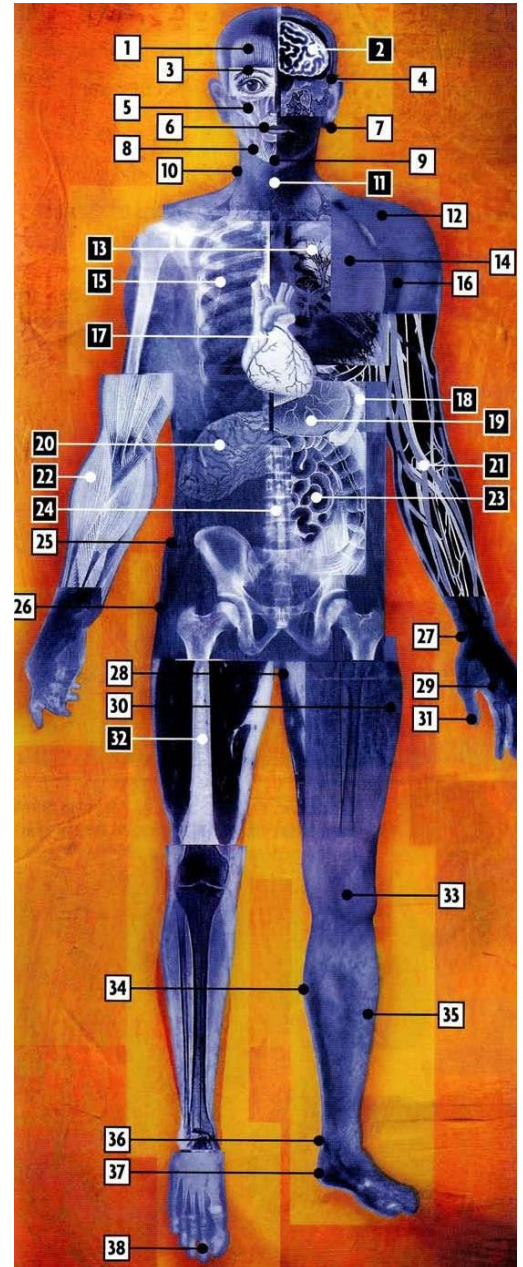
Spit Slap Kick Squeeze Wink Munch Thump Grin  
Smack Shove Pinch Sniff Sneeze Tickle Scratch  
Rub Nudge Cough

2.3 Add a word from the previous exercise to complete the sentences (the form may be changed where needed):

1. In the final seconds on the match, Tom \_\_\_\_\_ the ball into the net.
2. Jane saw a man in a restaurant \_\_\_\_\_ on a enormous sandwich.
3. Old women always \_\_\_\_\_ past others in queues.
4. Black pepper always makes me \_\_\_\_\_.
5. George is such a happy guy, he always has a \_\_\_\_\_ on his face.
6. I had an infection on my skin and I really wanted to \_\_\_\_\_ it but the doctor told me not to.
7. As Amy was sitting at the bar, a man came up to her and must have said sth wrong because she \_\_\_\_\_ him!
8. My little sister always \_\_\_\_\_ me! It's so annoying and I always have small bruises on my arms after.
9. I have got such a sore throat! I keep on \_\_\_\_\_ all the time.
10. I had something in my eye and kept blinking but the man across from me thought I was \_\_\_\_\_ at him!
11. Sarah has had a cold for almost over a week now, her nose is runny and she keeps on \_\_\_\_\_.
12. I couldn't reach my back so I asked my friend to \_\_\_\_\_ in my sun lotion for me.
13. Bob got so angry he \_\_\_\_\_ his hands into a fist.
14. My little brother was so upset when he came home from school yesterday so I \_\_\_\_\_ his feet to make him laugh and feel better.

2.4 Match the internal organ with its corresponding function.

1. Brain	a) It is the organ that processes the food.
2. Bladder	b) They filter the substances that go to the blood.
3. Heart	c) They absorb nutritive substances and eliminate the waste.
4. Lungs	d) It controls the nervous system.
5. Spinal cord	e) It produces substances for the digestion.
6. Stomach	f) It pumps blood into the body.
7. Intestines	g) They take oxygen from the air and eliminate carbon dioxide.
8. Kidneys	h) It contains the urine and expulses it.
9. Liver	i) It holds the entire body.



### III. Grammar

#### Adjectives. Adverbs. Degrees of Comparison (Прикметники. Прислівники. Ступені порівняння)

##### Adjectives:

- describe nouns, have the same form in singular and plural: a cheap watch – cheap watches;
- go before nouns: a nice dress;
- go after the verbs: be, look, smell, sound, feel, taste, seem, appear, become, get, stay, etc.: to look nice;
- there are opinion (*good, bad, smart, etc.*) and fact (*small, wooden, green, etc.*) adj.

##### Adverbs:

- describe verbs, adjectives or other adverbs: speak loudly, extremely nice, incredibly quickly;
- describe manner (how: quickly), place (where: in the street), time (when: yesterday), frequency (how often: usually), degree (to what extent: largely), etc.;
- they are formed by adding *-ly* to the adjective: beautiful – beautifully.

#### Degrees of Comparison

Adjectives	Positive Degree	Comparative Degree	Superlative Degree
<b>1-syllable adjectives</b> (1-складові):	<ul style="list-style-type: none"> <li>- add <i>-er</i> in comparative and <i>-est</i> in superlative;</li> <li>- Adjectives ending on 'e' just add <i>-r</i> and <i>-st</i>;</li> <li>- Some adjectives double the final consonant.</li> </ul>		
	Examples:	small nice big	smaller nicer <b>than</b> sth. bigger (ніж щось)
<b>2-syllable adjectives</b> (2-складові):	<ul style="list-style-type: none"> <li>- add <i>-er</i> in comparative and <i>-est</i> in superlative;</li> <li>- adj. ending in 'y' use <i>-ier</i> and <i>-iest</i>;</li> <li>- adj. ending in <i>-ful, -less, -ing, -ed</i> use <i>more</i> and <i>the most</i>;</li> <li>- some other adjectives use <i>more</i> and <i>most</i> (<i>modern, famous, normal</i>).</li> </ul>		
	Examples:	narrow happy useful modern	narrower happier more useful more modern
<b>3-or more syllable adj.:</b>	Adjectives of three or more syllables use <i>more</i> and <i>the most</i> .		
	Examples:	wonderful	more wonderful
<b>Irregular adjectives</b> (іншого творення):	- have different forms of comparison		
	Examples:	good (well) bad little much, many far late old	better worse less more farther, further later older, elder

#### 3.1 Underline the correct item, choosing between the adjective or adverb.

The office where I work was 1) *quiet* / *quietly*. It snowed 2) *heavy* / *heavily* the day before and the ground was covered with 3) *soft* / *softly* white blanket. 4) *Sudden* / *Suddenly*, there was a 5) *loud* / *loudly* knock at the door of my room. I jumped up 6) *nervous* / *nervously*. "Who is it?" I called 7) *anxious* / *anxiously*. There was no reply. I 8) *slow* / *slowly* opened the door and looked outside. A rush of 9) *cold* / *coldly* air entered the room. I 10) *quick* / *quickly* shut the door and turned around, then I saw the most 11) *horrible* / *horribly* creature I had ever seen in my life.

3.2 Fill in the correct comparative or superlative. Also use *the/than* if necessary.

1. My new car is ... my old one. (fast) 2. I think Mike is ... person in our class. (intelligent) 3. Let's go to the library. It's ... there. (quiet) 4. My bedroom is ... room in the house. (cold) 5. My handwriting is bad, but Jenney's is ... . (bad) 6. Brazil is ... South American country. (big) 7. A television is ... a book. (heavy) 8. It's ... flower I have ever seen. (beautiful) 9. That was the ... (funny) film I've ever seen. 10. It was the ... (horrible) feeling I've ever had. 11. This is the ... (bad) book I have ever read. 12. It's the ... (large) company in the country. 13. That's the ... (helpful) idea so far. 14. He's got a ... (big) car.

### Grammar-in-Context (Passive Voice Revision)

3.3. Study passive voice formation in Unit "Great Britain". Complete the text – put the verbs in the active or passive voice.

#### A. Good and A Bad Invention

Our lives <sup>(1)</sup> \_\_\_\_\_ (*make*) better every day thanks to inventions. But sometimes, inventions can make our lives worse. This can happen when an invention <sup>(2)</sup> \_\_\_\_\_ (*not use*) according to the inventor's plan. For example, Alfred Nobel, a Swedish scientist, invented a strong explosive in 1867. It <sup>(3)</sup> \_\_\_\_\_ (*call*) dynamite and it revolutionized the world of engineering. After its invention, many bridges, tunnels and other structures <sup>(4)</sup> \_\_\_\_\_ (*build*) with the help of dynamite. However, dynamite <sup>(5)</sup> \_\_\_\_\_ (*also, use*) to kill people in wars. This upset Nobel. Before his death, Nobel decided to use the money from his famous invention to make the world a better place. A special fund <sup>(6)</sup> \_\_\_\_\_ (*start*) in Nobel's name. Every year, Nobel prizes <sup>(7)</sup> \_\_\_\_\_ (*give*) for extraordinary work in science, medicine, literature and the promotion of world peace.

#### B. were Vaccine a Great Innovation?

**give kill make need not protect not understand**

Disease is one of man's greatest enemies. Between 1347 and 1351, about 25 million people in Europe <sup>(1)</sup> \_\_\_\_\_ by the Black Death. Before vaccines, people <sup>(2)</sup> \_\_\_\_\_ from disease. The first vaccine <sup>(3)</sup> \_\_\_\_\_ in about 1800, but the theory <sup>(4)</sup> \_\_\_\_\_ for another 50 years. Today, vaccines <sup>(5)</sup> \_\_\_\_\_ to most children in developed world, but more vaccines <sup>(6)</sup> \_\_\_\_\_ in poorer countries.

### IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

#### A Visit to the Doctor

D: Come in. How can I help you?

P: I'm not very well. I've got a headache all the time. And cough.

D: Yes, and...

P: I feel awful.

D: OK. I'll have a look at you. Take off your shirt.

P: Right.

D: And put this in your mouth. I want to see if you got any temperature.

P: OK.

D: Let's see. 38 degrees, that's quite high.

P: What's wrong with me?

D: It's flu, I think.

P: Oh, I worried.

D: There is nothing to worry about. Now you need to stay in bed. You should take some paracetamol. I'll give you a prescription. You need lots of vitamin C.

P: No antibiotics?

D: No, no. You'll have to come again in 5 days. And now I'll give you a letter for your work.

P: All right, thanks.

### Friend's Advice

S: Hi, Nick! How are you?

N: Not so good. I have a terrible running nose.

S: Really? That's too bad! And do you have a headache?

N: Yes, terrible!

S: And have you taken anything for it?

N: No, I haven't

S: Well, it's helpful to drink lots of liquids with lemon and take some aspirin. You should also buy drops for your running nose in the drugstore.

N: Thanks a lot! I'll do it.

### At the Drugstore

Pharmacist: Hi. Can I help you?

Mrs. Green: Yes, please. Could I have something for a cough? I think I'm getting cold.

Pharmacist: Well, I suggest a bottle of these cough drops. And you should get a bottle of vitamin C, too.

Mrs. Green: Thank you. Do you have mustard plasters?

Pharmacist: Yes, of course. How many mustard plasters would you like?

Mrs. Green: Ten will do.

Pharmacist: Here you are.

Mrs. Green: Thank you very much.

A: Isn't it beautiful?

B: It is absolutely beautiful here.

A: Let me welcome you to the neighborhood.

B: Thank you. I'm glad to be here.

(<https://www.eslfast.com/robot/topics/community/community.htm>)

4.2 *Play out the dialogues above. Then think of other daily situations and play them out with your partner.*

1. Share your experience of visiting doctor.
2. Do you give medical advice to your friends?
3. Do you ask for advice from the pharmacist? How do you choose medicine to buy.

## V. Over to you

5.1 *Write notes about healthy lifestyle. Define bad habits that prevent people from being healthy. Then write a paragraph, giving recommendations for being healthy and happy.*



## UNIT 10

### TRAINING AND SPORTS COMPETITIONS

#### III. Reading Comprehension

##### Before You Read

1.1 Discuss the questions below with your partner.

1. Do you like sport? What sport(s) do you play?
2. Have you even won a cup or a trophy?
3. Have you ever been injured doing sport?
4. Do you prefer doing sport or being a spectator?
5. Do you go to watch a local sports team?
6. Do you think physical education should be optional at school?

#### Vocabulary 1

1.2 Translate the following words into your own language.

compete	lead	to lose – loss – loser	warm-up
competitive	gap, margin	defeat	stretching
competitor	to hold a lead	to slam, to swamp	main activity
competition	to even up the score	draw	cool-down (warm-down)
score	to fight back	to tie on points	circuit training
tally	to win	to agree to a draw	cross training
team scoring	victory	to train	interval training
point, goal	deserved, hard-won	workout	weight training
in sb's favour	home victory	coach	far track training

#### Reading

##### 1.3 A – Training: Structure, Types, Principles

*Understanding the main points*

*Decide if the statements are true or false.*

1. Training consists of warm-up, main activity and warm-down.
2. Anaerobic training improves cardiovascular fitness.
3. Anaerobic training is characterised by the muscles working without enough oxygen.
4. General methods of training can be applied to specific sports.

Training is a set of physical activities, designed to match an individual's needs, for example, to improve performance, skills, game abilities and physical fitness.

A successful training programme should meet **individual needs** which are personal fitness needs based on age, gender, fitness level and the sport for which we are training.

Training should include three main stages: warm-up, main activity and cool-down.

##### 1. Warm-up includes

- Whole body exercise to raise heart rate and body temperature.
- Stretching to prepare muscles, ligaments and joints.
- Practising skills and techniques to be used in the session.

##### 2. Main activity - this could be:

- Fitness training - which may be linked to repeated technique work.
- Skill development - drills or team practices.
- Modified or Conditioned Games.

##### 3. Warm down (sometimes called cool down) includes

- Light exercise to help remove carbon dioxide, lactic acid and other waste products.
- Gentle stretching to prevent muscle soreness and stiffness later.

Training can be different depending not only on the set target, but also on kind of sport. However, generally, training is characterised as aerobic or anaerobic.

- **Aerobic training** improves cardiovascular fitness. In aerobic exercise, which is steady and not too fast, the heart is able to supply enough oxygen to the muscles. Aerobic training improves cardiovascular fitness.
- **Anaerobic** exercise is performed in short, fast bursts where the heart cannot supply enough oxygen to the muscles. Anaerobic training improves the ability of the muscles to work without enough oxygen when lactic acid is produced.

These general methods of training can be applied to specific sports. However, getting the best out of your training requires a little planning. The best training programmes are built on principles of specificity, overload, progression and reversibility.

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### **Understanding details**

*1.4 Answer the questions. Discuss them in groups.*

1. What is physical training?
2. What are the main stages of training?
3. What is the difference of aerobic and anaerobic exercises?
4. Why is panning so important for training?
5. Explain the principle of specificity in training.
6. Explain the principle of progression in training.
7. What other training principle can you name?

### **1.5 B – TEAM. COMPETITION**

When the National Federation wants to take part in some international games, it must form the national team. First of all, the list of possibles is made. These are picked up by their former performances and personal bests. A preliminary selections being made, the coaches get down to building up the team. This pre-games conditioning consists in week-to-week stamina and technique training. Then the make-up of the team is decided in many trials and tryouts. These practice games show who of the sportsmen brings him/her up to splendid form. Thus, it becomes clear who can fill in for the team.

When some international competitions are to be held, the organizing committee sends out invitations to different countries to enter the contest. After preliminary eliminations matches the national teams may file their applications to participate in the competition. The entries are closed on the fixed deadline and those who are late don't go on the list.

If the certain team withdraws from the games, all its matches with other teams are called off.

In many sports, players and teams play every week in a league. The team that wins the most games in a season is the winner of the league championship. In most sports, there is also a cup competition, which is usually a knock-out competition.

### **Understanding details**

*1.6 Answer the questions. Discuss them in groups.*

1. Give the definition of a sport team.
2. What is the procedure of national team formation?
3. Describe general principles of international competitions organisation.
4. Give examples of league championships in your kind of sport.

## II. Vocabulary Practice

2.1 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 \_\_\_\_\_ !

2.2 **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.

### 2.3 Do you know what sports are these?

1. A sport in which two people fight by holding onto each other and trying to throw each other to the ground. W \_\_\_\_\_
2. A game in which a heavy ball is rolled to knock down a group of pins B \_\_\_\_\_
3. A sport in which two competitors fight with their fists. B \_\_\_\_\_
4. A short, very fast race. S \_\_\_\_\_
5. A game played in an enclosed court by two or four players who hit a small ball against the wall. S \_\_\_\_\_
6. A game similar to football in which players try to score a goal by hitting the ball into the goal with their hands. H \_\_\_\_\_
7. A game played by two teams of nine players in which a player hits a ball and tries to run around four bases. B \_\_\_\_\_
8. A game played by two or four people who hit a ball on a table over a small net.
9. T\_\_\_\_\_ T\_\_\_\_\_
10. A game played by two players with a racket who try to hit a small rubber ball over a net into the opponents court. T\_\_\_\_\_
11. Running slowly especially as a kind of exercise. J\_\_\_\_\_
12. A ball game in which players using their clubs try to hit balls into a series of holes in the ground. G \_\_\_\_\_
13. Two teams wearing skates try to hit a ball with their sticks into the opponent's goal. H \_\_\_\_\_
14. A game that is played by two teams of eleven players who try to kick a round ball into a goal. F \_\_\_\_\_
15. A kind of ball game played by two teams of 13 or 14 players with a ball shaped like an egg that can be carried, kicked or thrown. R \_\_\_\_\_

## III. Grammar

### Adjectives with –ed and –ing (Прикметники із суфіксами –ed і –ing)

Adjectives ending in –ing describe a person or thing that causes a particular feeling.

e.g. *This book is interesting. This film is boring.*

Adjectives ending in –ed describe particular feeling.

e.g. *So, I am interested. He is bored.*

#### 3.1 Choose the correct ending for each verb and fill in the gaps.

- |   |           |
|---|-----------|
| 1. It's very _____ to know that the contract has been signed.       | satisfy   |
| 2. It rained all Saturday so we couldn't go out and we were _____ . | bore      |
| 3. It's useless making her study more. It's so _____ .              | frustrate |
| 4. A new Miss Universe is a _____ beauty.                           | stun      |
| 5. Have you heard the _____ news about the prison riots in Atlanta? | alarm     |
| 6. Joan and Kevin are very _____ about their wedding ceremony.      | excite    |
| 7. The students didn't seem _____ in their teacher's explanation.   | interest  |
| 8. Touring round Europe in two weeks must be very _____ .           | tire      |
| 9. Betty was _____ at the look on my face.                          | amuse     |
| 10. The Prime Minister's outfit was very _____ to the eye.          | please    |
| 11. Don't look so _____ ! Your project won because it was the best. | surprise  |
| 12. John has a really _____ habit of staring at people.             | annoy     |
| 13. We were too _____ to ask them for a loan.                       | embarrass |
| 14. Dave's parents are really _____ by his persistent misbehaviour. | alarm     |

### 3.2 Answer the questions.

- Have you ever had a surprising birthday party?
- How did you get surprised?
- Have you ever planned a surprising birthday party for someone?
- What did you do?
- Did he/she feel excited?
  
- Do you become frightened if you get stuck in an elevator?
- Is it frightening if somebody calls you after midnight?
- What do you feel frightened if you see a snake?
- Are you scared of height?
- Is it scary to be alone at night?
  
- Is it frustrating when you're in a hurry and the traffic isn't moving?
- Learning a new language can be a frustrating experience. Do you agree?
- Do you get frustrated when you don't learn what the teacher teaches?
- Have you ever felt frustrated in your life?

### Modal Verbs (Модальні дієслова)

- the verbs *can, could, may, might, must, will, would, shall, should, ought to* are modal verbs that do not describe an action or state itself but rather characterise the action expressed by the following after it verb: *I can swim well.*
- Modal verbs are followed by a bare infinitive, except for *ought to*: *He may come tomorrow. BUT He ought to come tomorrow.*
- Grammatical forms of modal verbs in the sentences are the following:

	Positive sentence	Negative sentence	Question	Short Answer
Rule	Subject + modal + verb	Subject + modal + not/n't + verb	Modal +subject + verb	Yes, No + subject + modal + (not/n't)
Example	You <b>must</b> stay.	She <b>may not</b> come.	<b>Must</b> they leave now?	Yes, I <b>can</b> . No, she <b>can't</b> .

### 3.3 Underline the correct item.

e.g. You *may/mustn't* run in the corridors. It is dangerous. 1. *Can / Should* I ask you a question? 2. *Will / Shall* we go out for lunch today? 3. You *must / shouldn't* stay at home if you are ill. 4. Tommy *can't / couldn't* tell the time when he was a baby. 5. My book *can't / mustn't* be at home. I looked everywhere. 6. You *might / needn't* clean the windows. They are not dirty. 7. *Will / Shall* I help you? 8. Sam left late for the airport this morning. He *should / could* have missed his flight. 9. *Could / May / Shall* you tell me the time please? 10. *Would / Shall / Will* we go shopping tonight? 11. *Can / Shall / May* you post this letter for me, please? 12. *May / Will / Would* I have a glass of water, please?

### Grammar-in-Context

3.4 Complete the text with *can, can't, must or mustn't* or the adverb form of the adjectives in brackets.

Do you enjoy sport? 1 \_\_\_\_\_ you swim well? Then come and play underwater football! You 2 \_\_\_\_\_ be an excellent swimmer to play underwater football and it is

important to know the rules 3 \_\_\_\_\_ (good). You play the game in a swimming pool. In ordinary football, you 4 \_\_\_\_\_ catch the ball, but in underwater football, you 5 \_\_\_\_\_ hold the ball with your hands and swim with your feet. You 6 \_\_\_\_\_ swim easily with the ball in your hands! To move 7 \_\_\_\_\_ (quick) through the water, you must kick 8 \_\_\_\_\_ (hard) with your feet. In underwater football, the ball is always under the water – you 9 \_\_\_\_\_ let it go above the water. To get points and win the game, you 10 \_\_\_\_\_ put the ball into the goal area. But remember! It's important to swim 11 \_\_\_\_\_ (careful)! Never hit or kick any of the players because this 12 \_\_\_\_\_ be dangerous.

#### IV. Interacting with others

4.1 Read out dialogues in pairs. Think of the situations you can hear people talking about this. Who are people talking to each other in these cases?

#### How to Stay Healthy

- A: Doctor, what is the best way to stay healthy?  
 B: Having a good diet is probably the most important thing.  
 A: It is very confusing to know what to eat.  
 B: You need plenty of fruits and vegetables, small amounts of protein, and whole grains.  
 A: Are there certain things that I should avoid?  
 B: You shouldn't consume too much sugar or caffeine. Also, watch your intake of fatty food.  
 A: After watching my diet, what else should I do?  
 B: You need to stop smoking, and make sure that you get 30 minutes of exercise every day.  
 A: Can I have a glass of wine now and then?  
 B: As long as you don't overdo it, a glass of wine a day should be OK.

#### Sports

- A: Did you go to the basketball game on Friday?  
 B: No, I couldn't make it.  
 A: You missed a really good game.  
 B: Oh, really? Who won?  
 A: Our school did. They played really well.  
 B: Too bad I was busy. I really wanted to go.  
 A: Yeah, you should have. It was really exciting.  
 B: So what was the score?  
 A: The score was 101-98.  
 B: Man, that was a really close game.  
 A: That's what made it so great.  
 B: I'll make sure and make it to the next one.

#### What Kind of Sport Is It?

- A: You know, now I go to \_\_\_?\_\_\_ lessons!  
 B: Really? And how are you doing?  
 A: Great! I'm totally delighted! First we learn to dance in a room and then we practice on ice.  
 B: How interesting...  
 A: It's a very beautiful sport. Why don't you go with me?  
 B: Me? Well, I don't like when it's cold. Then, it's very dangerous. You can fall and break something.

A: Don't be afraid! Every sport is a bit dangerous. Besides, after these lessons all our friends will envy us!

B: But it's dangerous!

A: Not at all! There is special protection on your knees. It's absolutely safe!

B: Ok, maybe I'll come to one lesson.

A: Yeah! I'm so happy! I'll have a partner again!

B: And what happened to your previous partner?

A: Nothing terrible... Last lesson I fell over him and broke his arm.

(<https://www.eslfast.com/robot/topics/smalltalk/smalltalk13.htm>)

*4.2 Play out the dialogues above. Then think of other daily situations and play them out with your partner.*

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.

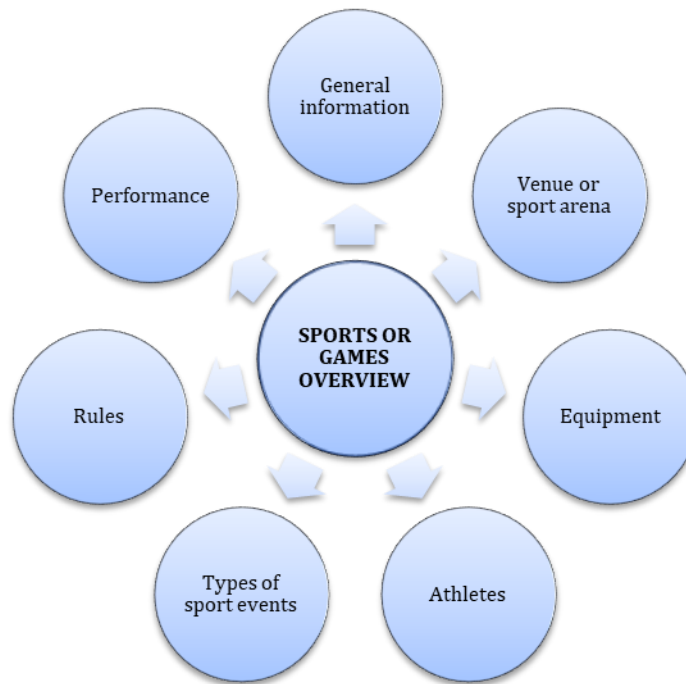
## **V. Over to you**

*5.1 Write notes about famous competitions that have been held in your country. What kind of sport event was it? Who were the participants? Then write a paragraph, briefly describing this event.*

## **TEXTS FOR HOME READING**



## SPORTS OR GAMES



### 1. TRACK AND FIELD

**Sport overview.** *Track and field* consists of three **types of events**: track events (running or walking), field events (jumping or throwing), and combined events, such as the pentathlon, which are a combination of both track and field events. These events are held indoors (during the winter) or outdoors (in the spring and summer), although the majority of events are held at both indoor and outdoor meets.

Accurately **measuring time and distance** is a crucial part of track and field events. For track events, athletes are timed using sensors linked to cameras, and measured using Fully Automatic Time. For the *long jump*, *triple jump*, and throwing events, distances are measured using a certified steel measuring tape.

**Track and field arena.** A full-size track usually measures 400 m in circumference, has six or eight *lanes*, and encircles a sports field that contains specific areas for each field sport. Most tracks have a synthetic rubber or polyurethane surface for year-round use. Indoor tracks are usually only 200 m in circumference and have four or six lanes. Whether competing indoors or outdoors, athletes always race around the track in a counter clockwise direction.

### Short Distance Events

#### Sprints

- *Sprint* can be divided into four phases: the start (see below), acceleration (the body leans forward, so that the legs can provide maximum acceleration), stride (full speed has been achieved and is maintained via a relaxed technique, with the body now upright), and finish (the arms are pulled back so that the head and shoulders dip toward the finish line).
- Sprints are generally run over 60, 100, 200, and 400 meters. They are staged as part of larger athletics events, including the Olympic Games and the World Championships.
- The first Olympic Games (776BC) probably only featured one event —a sprint over 600 ft (182.88 m).

## Relays

- The *relay* is a highly tactical race, and teams pay close attention to the order in which the runners race. Usually, the fastest runner (the *anchor*) is the last to run. Each of the four athletes race one section, or leg, of the race, handing over a *baton* to the next member of the team within a marked hand-off zone. The most common relays are the 4x100 m and the 4x400 m, in both men's and women's disciplines.
- The 4x400 m became a men's Olympic sport in 1908 (the women's competition followed in 1972). The 4x100 m relay first appeared at the Stockholm Games in 1912 (the women's event followed in 1928).

## Hurdles

- The object of a *hurdles race* is to jump over a series of gatelike obstacles and reach the finish line first. There are four main outdoor events: 100 m for women and 110 m for men (both sprint hurdles), and 400 m races for both men and women.
- Indoor hurdles are held over shorter distances—typically 60 m and 300 m. In such events, the distance between the hurdles remains the same as in the outdoor events; there are just fewer of them.

## Middle Distance

The most common middle distance events are the 800 m and the 1,500 m, with steeplechasing also regularly included. Many athletes compete in both the 800 m and the 1,500 m, as the training and physical requirements are similar. Tactics play a part in these races, which are often won or lost in the last few feet. Middle-distance races have always been among the core events of the Olympics and all athletic championships.

Posture and balance are important in a middle-distance runner. Middle-distance runners need both fast and slow twitch muscles, the first for speed, the second for *endurance*. Interval training, in which fast work is interspersed with short *recovery periods*, is used to build these, and to increase aerobic and anaerobic fitness. Running at race speeds as well as slower endurance runs are included in training.

## Long Distance

Long-distance running events include 5,000 m and 10,000 m races, cross-country running, and marathons. The 5,000 m and 10,000 m runs and the marathon are Olympic events. The runs take place on a stadium track, while the marathon route is staged around the streets of the host city.

Long-distance runners are lighter, more slightly built than the more muscular powerhouse sprinters. Stamina and endurance are essential, as is aerobic strength: it's vital that the heart pumps blood around the body as efficiently as possible to allow more oxygen to reach tired muscles. Success in long-distance running also comes in mental endurance and tactical thinking.

## Long Jump

The long jump—known as the broad jump—is one of the oldest track-and-field events for men and women. Athletes compete in this technically demanding event to see which of them can leap the greatest distance through the air from a running start. There are five main elements to the long jump: the run up, the last two steps before reaching the take-off board, the take-off itself, technique through the air, and the landing.

**Rules and attempts.** When attempting a jump, competitors may tread on the takeoff board but they must not allow any part of their feet to go over its farthest edge, called the scratch line. If they overstep the scratch line, the jump is invalid. Each contestant has three attempts (known as trials), unless there are fewer than eight competitors, in which case they may each have six jumps. At high level events, athletes must participate in two preliminary knockout rounds; the top eight of whom contest a final. The winner is the athlete with the longest valid jump in the final round; in the event of a tie, the second-best trials are taken into consideration.

### **Triple Jump**

This track-and-field event is also informally known as the hop, step, and jump. Each athlete runs down a track that is often the same as the one used for the long jump. On reaching the takeoff board (at full speed), the athlete jumps forward, lands on the takeoff foot, then takes a step on to the other foot, and finally jumps into a sand-filled pit. The competitor who covers the greatest overall distance is declared the winner.

### **High Jump**

The high jump is one of the standard track and field events that takes place at all athletic meets. Using only the strength of their bodies, competitors take running jumps to clear a horizontal bar. The high jump is very demanding, both physically and technically, and the progression of the world record shows just how much improvement there has been in the conditioning of athletes and the development of technical innovations.

High jumping has few rules. Competitors can leap off only one foot and cannot knock the bar off its supports. Touching the bar is fine, as long as it does not fall—and as long as the jumper doesn't use any part of her body to hold it up.

### **Pole Vault**

The pole vault is a field event for men and women. Competitors sprint along a runway carrying a long, flexible pole that they plant in a box and use to lever themselves over a crossbar suspended several meters above the ground between two uprights. The height of the crossbar is raised after every round and athletes are eliminated from the competition if they fail three consecutive jump attempts.

Pole vault is a series of phases that, performed perfectly, can produce jumps of over 6 m. A higher grip on the pole allows more leverage into the swing phase, while whipping the takeoff leg through to the vertical position keeps energy in the flight phase, giving the vaulter more height over the crossbar. It doesn't matter if the competitor touches the crossbar during the jump, as long as it stays in position and does not fall. Each phase of the vaulting sequence is crucial to executing a successful jump.

### **Discus Throwing**

Originally part of the pentathlon in the ancient Olympics, the discus throw now stands alone as a field event in its own right. The aim of the competition is to throw the discus as far as possible.

Throwers have three attempts, which are called trials. They must release the discus within the circle and remain there until it has landed; they may leave only from the back half of the circle. The discus must hit the ground within the marked landing sector for the trial to be valid. The length of the throw is measured from the front of the circle to the point where the discus first lands. Distances are rounded down to the nearest centimeter below the length of the throw.

### **Shot Put**

The shot put is a field event for men and women. Athletes compete to see which of them can throw (put) a heavy metal ball (shot) the farthest into the landing sector. Men's shot put has been included in the Olympics since its inception in 1896, women's since 1948.

The two main styles of shot put delivery are the glide technique, which is a linear technique, or the rotational technique, which is similar in many respects to the spinning delivery used by discus throwers. In both techniques, explosive power and core strength are essential to gain medal-winning results.

### **Javelin Throwing**

Javelin throwing is a field event for men and women. Athletes compete to see which of them can throw a spear-like projectile over the greatest distance. Despite its popularity, javelin may be omitted from track meetings at smaller venues because of the potential danger to spectators.

Athletes get three throws each, unless there are fewer than eight competitors, in which case they throw six times. For the throw to be legal, the javelin must be released before the stop board and come down point-first within the landing sector. Throws are measured from the stop board to the javelin's first contact with the ground and rounded down to the nearest 1 cm. In the event of a tie, the winner is the athlete with the longest second-best throw.

### **Hammer Throwing**

The aim of this track and field event is to throw the hammer as far as possible from a circle into a marked target area. Although the projectile used is known as a hammer, the term is misleading: it is in fact a heavy metal ball attached by a wire to a handle.

The classic throw consists of four phases. At the start, the athlete takes up a stationary position with his or her back to the landing area, then swings the hammer back and forth in a pendulum movement. Having gained momentum, the hammer is raised above the head and whirled in what is known as the windmill sequence. This lasts for two or three rotations before the hammer is released.

### **Triathlon**

The triathlon is an endurance event that combines three sports in one race—swimming, followed by cycling and then running. A triathlon is timed from the start of the swim to the end of the run, and the competitors seamlessly switch from one sport to the next in transition zones. Smooth transitions reduce race times, so triathletes often treat the two transitions as a fourth discipline. The standard distance for international triathletes is the Olympic triathlon, but formats vary from short sprints to long-distance Ironman events. Held annually since 1978, Ironman Hawaii is the most prestigious event in the triathlon calendar.

### **Modern Pentathlon**

Modern pentathlon is a combination of five events in a day—shooting, fencing, swimming, riding, and running. The sport was the brainchild of Pierre de Coubertin, the founder of the modern Olympics, who believed it to be a measure of the “complete athlete.” Men and women are awarded points for their performances in each of the first four events. The points then translate into a time advantage on the run. The overall winner is therefore the first to cross the finish line on the run.

## **2. GYMNASTICS**

**Sport overview.** Gymnastics is a multidiscipline sport in which men and women compete as individuals or in teams. Individuals can compete in single disciplines or as all-arounders. The sport is split into three main sections: artistic gymnastics, rhythmic gymnastics, and trampoline. Rhythmic gymnastics is a discipline for women only. Men's artistic gymnastics consists of six disciplines: floor exercises, pommel, rings, vault, parallel bars, and high bar. Women's artistic gymnastics consists of four disciplines: vault, asymmetric bars, balance beam, and floor exercises.

**The Gymnastics Arena.** The gymnastics competition arena, known as the podium, is arranged to allow different competitions to be run at the same time. For example, the men's bars events can run at the same time as women's balance beam, as they occupy opposite ends of arena.

**Competitor profile.** Male and female gymnasts come in a variety of shapes and sizes, depending on their area, or areas, of expertise. The men's rings event, for example, requires extraordinary upper-body strength, while women's rhythmic gymnastics relies on flexibility and precise muscle control. Common attributes of all gymnasts are their incredible balance and power—especially remarkable considering the diminutive stature of many top level competitors.

**Floor exercises.** Floor exercises make up one of the four disciplines in women's artistic gymnastics, and one of the six disciplines in men's artistic gymnastics. They are among the most popular gymnastics events, giving spectators an action-packed display of skill and strength.

Individual competitors perform choreographed routines on a square floor mat and are scored for both their acrobatic accomplishment and their artistic inventiveness.

**Men versus women.** The men's and women's routines are broadly similar, but differ in some important details. Women are expected to demonstrate tumbles, jumps, turns, and dance movements. Men are also expected to show tumbling and jumping skills, but in male competitions there is greater emphasis on strength. In order to display their physical power, male routines normally include presses such as the V-sit position, where the gymnast takes and holds his whole weight on his hands.

### **Bar Events**

The three bar disciplines—uneven bars, parallel bars, and high bar—require different skills, but all place huge physical demands on gymnasts' ability to move seamlessly and gracefully while at times supporting their swinging body weight with only one arm. The uneven bars are exclusively for women, and only men compete on the high and parallel bars.

### **Pommel Horse**

Gymnasts on the pommel horse perform a fluid sequence of circular and pendulum leg swings without any pauses. They touch the horse and the pommels (handles) only with their hands, which go through complex changes of position. Athletes have to perfect the artistry and technical composition of their routines. The pommel horse is still a men-only event at top level, but women also use the apparatus, both recreationally and competitively.

### **Rings**

The rings, or still rings, are one of the most varied gymnastic events, taking the gymnast from gravity defying holds and swings to spectacular aerial dismounts in which momentum spins him far above the height of the apparatus before he lands. Judges look for a technically difficult and varied program that is well done by the gymnast. The rings are one of the male-only gymnastics events. Ring exercises usually last around 90 seconds: they are so demanding that few gymnasts could support themselves for longer.

### **Beam**

The beam demands a supreme display of balance. On a perilously narrow bar, gymnasts perform leaps, turns, and flips that most people would find impossible, even on the ground. Competitors must perform a mixture of compulsory and optional moves. There is a panel of judges who look for technical and artistic skills, dance elements, leaps, and held poses.

### **Vault**

Vaulters take a fast run-up of up to 82 ft (about 25 m) before leaping off a springboard onto their hands on the vault table. They use their momentum to perform different mid-air moves, before landing squarely on both feet. From takeoff, a vault takes no more than about two seconds. Gymnasts usually take two vaults, one after the other. Judges look for clean take-offs and landings, height through the air, and precise movements at each stage.

### **Rhythmic Gymnastics**

In this combination of gymnastics and ballet, competitors—either singly or in teams—perform graceful choreographed routines to music while working with different types of hand-held apparatus: club, hoop, ball, rope, and ribbon. The sport is dominated by women, although a few men also compete, especially in Japan.

**The Apparatus.** The rules and requirements for using the apparatus are precise. The rope is an explosive, dynamic apparatus that calls for leaps and skipping. The ball is gentler and more lyrical, possibly the easiest piece of apparatus to perform with, while clubs test the gymnast's coordination. With the ribbon, a performer needs grace and dexterity to create dazzling colored images in the air. Handling the hoop arguably requires the greatest technical skill.

### Trampolining

Trampolining is a recreational and competitive sport in which individuals perform acrobatics while bouncing on a spring-bound bed. With gymnastic routines full of twists, turns and elaborate moves reminiscent of diving, the sport is popular in the countries of Europe and the former Soviet Union, as well as the United States, Japan, and China. Trampolinists compete in individual and team events, including synchronized trampolining, double mini trampolining and tumble tracking.

Trampolining routines consist of a sequence of acrobatic movements in the air, punctuated with contact with the trampoline bed. The aerial movements feature rotations and jumps with three main body shapes—the tuck, straight, and pike —of varying degrees of difficulty. Longitudinal rotations create somersaults, while lateral rotations produce twists. The moves are initiated by taking off and landing manoeuvres on the bed that involve the trampolinist’s front, back, feet, or seat.

### Sports Aerobics

Aerobics is a fitness programme that became a sport. Gymnasts—alone or in pairs, trios, or groups—execute routines that must show dynamic and static strength, jumping ability, flexibility, and balance. Accompanied by music that they have chosen themselves, gymnasts perform a continuous routine that should last exactly 1 minute 45 seconds. Using the entire performance area and moving rhythmically with the music, they must demonstrate at least 8 but no more than 12 compulsory elements, including supports, levers, jumps, leaps, flexibility, and turns.

## 3. WEIGHTLIFTING

**Event Overview.** Competitors lift bars, known as barbells, loaded at each end with weights. They are allowed three attempts at any one weight and after each successful lift the weight is increased. The winner is the person who lifts the heaviest weight. There are two distinct weightlifting techniques: the “snatch” and the “clean and jerk.”

Competitors are divided into categories according to their body weight. There are currently eight divisions for men—the lowest is up to 56 kg, the highest over 105 kg —and seven for women—from below 48 kg to over 75 kg.

**Lifting Methods.** In the snatch, athletes must lift the barbell in a single, steady movement. In the clean and jerk, they must first raise (clean) the barbell from the floor to shoulder level and then, in a separate movement, lift (jerk) the bar until their arms are straight above their heads. While lifting they must avoid touching the floor with their knees. Once the lifts are completed, they must hold the final position until the referee tells them to put the weight down.

### Powerlifting

**Event Overview.** Powerlifting is the ultimate test of pure strength. There are four age groups, from over-14s to over-50s. For men there are 11 weight divisions between 52 kg and 125+ kg; women have 10 bands between 44 kg and 90+ kg.

This relatively recent sport involves athletes raising weight-loaded bars in three different lifts: the “squat,” the “deadlift,” and the “bench press.”

- **BENCH PRESS.** The competitor reclines on the bench, lowers the weight until it touches the chest, then pushes it back up to its original position and replaces it on the rack.
- **DEADLIFT.** The barbell is raised until the competitor is upright with a straight back, and held until the judges signal; it must then be replaced on the ground, not dropped.
- **SQUAT.** Competitors take the barbell off the rack, step back, and squat with the weight on the shoulders until the hips are below the knees. They then return to the starting position and hold it until the judges signal.

After three failed attempts, athletes are eliminated. The winner is the competitor who lifts the highest combined weight.

## TEAM SPORT

### 4. FOOTBALL (SOCCER)

**Game Overview.** The beauty and popularity of soccer (or football, as it's known in most of the world) lies in its simplicity: two teams of 11 players each attempt to kick a ball into the opposing team's goal. Considered the world's most popular sport, soccer is enthusiastically played and watched by men and women in just about every country on Earth.

**The Field.** Soccer is played on a flat, rectangular grass or artificial turf field (also known as a pitch). The outer extremes of the field are delineated by the touch lines and goal lines, and if the ball wholly crosses any of these lines it is out of play (or a goal is scored if the ball crosses the goal line between the goalposts). If part of the ball is on the line, it is still in play.

**Player Positions.** A soccer team is divided into forwards, midfielders, defenders, and one goalkeeper. Team members take positions that match their skills and style of play. The main job of the forwards, or strikers, is to score goals (although any player, including the goalkeeper, may score a goal). Strikers have excellent speed, good aerial ability, skilful footwork, and an accurate shot. The midfielders provide the link between the defenders and the forwards: their role involves both defensive and attacking play. Defenders assist the goalkeeper in protecting the goal. These players have an effective tackle, and are commanding in the air. The goalkeeper, the sole player allowed to handle the ball (but only within the penalty area), has good catching and kicking skills combined with considerable agility and sharp reflexes. Substitutes are permitted during a match, but once substituted a player may not rejoin the game.

**Equipment.** For an official game, it is compulsory for players to wear a shirt with sleeves, shorts, socks, shinguards, and footwear. It is forbidden to wear anything, such as jewellery, that could present a hazard. A game ball has a circumference of 68–70 cm, weighs 410–450 g. Most balls have a covering of synthetic leather panels stitched together (real leather, as used in the past, tends to absorb water and make the ball very heavy).

**Playing The Game.** Before the match commences, the two teams take their positions in their respective halves in any one of a multitude of set formations. Play begins with the kick-off, whereby the ball is placed on the centre mark and kicked forwards by one of the attackers. Then, very simply, each team attempts to kick the ball into the opposition's goal. The ball may be moved about the pitch using any part of the body except the hands and arms, and the winning team is the one that has scored the most goals after ninety minutes. If at the end of play neither team has scored, or if both teams have scored the same number of goals, the game is a draw. However, in order to find a winner, some competitions allow for "extra time" followed by, if necessary, a penalty shoot-out.

**Attack.** The team in possession of the ball and moving forward is on attack. The aim of any attacking move is to score a goal, and this can only be achieved if the player with the ball is close enough to the goal to shoot. The footballers use the tactics of passing, dribbling, crossing and shooting.

**Defense.** The job of the defending players is to prevent the attackers from scoring and to win back possession of the ball. Defenders can do this by intercepting attacking passes, closing down the space available to the ball carrier and other attackers, close marking of players (when a defender closely shadows the movements of an attacker), and by gaining possession of the ball directly via tackling (using the feet to take the ball away from a player). During goalkeeping the player saves goals by catching the ball, tipping it over the crossbar or beyond the goalposts, or punching or kicking it away.

## 5. BASKETBALL

**Game Overview.** Invented in the late 19th century, basketball is a fast-paced, highly technical ball sport, whereby two teams of five players attempt to score points in the opposing side's basket. Most popular in the United States, where the National Basketball Association (NBA) runs the professional game, it also has a strong presence in Europe. Basketball has been an Olympic sport since 1976.

**Player Profile.** Muscular and athletic, basketball players require all-around fitness. Being such a fast-paced game players need superb stamina and agility.

### Who Plays Where.

**Point guard.** Often the fastest player on the team, the point guard organizes the team's offense by calling pre-planned offensive plays, controls the ball, and generates scoring opportunities.

**Shooting guard.** This player creates a high volume of shots on offense, and guards the opponent's best perimeter player on defense.

**Small forward.** Small forwards are primarily responsible for scoring points, and are often secondary rebounders behind power forwards and centers. Small forwards are prolific scorers. Power forward. Though not as physically imposing as power forwards and centers they need to be aggressive rebounders and score most of their points from about 6 ft (2 m) from the basket.

**Center.** The tallest player on the team. Uses size, either to score (on offense) or to protect the basket closely (on defense).

**Equipment.** All that is really required for play is a ball and two baskets. For tournament and professional play, teams wear regulation shirts and shorts bearing their chosen squad number. In this sport sneakers are carefully chosen for comfort and game-improvement. Wrist and headbands are usual, too.

**Playing The Game.** Following the jump off which starts the game (see right) the two sets of players simply aim to score more points than the other. Attacks are mounted via a combination of passing and dribbling and when a player feels they are in a position to score they shoot. Basketball is truly an "end-to-end" sport with numerous baskets scored during the course of a game. Often the winning side will have accumulated more than 100 points.

**Techniques.** The following techniques are among the most common.

- **MOVING.** Players have unrestricted movement on the court but are prohibited from running while holding the ball.
- **PASSING.** When an opponent is positioned to block a normal chest pass, a player can bounce the ball to a teammate instead.
- **DRIBBLING.** Dribbling is the act of bouncing the ball continuously, and is a requirement for a player to take steps with the ball.
- **SHOOTING.** Shots are commonly made from a standing or jumping position, or as a lay-up shot, which requires the player to be in motion toward the basket, and to "lay" the ball in off the backboard.

## 6. ICE HOCKEY

**Game Overview.** Ice hockey, or just "hockey" as it's known in the United States and Canada, is a fast-paced, action-packed sport played on ice. During 60 minutes of regular time, split into three 20-minute periods, each team of six padded players tries to score by shooting a vulcanized rubber puck into the opposition's goal using their stick or by deflecting it off their skates. Ice hockey is a dynamic and exciting game to play and watch; it attracts huge television audiences and legions of fanatical supporters.

**The Rink.** Hockey rinks are specifically designed for the game. They are rectangular with rounded corners and are surrounded by "the boards" (1 m) high topped with a shatterproof plexiglass screen to protect the crowd.

**What They Wear.** Besides ice skates and sticks, hockey players are usually equipped with an array of safety gear to lessen the risk of injury. This includes a helmet, shoulder pads, elbow pads, mouth guard, protective gloves, heavily padded shorts, shin guards, and sometimes a neck



guard. Goaltenders wear masks and much bulkier, specialized equipment designed to protect them from many direct hits from the puck.

**Who Plays Where?** A team consists of, at most, 22 players, including at least two goaltenders. Six players from each team take the ice at the same time. Usually one of the six is a goalie, who wears heavy-duty protective clothing and positions himself in front of the goal. His five teammates are divided into three forwards and two defensemen.

**Playing The Game.** Ice hockey is a crowd-pleasing, no-nonsense game of attack and defense. When in possession of the puck, players charge up the rink aiming to get into position for a shot on goal. In defense, the players try to intercept the puck and steal it from the opposition by hassling players and blocking their progress up the rink. This high-tempo game relies on players' swift movement across the ice, great passing and shooting techniques, and wily playing strategies. There are four basic shots used by ice hockey players: slap shot, snap shot, wrist shot and backhand shot.

## 7. VOLLEYBALL

**Game Overview.** Volleyball is a high-energy sport played between two teams of six players. The object is to score points by hitting a ball over a net so that the opposition cannot return it before it hits the ground. Defensive players dive around the court to get their hands under the ball and push it up toward their teammates in attack, who are ready to leap high to smash it back over the net. At top levels, teams are either all-male or all female, but volleyball is also a popular recreational sport, played by mixed teams of all ages and abilities.

**The Court.** The playing area is usually made of wood or synthetic material. Indoor courts must be flat, but outdoor courts can slope for drainage. Lines on the court show where players may stand at the start of each point: three defenders in the back zone (including the server, who starts anywhere behind the end line) and three attackers in the front zone close to the net. The standards supporting the net are set 1 m at either side of the sidelines and are sometimes padded to safeguard the players.

**The Ball.** Volleyballs should be inflated to a pressure that keeps them slightly soft, so that they have some "give." They are then comfortable to play with using the hands.

**Dig And Smash.** Competitive volleyball players master six basic skills: serving, passing, setting, attacking (spike or dink), blocking, and digging.

## BEACH VOLLEYBALL

Very similar to standard volleyball, this version of the game is played on sand, on a slightly smaller court, and with a team of only two players. Beach volleyball has been played professionally since the late 1960s and has been an Olympic sport since 1996.

## 8. TENNIS

**Game Overview.** Tennis in its modern form dates from 1874, when the game was codified by Major Walter Clopton Wingfield. It is now strictly known as "lawn tennis" to distinguish it from real (royal) tennis, but because the game is played on a variety of surfaces—grass, clay, cement, coated asphalt, carpet—"tennis" is the term most widely used. Both the men's and women's tours are split into different categories.

### REAL TENNIS

**Game Overview.** The precursor of modern lawn tennis, real tennis is an indoor racket sport played by two people (singles) or two teams of two (doubles). The object is to hit the ball over a central net so that it cannot be returned. Many leading real tennis professionals were formerly lawn tennis players.

**The Court.** Although a tennis court is made of materials ranging from concrete, which is a fast-playing surface, to clay, which plays slower, its dimensions are invariable. Most courts are laid out for both singles and doubles. Many courts have now been fitted with electronic devices and large television screens to determine line calls and net cords.

**Tennis Ball.** The ball shall have an outer surface of a fabric cover that should be white or yellow in color. During a match the balls are replaced with new ones after an agreed odd number of games, usually after five, and then after seven.

**The Racket.** Whereas the ITF can govern the overall size of the racket, it cannot determine its construction. Tennis racket frames have changed a lot in recent years, as stiffer carbon materials have replaced wood and metal.

**Rules & Regulations.** Before a match, a coin is tossed and the winner chooses whether to serve or receive first, or the end that they want to start the match from. Players stand on opposite sides of the net; the server (the player who puts the ball into play) begins the rally by hitting the ball over the net, into the service court directly opposite, from the right of the center line, and from behind the baseline. The server plays the ball from alternate sides of the center line throughout the game, starting from the right. The receiver may stand anywhere on their own side of the net, but may not return the ball before it has bounced. After the ball is served, play continues until one player hits the ball out of play.

**Games.** Each player starts with “love” (zero); one point is called “15”; two points are “30,” three points are “40.” 40-all is known as “deuce.” After deuce, the player who wins the next point is said to have “advantage”; if they win the next point, the game is over. If they don’t, the score goes back to “deuce.” At this point, the game will only be won when one player has won two successive points, the “advantage” point, and the “game” point. Players change ends at the end of every odd-numbered game.

## 9. TABLE TENNIS

**Game Overview.** Also known as ping-pong, table tennis is a fast moving and physically demanding racket game. Players play as individuals or in pairs, and win points by hitting a lightweight ball over a net so that their opponents either cannot return it or are forced into an error. Most matches are short and sharp, and the rules have ways of dealing with games that go on too long.

**Table Terrain.** Tables are made of Masonite or a similar manufactured hardwood, and are layered with a smooth, low-friction coating. They are usually dark green. The net should extend 15.25 cm beyond the edge of the table on both sides.

**Playing A Match.** Matches are the best of five or seven games. Each game is won by the first side to reach 11 points or, from 10-10, two points. Play begins when one player serves the ball by throwing it up at least as high as the net and then striking it with the racket. The ball must be thrown from an open palm to rule out finger spin. The ball must bounce twice—once on each side of the net—before being returned by the other player. If the ball touches the net during service but then lands on the receiver’s side, a let is played, and the server serves again. A player serves for two points, after which it is the opponent’s turn. Players swap ends after each game.

## 10. BOXING

**Sport Overview.** Boxing is a sport of great skill and physical toughness. Two combatants endeavor to punch one other to score points from the judges or referee, while avoiding being hit themselves.

**The Ring.** A modern boxing ring is set on a raised platform. It is square, with a post at each corner to which four parallel rows of ropes are attached with a turnbuckle.

**Equipment.** Fighters wear shorts, boxing shoes, and padded gloves which come in two sizes—227 g and 283 g—depending on the weight of the boxer. Mouth guards are required and groin guards optional in professional boxing. In amateur bouts fighters additionally wear headguards and vests and have larger, softer gloves.

**Rules And Regulations.** The basic rules of boxing are that two fighters of a similar weight, under the supervision of a referee, attempt to strike one another above the waist with clenched fists with the intention of scoring more points than the opponent (to win rounds) or by knocking the

opponent to the canvas for a period of 10 seconds. Blows to the back of the head or kidneys are illegal, as are blows with the open, laced part of the gloves.

**Techniques And Tactics.** Basic boxing training centers around physical fitness, speed of movement, throwing jabs, and footwork.

### **ATTACK.**

Boxers must show aggression and throw punches in order to win fights so attacks— either as single punches or more usually two or three punch combinations—are essential.

- **JAB.** The staple punch of any boxer, a stiff jab keeps an opponent at bay and sets up attacks. Jabs are usually the first punch in any combination.
- **STRAIGHT.** Thrown with the “second” arm (right arm for orthodox boxers) the straight has a greater distance to travel, leaving the aggressor open to a counterpunch.
- **HOOK.** Hooks are delivered to the side of the head or body. Because of the angle of delivery the receiving fighter will often not see a hook coming.
- **UPPERCUT.** The most devastating punch in boxing, the uppercut is delivered from a crouching position onto the opponent’s chin from below with great force.

### **DEFENSE**

The ability to keep from being hit, something the great Muhammad Ali was a master at, is probably more important than landing your own punches. The speed of movement of some fighters can make them difficult to hit. However, the best means of repelling an attack is by covering up the head and body with the arms and hands with elbows tucked into the waist.

## **11. WRESTLING**

**Event Overview.** Wrestling is a combat sport in which players try to grapple their opponents to the ground using a variety of holds. It demands concentration and strategy, in addition to strength. The two main variations are freestyle, the more popular form, and Greco-Roman wrestling. Women’s wrestling is also popular in some countries, such as the United States.

**Combat Area.** The wrestling area must be marked. The surface, made of rubber, should be raised no more than 1.1 m above the floor. In opposite corners are red and blue triangles that mark the wrestlers’ bases at the start of the bout. Matches are observed by a referee, who joins the wrestlers on the mat, so that he can study every move at close proximity.

**Rules Of Engagement.** Bouts are divided into two 3-minute periods, with a third period—known as the clinch—to settle ties. If a wrestler pins both his opponent’s shoulders to the ground, he wins outright. More often the bout goes to the wrestler with the higher score. Points—from 1 to 5, according to the move—are awarded by the officials for throws and getting an opponent to the floor, particularly in the “danger position,” with his back close to the mat, from where a pin may be easily possible.

## **12. FENCING**

**Sport Overview.** Fencing matches consist of bouts between two opponents armed with lightweight, blunt-tipped swords. Points are scored by hitting target areas on the opponent’s body with the tip of the weapon. The target areas are determined by the type of weapon being used. Modern fencing developed from the centuries-old tradition of sword fighting in warfare.

**On The Piste.** Fencing bouts are conducted on a narrow, raised platform known as a piste. There is a runback, or extension, at either end of the fighting area of the piste. The fighting area is covered with nonslip conductive mesh, which neutralizes any floor touches.

**Equipment.** There are three different weapons used in fencing: the foil (the sword with which novices usually learn how to fence), the épée, and the sabre. Each has its own associated scoring zone on the opponent’s body, and is played to a unique set of rules.

- **FOIL.** A lightweight weapon with a flexible blade, the foil has a push-button at its tip that must be depressed with a pressure of at least 500 g to register a hit.
- **ÉPÉE.** The épée is heavier and stiffer than the foil, requiring a pressure of 750 g on the push-button to register a hit. The whole body is a valid target.

- **SABRE.** With the sabre, points can be scored using the edge of the blade as well as the tip. There is no push-button: for safety, the sharp point is folded back.

**Playing The Game.** Fencing matches begin with the fencers taking up their positions behind their respective on guard lines. The referee signals the start of a bout by shouting “on guard!” Play is athletic and fast (making an electronic scoring system a necessity), consisting of a series of attacks, parries, and ripostes (counterattacks). In foil and sabre fencing, a “right of way” rule determines who receives the point if both players land a hit simultaneously. This generally means the attacking player wins the point. In épée, both players receive a point.

**Techniques And Tactics.** Fencing techniques focus on scoring successful touches on the legitimate target areas of the opponent’s body. Attacking and defending moves are of equal importance in contests, and a skilful fencer can parry an attack to turn it into an opportunity to launch a counterattack. In contrast to the dramatic gestures and daring attacks often seen in swashbuckling movies, small, precise movements are generally required to avoid (or land) a hit—a surreptitious attack is more difficult to anticipate than a dramatic one.

### 13. SWIMMING

**Event Overview.** No matter what the distance—and the length of events varies from 50 m to 1,500 m—the object of any swimming race is to complete the course in the shortest possible time. Each race requires a particular stroke, or combination of four swimming styles: breaststroke, backstroke, butterfly, and freestyle.

There are both individual and team races; the team races include four swimmers from each country that compete against each other, and they usually take place at the end of a meet.

**The Pool.** The pools used in top-class competitions are 50 m long, and 25 m wide. They are divided into eight lanes, each 2.75 m in width. The water should be a uniform 1.8 m deep throughout, and maintained at a constant temperature of 25–28°C.

**What They Wear.** Traditional-style swimsuits have largely been replaced by hi-tech swimwear. Suits fit tightly and reduce drag. Goggles – anti-fog, scratch-resistant lenses in a flexible PVC frame are an essential aid for improving the visibility of competition swimmers.

**TECHNIQUES.** Swimming styles have been developed, based around a number of basic principles. To achieve maximum speed, for example, the torso and legs should be kept parallel to the surface of the water, to reduce the amount of drag acting on the swimmer. The arms and hands should extend in front of the head as much as possible. A longer stroke generates more forward thrust, as the arm spends more time moving through the water.

**Butterfly.** This stroke requires a high degree of stamina and strength, particularly in the upper body. The arms must leave the water, then power back down through the water, at the same time. It can be difficult getting the right order, right: kick the legs as the hands go in; kick the legs as the hands come out; When the arms are near the thighs, lift up the torso and breathe.

**Backstroke.** Also known as the back crawl, the swimmer counts the number of strokes to work out when the end of the pool will be reached. When using this stroke, the swimmer should remain close to the surface of the water.

**Breaststroke.** To execute the breaststroke, good coordination is needed. The arm movements must be made simultaneously, as should the leg movements. The arm cycle comes first, and is followed by a kick, then a brief glide.

**Front Crawl.** The fastest swimming stroke, the front crawl requires the swimmer to move face-down through the water, and breathing after every two or three strokes by turning the head up through the surface. Movements should be as smooth as possible, and the legs should be kicking continuously.

## 14. ALPINE SKIING

**Event Overview.** Alpine skiing is an exciting sport of speed and skill. There are five official types of alpine-ski competitions. Two of the disciplines—downhill and super giant slalom—focus on speed. Slalom and giant slalom are more technical events, where a competitor’s skill will win the day. The fifth “combined” event tests both speed and technique.

**Open And Closed.** Alpine-ski courses are set out on managed slopes, or pistes, using pairs of colored flags called gates. The gates are most widely spread on the downhill courses, and placed closest together for slalom races. A gate composed of flags positioned side-by-side is called an “open” gate. A “closed” gate has one flag positioned in front of the other. Open gates show the direction that the competitor must follow down the piste, while closed gates are used to force racers to turn across the fall line—the natural line of descent.

**Piste-Wear.** Alpine skiers wear as little as possible to make themselves aerodynamic. Racers are allowed to protect parts of the body with pads. Skiers usually wear ski boots, helmet, goggles and have poles.

**Racing Techniques.** Most alpine skiers concentrate on speed or technical disciplines.

- **TURNING.** This technique is to make so-called carving turns: for example, a racer shifts his weight onto the left ski, making its outside edge cut into the slope. The ski bends to match the shape of the slope, as the ski rotates to the left.
- **DOWNHILL.** In speed events, turning is kept to a minimum because it slows the racer. When adjustments are needed to stay on the racing line, racers rely on their strength and balance to stay on their feet.
- **SLALOM.** Racers are forced to make turns through slalom gates. Top slalomists make turns very close to the gates, so their route is as straight, and short, as possible. The racers are allowed to push the gate poles out of the way, using techniques called blocks.
- **JUMPING.** Slalom racers rarely leave the ground; however, faster races often involve competitors making jumps. Downhill skiers, traveling faster than highway traffic, can fly up to 80 m in a single jump.

## 15. SNOWBOARDING

**Sport Overview.** Developed in the United States in the 1960s, snowboarding combines the skills required for skiing, skateboarding, and surfing. Riding on a single, wide, ski-like board, to which both feet are attached, snowboarders are known for their speed and boldness on the slopes, and their agility in snowparks.

**Racing And Trick Riding.** Snowboarding has a variety of different elements, including downhill riding and racing, mogul techniques, tricks performed in half- and quarter-pipes, and powder riding. Racing, known as alpine snowboarding, uses skills similar to downhill ski racing. The race course is set up with gates and is called giant slalom. The object of the race is to go as fast as possible.

**Equipment.** Boots and boards are the most basic requirements. There are two main types of snowboard: freestyle (free-riding) and alpine. A freestyle board is comparatively short and flexible with symmetrical nose and tail. Alpine boards are long, narrow, and rigid, with a distinct front and back. Bindings hold the feet on the board and do not release automatically.

**Techniques.** In a half-pipe a boarder employs a variety of techniques, such as a rolling edge (ascending on one board edge and descending on the other) and making a slide turn (on the snow or ice) or jump turn (in the air) at the top of the vertical.

- **ALLEY OOP.** This half-pipe trick involves an uphill turn through 180 degrees in the air. The rider needs to be traveling at speed to achieve enough height in the air and the board must be flat on takeoff.
- **INDY GRAB.** To make an indy grab get plenty of “air” at the lip, draw your knees up, use your trailing hand to grab the board between the bindings, and extend your leading arm.

## 16. BIATHLON

**Event Overview.** Biathlon as a winter sport combines cross-country skiing with rifle shooting. There are individual, sprint, relay, pursuit, and mass-start events. All involve racing in laps around an undulating course and firing at targets in a shooting range. Penalties are awarded for missing a target. In the individual event, there is a time penalty of one minute for each target missed. In other events, competitors must ski a 150 m penalty loop for every target missed.

**The Competition.** Competitors usually start at timed intervals and ski in “skating”-style against the clock, stopping to shoot at the targets. When shooting, they alternate between standing and prone (lying down) positions. Missing a target is penalized. The distance of the race and number of shooting phases depends on the event.

**Race Types.** The main event is the individual race, which is 20 km for men and 15 km for women, including four shooting phases. The sprint is 10 km for men, or 7.5 km for women, with two shooting phases. In the relay, four biathletes each ski 7.5 or 6 km, and shoot twice. The pursuit is a 12.5 or 10 km race with four shooting phases.

## 17. HORSE RACING

**Sport Overview.** Race competitions usually comprise six races run over various distances. In summer, all the meetings are flat; in winter there are also jump competitions in some countries. Horses are trained to race according to their age and experience; younger horses usually run shorter distances and carry less weight. Jockeys are small, light, and highly competitive, and injuries are not uncommon particularly for jump jockeys. As a spectator sport, racing is extremely popular—classic races are watched by millions, many of whom gamble on the outcome.

**Flat Racecourses.** There are two types of flat racecourses. Grass tracks are sited on undulating natural terrain and vary considerably in shape and size. Some operate in a clockwise direction and others in a counterclockwise direction and many have straight sections that are long enough to accommodate shorter five furlong races.

**Steeplechase Courses.** National hunt racing is centered mainly in the UK, Ireland, and France. Racing is on grass over either brush fences or over hurdles, which are flexible and lower in height. The two courses are usually side by side. Racing can be either clockwise or counterclockwise depending on the course, and some racecourses have both jumping and flat facilities.

**Rules Of Racing.** Because large amounts of money can be won or lost on a single race, there are many rules and regulations in place to reduce the likelihood of fraud. For example, no race can start before the time stated, and winning horses, like athletes, are tested for drugs. Horses that are expected to do well but run badly are also tested to check they have not been “drugged” and sometimes the trainer and jockey are interviewed by the racecourse stewards to explain the poor running of a horse.

**Race Techniques.** The key to racing a horse is settling it at the start of the race so it doesn't waste energy and knowing how they run best. Some are front runners, others like to make a late challenge, and saving a horse can produce a good enough finish to win the race ahead of all its rivals.

**Gallop.** All races are run at a gallop. At first the pace may be quite steady, particularly if the race is a long one. The pace picks up markedly in the last mile, and by the final the horses in contention will be running flat out, encouraged by the hands, heels, and whips of their jockeys.

**Jumping.** Besides running quickly, jump horses also have to clear a number of fences or hurdles at high speed without falling. Even if they negotiate the fence successfully, there is also the risk that they will be brought down by another horse falling in their path.

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