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«Практика устной и письменной речи»

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направления специальности 1-21 06 01-01 Современные иностранные языки (преподавание)

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Практическое изучение иностранного языка заключается в формировании у студентов иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Это достигается посредством взаимосвязанного обучения активным видам речевой деятельности, а также овладения технологиями языкового самообразования.

В устной речи необходимо ознакомить студентов с правилами общения в социально-бытовых и социально-культурных ситуациях, с условиями и принципами речевого общения, с основными типами монологического и диалогического высказываний, с семантико-синтаксическими особенностями словарного состава языка, с социокультурными реалиями и с основными особенностями межкультурного общения. Также будущий специалист должен быть знаком с особенностями словарного состава и синтаксической организации письменного текста, с основами коммуникативно-ситуативной и жанро-стилистической вариативности письменной продуктивной речи, должен уметь выражать мысли в устной и письменной форме, структурно и стилистически правильно строить устное и письменное высказывание.

Электронный учебно-методический комплекс по учебной дисциплине «Практика устной и письменной речи» способствует решению поставленной задачи и предназначен для студентов по направлению подготовки 1-21 06 01-01 «Современные иностранные языки (преподавание)».

Данный комплекс разработан в соответствии с Положением БГУ об учебно-методическом комплексе по учебной дисциплине №497-ОД от 10.10.2013 и состоит из трех разделов: практического, контроля знаний и вспомогательного. В практическом разделе представлен тематический вокабуляр, наглядные материалы, тексты и задания по устным темам. Раздел контроля знаний содержит различные тесты для промежуточного контроля знаний студентов, перечень вопросов для подготовки к экзамену, а также перечень тем презентаций. Вспомогательный раздел представлен учебной программой дисциплины, включающей пояснительную записку, содержание учебного материала, учебно-методическую карту и список литературы.
UNIT I. IT TAKES ALL SORTS

SUBUNIT 1. GETTING TO KNOW PEOPLE

INTRODUCTIONS

FOCUS VOCABULARY (Challenge, p.4)

Name (to give a ~, to bear a ~, to use a ~; to take one’s ~ from; under the ~ of)
First name / = Christian name / personal name / = given name (AmE)
Middle name / patronymic
Last name / = surname / = family name / = second name / = forename
Full name
Maiden name / = married name
Nickname
Pet name
Pen-name
Pseudonym
Namesake
To name / = to call

Challenge, p.4 Dialogues “Making and Responding to Introductions”
p.5 Ex. 1, 2

Highlights (Book 1), pp.33 – 36 Text “What is in a Name?”
p.21 Ex. 10

Listening Comprehension “Names”

Comprehension Check

Task 1. Below are 8 statements about the text. Decide if each one is True or False.

1. Names have been around for thousands of years.
2. Some African names tell us whether the person is a first-born child.
3. In the UK parents are more adventurous when they choose a name for a boy.
4. Jack has become a popular name in the UK in the last year.
5. Hundreds of American boys are named after a fashion designer.
6. Blue is a popular girl’s name.
7. There are both boys and girls called Brooklyn.
8. Zowie Bowie was unhappy with his name.

Task 2. In the table are 8 adjectives from the text. Below are the definitions of these adjectives. Match the adjectives and their definitions.

- adventurous
- complex
- current
- important
- interesting
- popular
- traditional
- unusual

1. keen to try new or exciting things
2. happening or existing now
3. not normal, common or ordinary
4. having a major effect on someone or something
5. related to or based on very old customs, beliefs or stories
6. to describe an activity, place or thing that many people like
7. with a lot of details making it difficult to understand
8. to describe something that makes you want to know more about it

pp.6 – 10 Forms of Address, Other Forms of Address, Less Common Forms of Address, Informal Address, Forms of Address within the Family, Third-Party Introductions, Self-Introductions, Responding to Introductions
AGE AND AGEING

**FOCUS VOCABULARY** (Challenge, p.12)

Baby, toddler, child (~hood) / = kid, infant (infancy), teenager, youngster, adolescent (adolescence), grown-up = adult (~hood, man~, woman~), middle-age(d), senile / = old (OAP – old age pensioner, retired, senior citizen)

Young – youth – youthful

Childish, junior, immature, juvenile, elder, mature, elderly, ancient

To be a teenager / = to be in one’s teens

To turn / to be twenty

To be a twenty-year-old person

To be under / nearly / over twenty

To be in one’s early / mid / late twenties

To be / to come of age

To be three years younger / older than somebody

At the age of

**PEOPLE’S OCCUPATION**

**FOCUS VOCABULARY** (Challenge, p.16)

Accountant, actor / actress, ambassador, architect, artist, barber, biologist, blacksmith, bookkeeper, bricklayer, businessman, camera-man, carpenter, chemist, cleaner, clerk, computer programmer, dancer, dentist, diplomat, doctor, dressmaker, driver (taxi ~, bus ~, tram ~, car ~, lorry ~), economist, editor, electrician, engineer, fashion-designer, fitter, gardener, goldsmith, hairdresser, historian, housewife, instructor, interpreter, jeweler, joiner, journalist, lawyer, lecturer, manager, mathematician, mechanic, medical nurse, musician, optician, painter, philologist, philosopher, physicist, pilot, poet, policeman, politician, postman, receptionist, researcher, sailor, salesgirl / salesman, sculptor, secretary, security guard, shoemaker, shop-assistant, singer, sociologist, soldier, sportsman, steward / stewardess, student, surgeon, tailor, teacher (school ~, college ~, University ~), turner, typist, waiter / waitress, watchmaker, worker, writer

Employer – employee

**COUNTRIES, LANGUAGES, NATIONALITIES**

**FOCUS VOCABULARY** (Challenge, p.18 (SEE THE TABLE))

To be from / = to come from, native, foreigner, immigrant

**Charts**, pp.20, 21 Dialogues “It’s Been Long”

p.21 Ex. 6

pp.23 Dialogues “How Are You?”

pp.23, 24 The Way to Ask People about Their Life, Optimistic Replies, Less Optimistic Replies, Giving Regards

pp.24 Class Communication “Getting to Know Each Other Better”

pp.25 Writing
SUBUNIT 2. FAMILY RELATIONSHIPS

FOCUS VOCABULARY (Challenge, p.28)

Relations by birth:
Mother / = mum / = mummy, father / = dad / = daddy, sister, brother, daughter, son / = sonny, aunt, uncle, niece, nephew, grandmother / = grandma / = granny / = nanny, grandfather / = granddad(dy) / = grandpa
Parents – child (children), grandparents – grandchildren (granddaughter, grandson), great grandparents – great grandchildren
Foster parents / sister / brother
Half-sister / half-brother
Sibling
Twins, triplets
Cousin
Orphan

Relations by marriage:
Wife, husband, spouse, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law
Stepparents (stepmother, stepfather), stepsister, stepbrother
Relation / relative, girlfriend, boyfriend, engagement, fiancée, fiancé, wedding, bride, (bride)groom, bridesmaid, best man, marital status, marriage (~ certificate, ~ of convenience), single, spinster, bachelor, widow, widower
To be related to smb / to be smb’s (close / distant) relation
To fall in love (at first sight) – to fall out of love
To propose to smb
To be / to get engaged
To be married to smb – to be unmarried / = to be single / = to live single
To get married to smb / = to marry smb
To live in common law
To be separated / = to be divorced - to give a divorce
To be widowed

Highlights, p.20 Ex. 5, 7
p.21 Ex. 11
p.31 Ex. 8
Challenge, pp.29 – 35 Ex. 1 – 12
Highlights, p.30 Ex. 7

TEXT “BRITISH FAMILIES”

Father leaves for work in the morning after breakfast. The two children take the bus to school, and mother stays at home cooking and cleaning until father and the kids return home in the evening. This is the traditional picture of a happy family living in Britain. But is it true today? The answer is - no! The past 20 years have seen enormous changes in the lives and structures of families in Britain, and the traditional model is no longer true in many cases.

The biggest change has been caused by divorce. As many as 2 out of 3 marriages now end in divorce, leading to a situation where many children live with one parent and only see the other at weekends or holidays.

There has also been a huge rise in the number of mothers who work. The large rise in divorces has meant many women need to work to support themselves and their children. Even when there is no divorce, many families need both parents to work in order to survive. This has caused an increase in childcare facilities, though they are very expensive and can be difficult to
find in many areas. In addition, women are no longer happy to stay at home raising children, and many have careers earning as much as or even more than men, the traditional breadwinners.

There has also been a sharp increase in the number of single mothers, particularly among teenagers. Many of their children grow up never knowing their fathers, and some people feel the lack of a male role model has a damaging effect on their lives.

However, these changes have not had a totally negative effect. For women, it is now much easier to have a career and good salary. Although it is difficult to be a working mother, it has become normal and it's no longer seen as a bad thing for the children. As for children themselves, some argue that modern children grow up to be more independent and mature than in the past. From an early age they have to go to childminders or nurseries, and so they are used to dealing with strangers and mixing with other children.

So while the traditional model of a family may no longer be true in modern Britain, the modern family continues to raise happy, successful children.

Words and expressions from the text:

- divorce
  when a marriage ends and the former husband and wife separate from one another
- a huge rise
  a very big increase/growth (opposite to fall/decrease/decline)
- to support
  here, to provide with a home and the necessities of life
- childcare facilities
  special institutions whose job is to look after children while parents are working
- raising
  bringing up and educating
- breadwinners
  a breadwinner is the person who earns the most money in their family
- sharp
  here, big and happening over a short period of time
- single mothers
  women who raise their children by themselves because they live separately from the children's fathers
- lack
  if there is a lack of something, there is not enough of it
- male role model
  a man who thinks and acts in the way that is traditionally perceived as being typical of men
- nurseries
  places equipped for looking after very young children
- dealing with
  managing, doing what is necessary to achieve the result you want
- mixing with
  socialising, living together with, joining

TEXT “THE UK FAMILIES IN STATISTICS”

Families are changing shape and facing up to new lifestyle challenges. The facts and figures below give an idea of what the typical UK family looks like in the early 21st century.

What is a ‘typical’ family?

There were 17.1 million families in the UK in 2006 – up from 16.5 million in 1996. Most were still headed by a married couple (71%), although the proportion of cohabiting couple families had increased to 14%, from 9% 10 years earlier.

Although two children remains the most common family size, the average number of children per family in the UK has dropped – from 2.0 in 1971 to 1.8.
Where families live

More young people are living at home for longer. In 2006, 58% of men and 39% of women aged 20-24 in England still lived at home with their parents.

There is a larger than average concentration of single people living in London, whereas married couples and families tend to be concentrated in the centre of the country and around the outskirts of major cities.
Work-life balance

In most families with dependent children, the father is still the main wage earner and the mother often works part-time. 33% of women still do the bulk of household chores, but 35% said both parents shared childcare duties.

Spending habits

The average family income is around £33,000 before tax. An average household – made up of 3.9 people – spends £602 a week, compared with a couple’s average spend of £527. In other words, the household spends £156 per head, compared with a couple’s spend of & 264 per head.

Challenge, pp.36 – 40 Ex. 13 – 18
Highlights, p.36 Text “The American Family”
Challenge, pp.40 – 47 Ex. 19 – 31
p.48 Class Communication, Task 2 + Family Discussion (cards)
p.48 Revision and Consolidation (Ex. 1 – 5)
What do we look like?

**General appearance** – good-looking, attractive, handsome, beautiful, charming, pleasant, glamorous, lovely, striking, ordinary, plain, ugly, repulsive, funny, unpleasant; dowdy, slatternly, scruffy, pretty, smart, graceful, excellent, splendid;

**Height / stature** - tall, short, average, tiny, to be of medium / middle height, to be about / above / below medium height;

**Build / figure** – thin, slim, slender, skinny, plump, stout, stocky, fat, overweight; strongly-built, well-built, well-developed, well-shaped, broad-shouldered, long-legged, narrow-hipped, muscular, to be of solid / medium build;

**Features** – fine, delicate, regular, strong, facial;

**Hair** – short, long, medium length, shoulder length; dark, black, grey (going ~), fair, blonde, chestnut, auburn, red; dyed, coloured; straight, wavy, curly; thin, thick, balding, receding; (plait, fringe; to wear one’s hair);

**Complexion** – fair, dark, florid; fresh, pale, sallow, tanned;

**Face** – freckled, wrinkled; long, oval, round, square; thin; clean-shaven; plain;

**Facial expressions** – clever, cheerful, thoughtful, dull, boring, angry, surprised, puzzled, worried;

**Forehead** – wide, small, high, low;

**Eyes** – brown, black, blue, grey, green, hazel, dark; clear, kind, malicious, squint, expressive, deep-set;

**Eyebrows** – bristly, bushy; straight, curved; frowned; knitted;

**Eyelashes** – thick, long, curly, colourless;

**Ears** – small, big;

**Nose** – straight, hooked, long, short, flat, snub, upturned;

**Cheeks** – plump, hollow, pale, pink, red;

**Mouth** – wide, narrow, well-shaped, secretive;

**Lips** – plump, thin, pink, pale, tight, compressed, firm-set;

**Smile** – pleasant, radiant, attractive, joyful, ironic, sarcastic;

**Teeth** – even white;

**Chin** – strong, weak, round, generous, jutting, cleft, pointed, firm;

**Neck** – strong, weak;

**Shoulders** – broad, narrow;

**Legs** – long, short, shapely;

To be / not to be (a bit) like smb / = to resemble / not to resemble smb / = to look like / not to look like smb / = to be (much) / not to be alike / = to take after smb

To look beautiful / charming / fit / happy / nice / smart / well

To be pretty (F) / handsome (M)

To be one’s age / to look one’s age; to look young / old for one’s age; to age well

To gain / = to put on weight; to lose weight / = to slim

To grow thinner / = to recede (about hair)

To be shortsighted / = to be nearsighted / to be farsighted

To stammer

To limp / = to be lame

To be a pleasant-looking person / = to be nice to look at; to take much care over one’s appearance; to be well-groomed; to be dressed spick and span; to look tidy / untidy; to look a mess / = to look scruffy

To be the sort of person who …

To be typical of smb

**Highlights, p.45 Ex. 7**
SUBUNIT 4. CHARACTER AND PERSONALITY

FOCUS VOCABULARY  (Challenge, p.69)

Traits of character and intellectual ability:
Admirable, aggressive, ambitious, amusing, arrogant / haughty, boastful, brave / courageous / fearless, boring, bossy / superior (to smb) / brainy, broad-minded, snobbish, careful, careless, coarse / rude, cheerful / lively, calm / quiet / reserved / morose / sullen, clever / intelligent / bright / smart, conceited, conscientious / scrupulous, considerate, contemptuous, cruel, cunning / sly (a ~ dog), curious / inquisitive, deceitful / dishonest, decisive, diligent / hard-working / industrious, disobedient / naughty, discreet, dogmatic, dull, easy-going, envious, evil / wicked, fair / frank / honest, foolish / silly / stupid, frank / sincere, generous, gentle, gifted, gloomy / moody, good-mannered / well-bred, greedy, hostile, hypocritical, ill-bred, impudent, impulsive, indecisive, independent, indifferent, insincere, intolerant, jealous, lazy / idle, mean, modest, naïve, narrow-minded, noisy, obstinate / stubborn, patient, polite, practical, reliable, selfish, self-assured, sensible / reasonable, sensitive, shy, sincere, sociable / communicative, straightforward, sympathetic, tactful, tactless, talkative, thick-skinned, tolerant, touchy, two-faced, unfair, unbalanced, unpractical, unreliable, unselfish, unsociable, violent, vulgar, warm-hearted / kind-hearted, well-balanced, wise, witty, worthy;

Characteristics of a man:
Friend in need; fair-weather friend; traitor; heart of gold; chameleon; chatterbox; strong personality; weak personality; a man of character; a man of no character;

Other topical terminology: see the book (Challenge, p.70)

Highlights, p.98 Ex. 10
Challenge, pp.70 – 72, Ex. 1 – 4
Highlights, p.98 Ex. 11
Challenge, pp.72, 73 Ex. 5, 6
pp.73, 74 Intellectual Ability, Attitudes towards Life, Attitudes towards Other People, One Person Meat is Another Person’s Poison
pp.74 – 76 Ex. 7 – 15
Highlights, p.100 Ex. 14, 16
p.119 Text “Your Character Traits”
Challenge, pp.77 – 80 Ex. 16 – 23
Highlights, pp.107, 108 Ex. 4 – 6
p.109 Ex. 8 Text “Everything Must Be Beautiful in a Person…”
Challenge, pp.80 – 84 Ex. 24 – 30
Highlights, pp.111 Text “Revealing Faces”
p.112 Ex. 11 – 13
Challenge, pp.85, 86 Ex. 31 – 33
p.88 Class Communication
Highlights, p.117 Text “What Are the British Like?”
p.118 Text “Lord Created Us Centrist”
Challenge, p.92, 93 Revision and Consolidation (Ex. 1 – 4)
Vocabulary to the Unit (pp.94 – 124)
UNIT II. HOME, SWEET HOME

SUBUNIT 1. LOCATION

FOCUS VOCABULARY (Challenge, p.125, 126 – SEE THE BOOK) +

Types of houses: co-op, shed, barn, slum, shack, skyscraper, high-rise;
Parts of houses: basement, ceiling, patio, roof, attic, porch, chimney, foundation, balcony, entrance, façade, front;
Building materials: cement, concrete, brick, timber, gravel, bamboo, paper, tile;
Accommodation: digs / = dormitory / = hall of residence, hotel, guest house, bed and breakfast place (B&B);
Amenities: suite, swimming bath;
Location: downtown – uptown;

TEXT “HOME, SWEET HOME”

Time flies. Our world changes. But there’s something which remains eternal. “East or West, home is best”, the proverb says. And really, many people will admit that home is more than simply a house.

What is home as distinct from a house? We have asked the question of a number of people. A little boy of five answered that it was “Mummy, Daddy, plenty of toys and bedtime stories”. A man of 40 said it was a place he returned to work after work to enjoy a hearty meal and rest. A housewife said, “Home means a lot of drudgery if you want to have it clean and comfortable”. A working woman, who has two children, said that she understands home as comfortable place of work and rest, a caring husband, hard-working children, understanding that “mum is working”. And finally we spoke to an American businesswoman. That is what she said, “A home is a place where you are always welcome and safe, where love is unconditional, where our soul rests peacefully. And generally speaking, a house starts to be a home when it is warmed by people who live in it”.

Say, what you look for in your family life at home and why? Put the features below into order of priority:

a) Comfort
b) Good things to eat
c) Friendly atmosphere
d) Isolation and independence
e) Care and attention
f) Support in troubles
g) Good reasonable advice
h) Interesting people to meet
i) Living space
j) Luxury
k) Amenities of home life
l) All modern conveniences

Highlights, p.215 Ex. 6
Challenge, p.126 Ex. 1
Highlights, p.231 Text “Housing in Britain”
p.232 Text “Where Americans Live”
Listening Comprehension “London Skyline”
### LONDON SKYLINE

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>quirky</td>
<td>unusual and odd, but in a good way</td>
</tr>
<tr>
<td>modest</td>
<td>quite small or insignificant compared with other things of the same type</td>
</tr>
<tr>
<td>dwarfed</td>
<td>made to seem small compared to something else</td>
</tr>
<tr>
<td>sprung up</td>
<td>suddenly appeared</td>
</tr>
<tr>
<td>irreverently</td>
<td>without showing proper respect</td>
</tr>
<tr>
<td>obstruct</td>
<td>stop, block, or make something difficult to do</td>
</tr>
<tr>
<td>plain</td>
<td>very; used to emphasize the adjective that follows it</td>
</tr>
<tr>
<td>tide</td>
<td>(here) increasing amounts of something</td>
</tr>
<tr>
<td>thrown up</td>
<td>built or made quickly and without much care</td>
</tr>
<tr>
<td>(to have) a head for heights</td>
<td>a feeling of being comfortable in high places</td>
</tr>
</tbody>
</table>

*Before listening questions:*
1. What are skyscrapers?
2. What places in the world do you associate with skyscrapers?
3. Do you like skyscrapers?
4. Do you live in a city with lots of tall buildings?
5. Is it typical to give names or nicknames to buildings? Do you know any?
6. What is St. Paul’s cathedral?

*Listen to the programme to find out answers to the following questions:*
1. What skyscrapers are mentioned in the conversation? How do you think they look like?
2. Why are many people unhappy with these tall buildings?
3. How are skyscrapers located throughout London?
4. What have you learnt about St. Paul’s?

*Challenge, pp.127 – 130 Ex. 2 – 9*
*P.130 Class Communication*
*Challenge, p.131 Writing*
*Highlights, pp.227 – 229 Ex. 11, 13*
*p.233 Text “Types of Houses”*
*Listening Comprehension “Living in a Tiny Space”*
*Challenge, p.133 Revision and Consolidation (Ex. 1)*

### SUBUNIT 2. FURNISHING AND DECORATING

**FOCUS VOCABULARY** (Challenge, p.134)

**Rooms:**
Sitting room / = living room / = lounge, bedroom, bedsitter (BrE), kitchen, (entrance) hall, passage, nursery, study, bathroom / washroom (AmE), lavatory / = loo / = toilet / = WC (water closet), utility room, pantry, cellar;
**Articles (items) of furniture, household appliances and everyday objects:**
kitchen suite, refrigerator (fridge), freezer, dishwasher, electric (gas) cooker, microwave (oven), sink, tap (BrE) / = faucet (AmE), stool, chair, dining table; suite of furniture, built-in furniture, wall-unit, couch / sofa / sofa bed / settee, armchair, rocking chair, cupboard, bookshelf, corner-unit, chest of drawers, coffee table; bed-unit, dressing table, bedside table, wardrobe / clothes closet (AmE), cot (BrE) / = crib (AmE); bureau, cabinet (display ~, liquor ~), writing table; coat rack / hook / hanger, looking glass / = (hall) mirror; toilet articles, bath sponge, washtub, washing machine, tumble drier; computer, colour TV set, cassette recorder, record player, stereo system, CD player (compact disc player), DVD player (digital video disk player), VCR (video cassette recorder), air conditioner, iron, vacuum cleaner; plug, socket; ashtray; curtain; cushion; plant pot; lamp, desk lamp, standard lamp, chandelier; carpet / fitted carpet, rug, parquet floor;

**Other terminology:**
To decorate, to furnish, to install, to paint, to whitewash, to fix / = to repair, to switch on / off, to turn on / off, to have smth installed / repaired / painted, etc.

**Challenge, pp.135 – 139 Ex. 1 – 10**

**Highlights, p.250, Ex. 8**

**Challenge, p.139 – 143 Ex. 11 - 21**

**Highlights, p.217 Ex. 11 a)**

**p.230 Text “My Favourite Room”**

**Challenge, p.143 Class Communication Tasks 1, 3**

**p.144 Writing**

**TEXT “HOMES THAT THINK”**

**1a. Apart from phone calls and texting, what can you use mobile phones for?**

**1b. Read the text and choose the best title:**

1. New reasons to phone home.
2. Mobile phones in Europe.
3. How phone technology stops crime.

“First they changed our lives by allowing us to make phone calls while travelling. Then teenagers used them to send secret text messages. But in the future, mobile phones will allow us to control our lives and homes.”

Imagine you want to go home early but your house is still cold. Your mobile will let you switch on your central heating. You might accidentally leave the door of the fridge open. Don’t worry – your mobile phone will send you a warning message. Burglars may try to enter your house when you are on holiday. No problem! Your phone will tell you.

These ideas will probably be reality very soon. At Japan’s Combined Exhibition of Advanced Technologies, companies including Toshiba, Panasonic and Mitsubishi say they are going to use the mobile phone to create “intelligent homes”.

Panasonic’s “Econet” is already on sale. This piece of technology is the same size as a book. You put it on the kitchen wall and it allows you to communicate with your fridge, air conditioner, washing machine, oven and burglar alarm. It doesn’t matter where you are in a train, on the street, or at the airport; if you have your mobile phone you can control everything at home.

Mitsubishi plans to develop technology for forgetful shoppers. For example, if you want to know how many eggs or tomatoes you have left in your fridge, you will be able to use your phone to find out. It will ask your fridge to send you a picture and you will be able to view the picture on your mobile phone.
This technology probably won’t be available in the next two years, but it will certainly arrive eventually. All these new developments come from Japan. The Japanese love technology in a way many European countries can’t understand. Why? Because “Japanese consumers always want something new”, says Fumo Ohtsubo, the Director of Panasonic. And in terms of technology, where Japan leads the world follows.

3a. Answer the questions.
1. How did mobile phones change our lives, according to the text?
2. When will Econet be available?
3. What will Econet allow you to do?

Challenge, p.145 Revision and Consolidation (Ex.1)

SUBUNIT 3. LIVING OUT

FOCUS VOCABULARY (Challenge, p.146 – SEE THE BOOK) +

Other housing terminology: to let, to rent, loan, mortgage, lease.

Highlights, p.217 Ex. 11 b)
p.216 Ex. 9
Challenge, pp.146 – 149 Ex. 1 – 5
Highlights, p.218 Ex. 14
Challenge, pp.149 – 151 Ex. 6 – 9
Highlights, pp. 225, 226 Advertisements, Ex. 7, 8 (Finding a House)
Challenge, pp.151 – 153 Ex. 10 – 13
p.153 Writing + Class Communication Tasks 1, 5, 6, 7
p.157 Writing
p.158, 159 Revision and Consolidation (Ex. 1 – 4)

SUBUNIT 4. HOUSEHOLD CHORES

FOCUS VOCABULARY (Challenge, p.160)

Household appliances:
Hoover (BrE) / = vacuum-cleaner (AmE), washing machine, sewing machine, dishwasher, microwave oven, toaster, deep-freezer, electric iron, ironing board, knitting needles, broom, dustpan, brush (scrubbing ~), mop (a sponge ~; to ~ up), floor cloth, bucket, waste bin / = dust bin (BrE) / = waste basket / = garbage can (AmE), peg;

Tools and instruments:
Hammer, nail, scissors, pincers, screwdriver, wire, spade;

Around the house:
To have certain duties, to run / = to keep the house, to do / = to tidy up / = to clean the room / to do the cleaning, to keep the room tidy / clean, to clean the carpets, to make a mess, to be in a mess, to make the bed, to do the ironing / = to iron (linen) / = to press clothes, to do the cooking / = to cook, to do the sweeping (BrE) / = to sweep the floor (AmE), to do the hovering (BrE) / = to vacuum (AmE), to polish the floor, to do the washing (BrE) / = to wash clothes / to do the laundry (AmE), to do the washing up (BrE) / = to do dishes / to wash up (AmE), to dust the furniture / = to sweep off the dust / = to wipe the dust off (every surface in the room), to scrub the dirt off with a scrubbing brush, to beat the dust out of smth, to polish the furniture, to tidy up / to hang up the clothes, to feed domestic animals, to do / = to clear away the dishes, to mend, to sew, to knit, to replace, to remove;

In the garden:
To cultivate / to plant flowers, to weed flowerbeds, to mow loans, to grow vegetables, to dig potatoes, to cultivate / to fertilize land;

**At a garage:**
To check, to serve, to arrange, to register;

**Adjectives:**
Clean / = neat / = tidy, spotless, dusty, dirty / = untidy / = filthy

Challenge, pp.161, 162 Ex. 1 – 3
Highlights, p.242, Ex. 11, 12
Challenge, pp.162, 163 Ex. 4, 5
Highlights, p.244 Ex. 19, 18
p.250 Ex. 6
Challenge, p.164, 165 Class Communication + Writing
Highlights, p.253 Text “What is a Housewife?”
p.253 Ex. 15
Discussion “House and Home”
pp.166, 167 Revision and Consolidation (Ex. 1, 2)

**SUBUNIT 5. PETS**

**FOCUS VOCABULARY** (Challenge, p.168 – SEE THE BOOK)

Challenge, pp.168 – 170 Ex. 1 – 4
p.170 Text “Are They Not Sweet?”
p.170 Class Communication
Vocabulary to the Unit (pp.173 – 194)
UNIT III. WHATEVER MONEY CAN BUY

SUBUNIT 1. BUYING FOODSTUFFS

FOCUS VOCABULARY (Challenge, p.273)

Kinds of shops: market (to be on the ~, to come into the ~), street vendor, store (AmE) = shop (BrE), convenience store (AmE) = corner shop (BrE), toy store (AmE) = toy shop (BrE), grocer’s = grocery, supermarket (AmE) = hypermarket (BrE), shopping mall (center) (AmE) = shopping centre (BrE), shopping precinct = superstore, baker’s = bakery, confectioner’s = confectionery, dairy, greengrocer’s = greengrocery, butcher’s, fishmonger’s, delicatessen, tobacconist’s, liquor store (AmE) = off licence (BrE), self-service shop;

Shopping facilities: shopping bag = carrier bag, shopping basket = wire basket, cart (AmE) = trolley (BrE), cash register (AmE) = till (BrE), cash desk, counter (checkout ~), barcode, information desk, scales, shop-window, fitting-room;
People: shopper = customer = buyer = client, consumer, salesman, saleswoman, salesgirl, shop assistant (BrE), storekeeper (AmE) = shopkeeper (BrE), cashier = checker, store detective; Nouns: shopping list, cash (to pay in ~), change (small ~, to keep the ~), choice, cost (the ~ of living), price (reasonable ~, at a ~, half~, retail ~, wholesale ~), value, receipt, specials, bargain (to be a ~, to go ~ hunting, bargain is a bargain, wet ~), discount (to offer = to give a ~ for smth), expiry date, expenses (at one’s expense); Adjectives: {cheap, low, expensive, high, pricy (pricey), priceless, reasonable} – about price, valuable – about quality; Verbs (shopping activities): to sell (~ well / ~ badly, ~ at a profit / ~ at a loss, ~ for $100, ~ out, ~ like hot cakes), to offer, to suggest; to buy (~ for nothing, ~ for a song, ~ for $100), to do the shopping, to make a purchase, to bargain = to negotiate, to choose, to drop into a shop, to spend money (~ on smth), to stock up, to have money on / about oneself, to pay, to line (up) (AmE) = to queue (up) (BrE); to cost (~ a fortune = ~ a lot of money); to rise = to increase – to cut = to reduce; to be in stock / to be out of stock; to pay in cash / to pay by cheque / to pay by credit card; to be of bad / poor / high / fine quality; to be of great / little / some / no value

Challenge, pp.274 – 276 Ex. 1 - 5

SHOPPING FOR FOOD

1. I usually do my shopping in the evening/morning. As I live with my family/with my friends/alone/in the hostel I (don’t) have to do all shopping for food myself.
2. Lots of different kinds of shops surround us. You can buy bread and pastry at the bakery, meat, ham, bacon and sausages at the butcher’s (enlist all kinds of shops and explain what you can buy there. Try to use as many words from your focus vocabulary as you can).
3. As for me I prefer to do my shopping for food at …(supermarket, corner shop, etc. – speak about yourself. Use the text “At the supermarket”)

Challenge, pp.276, 277 Ex. 6, 7
SUBUNIT 2. DEPARTMENT STORE

FOCUS VOCABULARY (Challenge, p.286 – SEE THE BOOK)

Challenge, pp.287 – 290 Ex. 1 – 7

SHOPPING FOR CLOTHES

1. I go shopping for clothes once a month/every week/when I have money on me etc. As a matter of fact, clothes are something that I am (not) really interested in. I like to wear ….. (say several sentences about your style). I never wear …

2. I usually buy ready-made clothes, so I can go to a supermarket, to a market, to a boutique or to a department store. (Speak about shopping at the department store, text p. 288). In clothes shops you pay the fixed price and can’t bargain. But you can wait until the sales when many goods are reduced in price. I like to find things about which I can say: “It’s a real bargain!”

3. Wherever I go to buy some clothes, first I find the item I need there, then I look at the label inside to see the size, material and make. Then I always look at the tag to see the price (it’s really important for me!). Then I go to the fitting room to try the clothes on. If they fit me, suit me and I think they will go together with other clothes I have, I go to pay the cashier who I can find at the cash-desk. I always try to keep the receipt to be able to exchange my purchase or get a refund if something goes wrong with it.

Challenge, pp.290 – 292 Ex. 8 – 10

TEXT “HOW DO YOU SHOP”?

Shopping is an integral part of our life. We go shopping for food, clothes, household goods, electric appliances, flowers, furniture, souvenirs, drugs and lots of other things. Different kinds of stores surround us and offer us various goods. But the real question is whether we do our shopping with pleasure and satisfaction or we regard it as an inevitable duty.

People say that if you like window-shopping and prefer to go shopping in large stores in the city centre, you are a fun shopper. Congratulations! You really love this thing! You enjoy every minute you spend on it, you can wander about shops for hours. They say such people often go shopping with friends, think much about the brand name and sometimes take advice from shop assistants.

If price is much more important for you than a brand name, if you usually go shopping alone taking no advice from anyone, you are a practical shopper. Do you spend hours in stores and at markets? Yes, you do, but not for entertainment – you always hunt for bargains! Congratulations! You always get the cheapest! Such people examine goods carefully, pay attention to the expiry date and always get a refund if they want to.

If you hate large overcrowded stores and find it more convenient to do your shopping in small local shops where you know people, they say you are a reluctant shopper. You know exactly what you want and mostly take care about quality. You prefer to go shopping with someone of your family, and if it is impossible, you will ask for their advice. You would like them to do all the shopping themselves. Congratulations! You’ll never waste your money and buy things you don’t really need!

Challenge, pp.292 – 295 Ex. 11 – 13

p.295 Class Discussion
p.296 Writing
p.297 Class Communication, Tasks 1 – 3
pp.298, 299 Revision and Consolidation (Ex. 1 – 3)
SUBUNIT 3. CLOTHING

FOCUS VOCABULARY (Challenge, p.300 – SEE THE BOOK)
SUBUNIT 4. SHOP TILL YOU DROP
SHOPPING FOR CLOTHES

FOCUS VOCABULARY (Challenge, p.316 – SEE THE BOOK)

Challenge, p.301 – 312 Ex. 1 – 25
p.313 Class Discussion
Listening Comprehension “The Meaning of Clothes”
Challenge, pp.313 – 315 Revision and Consolidation (Ex. 1 – 7)
ON A SHOPPING SPREE

FOCUS VOCABULARY (Challenge, p.326 – SEE THE BOOK)
TEXT “ON A SHOPPING SPREE”

When I am in a shopping mood and I have some money on me I like going on a shopping spree. Or when my purse is empty I like window shopping with my friends. Especially I like shopping for cosmetics and sometimes for jewellery. I should say I don’t usually wear much cosmetics, just some … (say what you use). But for special occasions I make up absolutely differently. So, foundation, lipstick, mascara are things of great importance for me.

What can I say about jewellery? Every girl likes it. As for me, I wear … I prefer … (speak about metals and precious stones). It doesn’t really matter for me if a piece of jewellery is expensive or not. I just like to have them as sentimental presents from close people. I know years will pass by me, but I still will be able to open my jewellery box and recollect some sweet or joyful moments of my life.

One more thing I like shop for is gifts. Giving gifts makes me happy. I always try to find something special for my friends and relatives. I like searching gifts in large and small shops, spending hours on choosing, hunting for unique things – and sometimes I am lucky to find real bargains!
UNIT IV. DO WE EAT TO LIVE OR LIVE TO EAT?

SUBUNIT 1. DAILY MEALS

FOCUS VOCABULARY  (Challenge, p.195)

Meals
Breakfast
Brunch
Lunch
Dinner (to have = to take = to eat ~)
Supper (to make = to prepare ~)
The elevenses (BrE)
A bite / = a snack
To bite (bit – bit(ten))
Tea (afternoon ~, 5 o’clock ~, high ~; for all the ~ in China)

Courses
Afters / = dessert
Appetiser (BrE) / = Appetizer (AmE) / = starter / = hors d’oeuvre (Fr)
Course
The first course / = soup course
The main course / = meat course / = entrée (Fr)
Speciality (BrE) / = specialty (AmE)

TEXT “MEALS”

Not everybody uses the same names for meals: there are quite wide regional and social differences.

BRITISH USAGE:

a) Midday: dinner or lunch
   The midday meal is called dinner by many people, especially if it is the main meal of the day. Middle and upper class people usually call it lunch.

b) Afternoon: tea
   A light meal of tea and biscuits or cakes at 4-5 o’clock in the afternoon.

c) Early evening: high tea or supper
   A cooked meal around 5-6 o’clock.

d) Late evening: supper or dinner
   A meal later in the evening is called supper (some people use it for a bedtime snack)
   Some people use dinner for the evening meal if it is the main meal of the day. A more formal evening meal with guests, or in a restaurant, is called dinner, esp. by middle and upper class people.

AMERICAN USAGE:

Generally use lunch for the midday meal and dinner for the evening meal. Celebration meals at Christmas and Thanksgiving are called Christmas / Thanksgiving dinner, even if they are eaten at midday.

Challenge, p.195 Text “Mealtimes”
p.196 Ex. 1, 2
p.197 Words in Context, Word Use
pp.198, 199 Ex. 3 – 7

TEXT “ENGLISH TRADITIONAL EATING HABITS”

Some people have their biggest meal in the middle of the day and some have it in the evening, but most people today have a small mid-day meal – usually sandwiches, and perhaps some crisps and some fruit.
   We have three main meals a day:
Breakfast – between 7:00 and 9:00,
Lunch – between 12:00 and 1:30 p.m.,
Dinner – (sometimes called supper) – the main meal, eaten anytime between 6:30 and 8:00 p.m. (Evening meal)
Traditionally, and for some people still, the meals are called:
Breakfast – between 7:00 and 9:00,
Dinner (the main meal) – between 12:00 and 1:30 p.m.,
Tea – anywhere from 5:30 at night to 6:30 p.m.

The traditional English breakfast consists of eggs, bacon, sausages, fried bread, baked beans and mushrooms. Even though not many people will eat this for breakfast today, it is always served in hotels and guest houses around Britain. The traditional English breakfast is called “The Full English” and sometimes referred to as “The Full English Fry-up”.

Many children at school and adults at work will have a “packed lunch”. This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. “The packed lunch” is kept in a plastic container. Sandwiches are also known as a “butty” or “sarnie” in some parts of the UK.

The evening meal is usually called “tea”, “dinner” or “supper”. A typical British meal for dinner is “meat and two veggies”. We put hot brown gravy (traditionally made from the juices of the roast meat, but more often today from a packet!) on the meat and usually the vegetables. One of the vegetables is almost always potatoes.

The traditional meal is rarely eaten nowadays, apart from on Sundays. A recent survey found that most people in Britain eat curry! Rice or pasta dishes are now favoured as “The British Dinner”. Vegetables grown in England, like potatoes, carrots, peas, cabbages and onions are still very popular.

On Sundays the main meal of the day is often eaten at midday instead of in the evening. This meal is usually a Roast Dinner (or Sunday Roast) consisting of a roast meat (cooked in the oven for about two hours), Yorkshire pudding and two or three kinds of vegetables. The most common joints are beef, lamb or pork; chicken is also popular. Beef is eaten with hot white horseradish sauce, pork – with sweet apple sauce, lamb – with green mint sauce. Gravy is poured over the meat.

**SUBUNIT 2. FOOD AND COOKING**

**FOODSTUFFS**

*FOCUS VOCABULARY*  
*(Challenge, p.200)*

**Meat**
Meat: beef, veal, pork, mutton, lamb, moose, venison
Smoked meat
Liver
Kidneys
Bacon
Ham
Sausage (smoked ~)
Wiener (*AmE*)

**Poultry**
Poultry: chicken, duck, goose (*geese pl.*), turkey

**Fish and seafood**
Fish: cod, haddock, herring, perch, pike, salmon, sole, sturgeon, trout, tuna
Fish (dried ~, salted ~, smoked ~ / = kippers; tinned ~ (*BrE*) / = canned ~ (*AmE*)
Sardines (*to be packed like sardines*)
Sprats
Shellfish: crabs, crayfish, mussels, lobster, oysters, shrimps (*BrE*) / = prawn (*AmE*),
calamari/squid
Caviar (black ~, red ~)

**Dairy products**
Butter (to spread ~ on bread)
Milk (butter ~, long-life ~)
Cheese (cottage ~, cream ~, soft ~, top ~)
Cream (sour ~, sweet ~)
Margarine
Mayonnaise
Yoghurt
Curds
Kefir

**Bread and pastry**
Pastry
Bread (brown ~, rye ~)
Baguette (*Fr*) / = French stick/loaf (loaves *pl.*) (*AmE*)
Bun
Roll (hamburger ~)
Cake (honey ~, chocolate ~, layer ~, birthday ~, wedding ~)
Pie
Croissant (*FrE*)
Doughnuts (*BrE*) / = donuts (*AmE*)
Muffins
Biscuits (*BrE*) / = cookies (*AmE*)
Waffles
Rusks
Cracknels
Sooshka

**Dry groceries**
Cereals:
Buckwheat, oatmeal, rice, semolina, millet, cornflakes
Corn
Flour
Pasta: macaroni, noodles, spaghetti
Baking soda
Yeast

**Confectionary**
Chewing gum; peppermint; chocolate; sweets (*BrE*) / = candies (*AmE*); lollipop, lolly (*BrE*) / =
lollypop (*AmE*); toffees (not for ~)
Fruit and berries
Apples, apricots, bananas, citrus fruit, grapes, grapefruit, kiwi fruit / = Chinese gooseberry, lemons, mango, nectarines, oranges, peaches, pears, pineapples, plums, pomegranates, tangerines, persimmon, bilberries, blackberries, blueberries, cherries, sweet cherries, cranberries, currants (black/red), gooseberries, raspberries, strawberries, watermelon, melon (honey~), cantaloup (BrE) / = cantaloupe (AmE)

Dried fruit
Dates, prunes, raisins, dried apricots

Nuts
Almond, coconut, hazelnut, peanut, walnut
**Vegetables**
Potatoes (new ~), cucumbers (pickled ~), carrots, tomatoes, peppers, onions (spring ~), beet(s) (sugar~), cabbage, broccoli, Brussels sprouts, cauliflower, aubergines (BrE) / = eggplants (AmE), beans (French ~), peas, marrow (BrE) / = zucchini (AmE), squash (AmE), turnips, radishes (a bunch of ~), garlic, lettuce, leek, sorrel, spinach, celery, herbs: parsley, dill; mushrooms

**Sauces and spices**
Salt (seasoning ~), pepper, oil (olive ~, sunflower ~, vegetable ~), vinegar, ketchup (BrE) / = catsup (AmE), mustard, curry, clove, bay leaf, chilli (BrE) / = chili (AmE), ginger, cinnamon, mint, syrup (maple ~)
Quantities
A bar of chocolate
A block of ice
A bunch of grapes / bananas
A clove of garlic
A dozen (of) eggs
A drop of sauce
A head of cabbage
A joint of meat
A lump of sugar
A loaf of bread
A pinch of salt
A pint of beer / milk (pint = 0,568 litre (the UK), 0,473 liter (the USA)
A piece of cake / toast
A pound of butter (pound = 453,6 gr.)
A segment of orange
A slice of bread / cheese
A squeeze of lemon

Containers
A bottle of wine
A box of eggs / matches
A cup of tea / coffee
A glass of water
A packet (BrE) / = a pack (AmE) of cigarettes
A table / tea spoon of sugar
Traditional English cuisine includes fish and chips, roast beef, steak, mash, and probably famous pudding. Certainly we may find different kinds of food in any restaurant in England, but these are the popular I guess because many Englishmen, answering the question about their gastronomy stereotype, will name these things.

A real English cuisine distinguishes itself either due to its high quality and high prices (for example, in such restaurants as Wiltons or Green’s), or is not so expensive if you are satisfied with Bangers & Mash (can be found in any “Caffs”). A lot of bistros, snack bars, and even pubs provide us with sandwiches as well as dishes of the European cuisine.

Small cosy restaurants became more popular than big ones, which are decorated by the fashionable designers. And one more thing is pubs where the traditions of them are combined with modern – the British cuisine nowadays. The day starts with affordable lunch in the best restaurants. You may have a snack in Fast Food Shops, where you will find pizza and hamburgers and it is also available in some small fast-food bars. If you have a wish, you may make a culinary voyage in London. Indian cuisine, Chinese cuisine, American cuisine and even African cuisine are represented in the restaurants of London.
DISHES

FOCUS VOCABULARY (Challenge, p.206)

Batter
Broth / = clear soup
Cabbage rolls / = stuffed cabbage
Pig-in-the-blanket (AmE)
Chop
Crepe
Curry
Custard
Cutlet
Dressing (a salad ~), to dress (e.g. This dish will dress well with white cheese)
Dumplings (Ukrainian ~)
Eggs (hard-boiled ~, soft-boiled ~, fried ~, scrambled ~)
Fish and chips
French fries
Garnish
Gravy
A hamburger
Iced lemon tea
Jelly
Kebab (BrE) / = kabob (AmE)
Milkshake
Omelette (BrE) / = omelet (AmE)
Pancakes
Pickles
Porridge
Potatoes (baked ~, boiled ~, fried ~, mashed ~, roast ~)
Potato chips
Preserves
Jam / = confiture / = pozzy
Pudding
Roast beef
Salad (fruit ~, mixed ~, vegetable ~, green ~)
Sandwich (cheese ~, meat ~, sausage ~, prawn salad ~, tuna ~)
Sauce
Sauerkraut
Soup (beetroot ~, cabbage ~, fish ~, milk noodle ~, pea ~)
Steak (rare / medium / well-done) (round ~, sirloin ~, pin bone ~, porterhouse ~, T-bone ~)
Toast
Whipped cream
The first meal of the day in the morning is breakfast (usually eaten between about 7:30 and 9:00). Many British people eat toast with butter or margarine and jam (often strawberry, raspberry, apricot or blackcurrant jam), marmalade (a type of jam made from oranges) or Marmite (a dark brown spread made from yeast). Melon, grapefruit or fruit cocktails are popular. Others eat a bowl of cereal; for example, cornflakes or muesli with milk, or porridge (a mixture of oats, hot milk and sugar). A traditional English breakfast (also known as a cooked breakfast or a fry-up) is a cooked meal which may contain food such as sausages, bacon, kippers (herring - a type of fish - which has been covered in salt and smoked), black pudding, scrambled or fried or poached egg, mushrooms, fried tomatoes, baked beans, hash browns and toast. People sometimes eat a boiled egg, dipping (dunking) strips of toast (soldiers) into the egg yolk. A continental breakfast is a small meal and is not cooked; for example, a bread roll or croissant with cheese or ham and a cup of coffee. The most common drinks at this time of day are orange juice or a cup of breakfast tea.

Many people have a tea-break at about 11:00 in the morning (eleven). If a meal is eaten in the late morning instead of both breakfast and lunch, it is called brunch.
**Lunch** (sometimes called more formally **luncheon**) is the meal eaten in the middle of the day (usually between about 12:30 and 2:00). Many people eat a sandwich (also known as a butty or sarnie in some parts of the UK). Some people have a simple meal such as cheese and biscuits or soup and bread. A **ploughman's lunch** is a traditional lunch for farmers: a bread roll, Cheddar cheese, Branston pickle and salad, perhaps with a pork pie. It is also traditional for people to go to a pub with some friends for a pub lunch and a drink.

![Image of lunch items]

Shepherd's pie, peas and tomatoes  
Bangers (sausages) and mash  
A Christmas lunch: turkey, sausage, bacon, bread sauce, sprouts, potatoes

Ploughman's lunch  
Roast beef, roast potatoes, green beans and gravy  
Fish and chips

A Sunday roast is a traditional meal eaten by a family at **Sunday lunchtime**; for example, roast beef with roast potatoes, parsnips, peas, Brussels sprouts, green beans, Yorkshire pudding, bread sauce and gravy. Mint sauce or redcurrant jelly is often eaten with lamb, apple sauce with pork, and horseradish sauce (a type of mustard) with beef, cranberry sauce with turkey. Stuffing may be eaten with chicken or turkey.

**Tea-time** is a small meal eaten in the late afternoon (usually between about 3:30 and 5:00). People may drink tea, and often eat biscuits (American English: cookies), cakes or savoury foods such as sandwiches, crumpets or tea-cakes. Occasionally people may have a **full afternoon tea** or a **cream tea**: this includes a scone with jam and cream (usually either whipped cream or thick clotted cream) as well as a selection of sandwiches and cakes. For an example of a traditional afternoon tea menu, see the Ritz Hotel's site: [http://www.theritzhotel.co.uk/tea/teamenu.asp](http://www.theritzhotel.co.uk/tea/teamenu.asp)

**High tea** is a light meal eaten in the early evening (for example, 6 o'clock) served with a pot of tea; this is popular in north England and Scotland. **Supper** is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). **Dinner** is another common name for supper, but sometimes it is also used to refer to lunch, especially when this is the main meal of the day. A dinner party is a formal evening meal to which guests have been invited. A common type of cooked meal in Britain is meat and two veg. This is a meat dish served together on the
same plate with two types of vegetable, one of which is often a type of potato. It is common to eat a dessert (also known as a pudding, or informally as afters) after the main dish. You can see an example of a traditional English restaurant menu from the website of Rules, the oldest restaurant in London: http://www.rules.co.uk/rest/mfmenu.html.

Rice pudding  Fruit crumble and custard  Trifle

It is increasingly popular for British people get a takeaway or go to a restaurant instead of cooking at home, and often this is used as a chance to try different types of food. Most towns have an Indian restaurant, serving foods such as curry and chicken tikka masala. Chinese restaurants are also very common; popular dishes include sweet and sour pork and aromatic duck. Many people like Italian pizza and pasta dishes. Fast food restaurants often serve beef burgers or fried chicken. Fish and chip shops are still popular, especially in towns by the coast. There is an old tradition of eating fish on Friday.

British people enjoy eating snacks between meals. These include sweets (American English: candy) and crisps (American English: chips).

COMMON IDEAS ABOUT BRITISH FOOD

Many visitors to Britain do not have a clear idea about British food. Below are responses to some comments made by international students after being asked the question, "What do you think about British food?"

"What is it?"
Many visitors do not know what British food is, maybe because there are not many British restaurants in other parts of the world. If so, you can learn about some types of traditional British food by exploring all of the pages in the Britain/Food section.

"It's greasy"
You may think that British people eat greasy food (like fish and chips or a fried breakfast) every day. You may be offered a cooked breakfast every day if you stay in a hotel or bed and breakfast, but this is not normal life. Most British people only eat these foods occasionally (perhaps once a week, or less often). Britain is a dairy country, however - so milk, butter, cheese and cream are used more than in some countries.

"It's boring"
Perhaps you have already stayed in the UK and found the food boring or not tasty. This could be because you haven't tasted good home cooking or the food in high quality restaurants. There is actually a very wide variety of food. As well as the traditional British food shown here, there are also Chinese dishes, Indian curry, Spanish tapas, Italian pizza or pasta, Turkish kebabs, Japanese sushi and so on. Ingredients are available from many parts of the world, both in specialist shops and in ordinary supermarkets.

"It's dangerous"
British farmers have had some problems in recent years due to the spread of BSE (mad cow disease) within cattle in the 1990s, and then foot-and-mouth disease within sheep in 2001. These diseases caused many animals to be killed, and led to the introduction of new controls. Scientists believe that BSE can be passed to humans as a disease known as variant CJD, but cases are rare and seem to be linked to times before the new controls were put in place. Foot-and-mouth in
sheep is not passed on to humans by eating lamb, and since 2001 there have only been a few cases of the disease in sheep. So is it safe to eat British meat? Probably - most British people continue to eat it, and the controls in the UK are now some of the tightest in the world. There are many shops or restaurants selling vegetarian and organic food if you prefer to eat this.

**Video “Food in Britain”**

**TEXT “IN SEARCH OF GOOD ENGLISH FOOD”**

**Pre-reading tasks**

**Task 1.**

Do you know any typical meals from the following countries?
- France
- India
- Switzerland
- Turkey
- Spain
- America
- Italy
- Mexico
- Greece
- England

What do you think influences a country’s food? What influences the food in our country?

**Task 2.**

Read these quotations about English food. Do all the people have the same opinion about English food?

1) “It takes some skill to spoil a breakfast – even the English can’t do it!” *J.K. Galbraith, economist*

2) “On the Continent people have good food; in England people have good table manners” *George Mikes, writer and humorist*

3) “If the English can survive their food, they can survive anything!” *George Bernard Shaw, writer*

4) “Even today, well-brought up English girls are taught to boil all vegetables for at least a month and a half, just in case one of the dinner guests comes without his teeth!” *Calvin Trillin, American writer*

5) “English cooking? You just put things into boiling water and then take them out again after a long while!” *An anonymous French chef*

**Reading.**

Read the text quickly. Match a paragraph 1 -5 with a summary below.

- Historical and climatic influences on British cooking
- There is everything except an English restaurant
- The legacy of World War II
- Where there is hope for the future
- The British love affair with international cooking

How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian – but where are the English restaurants? (1)
It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagna instead of shepherd’s pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the beginning of the 21st century and we can get ingredients from all over the world in just a few hours. Anyway, wasn’t English food always disgusting and tasteless? Wasn’t it always boiled to death and swimming in fat? The answer to these questions is a resounding “No”, but to understand this, we have to go back to before World War II. (2)

The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world – chickens, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don’t need fancy sauces or complicated recipes to disguise their taste. (3)

However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English! (4)

However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd’s Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world! (5)

Comprehension Check

Read the text more carefully. Choose the best answer, a, b or c.

1. The writers believe that British cooking …
   a) has always been very bad.
   b) was good until World War II.
   c) is good because it is so international.

2. They say that the British …
   a) eat only traditional British food in their homes.
   b) don’t like cooking with foreign ingredients.
   c) buy lots of foreign ingredients.

3. They say that the British weather …
   a) enables the British to produce good quality food.
   b) often ruins fruit and vegetables.
   c) is not such an important influence on British food as foreign trade.

4. They say that World War II had a great influence on British cooking because …
a) traditional British cooking was rediscovered and some good cheap recipes were produced.
b) people had limitless supplies of home-grown food.
c) people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.

5. They say that …
   a) British tourists try lots of new dishes when they are abroad.
   b) nowadays it is very unusual for British people to cook British food.
   c) literature and language are more culturally important than food.

6. The writers’ final conclusion about British cooking is that …
   a) there is no hope.
   b) you will only be able to get British food in expensive restaurants.
   c) you will be able to get more good traditional British dishes, especially in pubs.

**COOKING**

**FOCUS VOCABULARY** (Challenge, p.209)

To heat (up)
To boil
To fry (in oil, fat)
To roast (without fat)
To grill
To barbecue
To simmer
To stew
To bake
To cut / to carve / to slice
To chop (up)
To beat up / to whip (~ eggs into a froth)
To mix / to stir
To peel / to shell
To pour (in, out)
To drain
To preserve
To garnish (~ with smth)
To coat (~ with smth) / to sprinkle (~ with pepper)
To dress (~ with smth) / to flavour
To measure / to weigh
To grate
To mash
To roll (~ up)
To rub (~ through, ~ into, ~ on, over, ~ smth to powder)
To ice
Cutlery and Kitchen Utensils and Appliances

Tableware
Plate (deep ~, serving ~)
Fork (serving ~, cocktail ~, fish ~; carving ~)
Knife (carving ~)
Spoon (table~, tea~)
Mug
Bowl (mixing ~)
Pan (frying ~, roasting ~, sauce ~)
Dish (casserole ~)
skillet
Carving board / = chopping board / = cutting board (AmE)
Colander
Ladle
Rolling pin
Peeler
Corkscrew
Opener (tin (BrE) ~ / = can (AmE) ~, bottle ~)
Skewers
Salt cellar (BrE) / = salt shaker (AmE)
Napkin (to fold a ~, to tuck a ~ under one’s chin)
Kettle (tea ~)
Blender
Food processor
Dishwasher
Cloth (table ~, oil ~)
Gas range
Pot
Cake pan
Baking sheet / tray
Mesh skimmer
Spatula
Beater
Scoop

Challenge, pp.210 – 216 Ex. 1 – 14

RECIPE FOR __________

In a small saucepan over medium heat, melt butter. Add flour and stir until the butter and flour are well combined. Pour milk, stirring constantly as it thickens. Add more milk depending on desired consistency.
2 tablespoons bitter
2 tablespoons flour
1 cup milk
Recipe
Quick Macaroni and Cheese Recipe
Ingredients
2 quarts water
1 Tbsp salt
2 cups uncooked elbow macaroni
2 Tbsp unsalted butter
1/2 lb cheddar cheese, grated (about 2 cups, packed)
1 teaspoon corn starch
2 teaspoons flour
1 cup milk
1/2 teaspoon lemon juice
1/4 cup ham, chopped into 1/4 inch cubes
Freshly grated black pepper
Method
1 In a medium sized bowl, mix corn starch into the grated cheese, so that the cheese is coated, set aside. This will help the cheese from getting too stringy.

2 Bring 2 quarts of water with the tablespoon of salt to a boil in thick-bottomed saucepan. Add the elbow macaroni and follow the cooking time instructions on the package, minus about 2 minutes. (If your macaroni doesn’t come with instructions, start checking at 7 minutes). Cook until al dente - cooked through, but still slightly firm. Drain the water from the cooking pan.

3 While the macaroni is cooking, prepare the sauce. Melt the butter in a large saucepan on medium heat. Whisk in the flour. Slowly dribble in the milk, while whisking (to avoid clumping) until the sauce is smooth. Slowly add the grated cheese, while whisking, until smooth. Stir in the lemon juice. Add the cooked, drained macaroni and ham. Do not over-mix. Sprinkle in some freshly grated black pepper.

Serve immediately.
Chicken Kiev

Writing recipes help English learners in a lot of areas: Food related vocabulary, giving instructions, discussion of ideas - and having a meal together as a class! The following recipe is for Chicken Kiev with a follow up guide to the basics of writing and sharing a recipe. Cook together as a class and enjoy some good food while learning English!

Prep Time: 30 minutes  
Cook Time: 20 minutes  
Total Time: 50 minutes

Ingredients:

- 4 whole chicken breasts
- 1/2 cup bread crumbs
- 1/2 cup grated parmesan cheese
- 1 1/2 teaspoons oregano
- 1/2 teaspoon crushed garlic
- 1/4 teaspoon pepper
- 4 tablespoons softened butter
- 1 tablespoon chopped parsley
- 4 ounces cheese (any sharp cheese) cut into strips
- 5 ounces melted butter

Preparation:

1. Pound chicken breasts until 1/4 inch thin.
2. Mix together in a bowl bread crumbs, grated Parmesan cheese, 1 teaspoon of oregano, crushed garlic, and pepper.
3. In small bowl, stir together 4 tablespoons of melted butter, parsley and 1/2 teaspoon of oregano
4. Spread melted butter mixture across the middle of each chicken breast.
5. Lay a strip of cheese into the mixture.
6. Fold the edges of the chicken breast over and roll the chicken breast.
7. Dip each chicken breast into the melted butter.
8. Roll each chicken breast in the bread crumb mixture.
9. Place chicken breasts in a 9 by 13 inch baking pan.
10. Cover and refrigerate for at least 4 hours.
11. Bake, uncovered, in a preheated 425°F oven for 20 minutes.

Important Vocabulary and Measurements

f
1 inch = 2.54 centimeters
Bake = cook in oven
Cook Time = time needed to cook meal.
Cuisine = which country or tradition the meal comes from
Cup = 250 ml
Dip = put into liquid
Grated = in tiny little flakes
Mix = usually with dry ingredients, combining ingredients
Occasion = appropraiate time or meal
Pound = beat flat
Prep Time = time needed to prepare meal
Refrigerate = put into refrigerator
Spread = put onto with a knife
Stir = usually with liquid ingredients, combining ingredients
Strip = thin, long piece
Tablespoon = 15 ml
Teaspoon = 5 ml
Type of Preparation = how to cook meal

Across
1. a thick, white, semisolid food made from milk or cream, used in cooking, esp. in soups, sauces, and on baked potatoes
4. a dish with upward curved sides
5. any of a variety of water birds with short, plump bodies, rounded beaks, and webbed feet
9. a large, green, oval-shaped fruit with a sweet, juicy, pink interior
12. a fish with reddish-pink flesh
13. a V-shaped tool used to hold and lift things
14. small, roundish bread
17. a Mexican bread of corn meal made in a thin layer and cooked on a grill
18. a round melon with rough skin and sweet, light-orange insides
21. a shallow pan with a handle used for frying food
22. a soft, white, smooth cheese made of milk and cream
26. a small, round, green seed that grows in long pods and is eaten as a vegetable
27. a round section of seasoned meat
29. grain, like wheat and oats, or food made of it
30. a green plant with long stems that are cooked and eaten
32. a large spoon used for measuring and eating food
34. to let flow, make s.t. stream out
35. a spoon holding approx. 1/3 of a teaspoon or 1/4 fluid ounce
36. a grain of the cereal grass family of ancient origin that is used for food and grows in wet areas
38. a small green citrus fruit
39. a tropical plant with a fruit that is brown and rough on the outside and has a sweet, yellow, juicy flesh on the inside

Down
2. to cook at a high temperature, as in an oven
3. a substitute for butter made from vegetable oils
4. the meat of cattle
6. plant in the cabbage family whose white, densely flowered head is eaten as a vegetable
7. salted, smoked meat from a pig's side
8. long, thin pasta, usu. eaten by winding it around a fork
10. any usu. box-shaped device used for cooking, baking, and heating food and other things
11. a small, sweet orange
14. yellowish fat made from milk or cream and used in cooking
15. 1,000 grams, or 2.2 pounds (lbs.)
16. gas in the air made by heated water under pressure
19. a small, peach-like fruit
20. a flat, round cake cooked until brown and made of flour, milk, eggs, and butter
22. food contents of a casserole
23. a plant with edible fruit shaped like a pear, usu. with purple skin
24. in the USA, a tall green plant with large, yellow seeds on long ears, fed to cattle or eaten cooked by people
25. to move s.t. (such as a spoon) in a circular motion through a liquid food mixture
26. a food dish of fruit, meat, or other foods cooked in a pastry crust
28. to add spices or flavoring to food
29. a small, round, usu. dark-red fruit that grows on a tree
31. a sweet, juicy fruit with a green, yellow, or brownish skin that is narrow at the top and wide at the bottom
32. the lining of a cow's stomach
33. to cook (meat, fish) with direct heat
34. to take the skin off a piece of fruit or vegetable
37. a measure of 8 fluid ounces or 16 tablespoons
English teenagers are to receive compulsory cooking lessons in schools. The idea is to encourage healthy eating to combat the country's spiralling obesity rate. It's feared that basic cooking and food preparation skills are being lost as parents turn to pre-prepared convenience foods.

Cooking was once regarded as an integral part of education in England - even if it was mainly aimed at girls. In recent decades cooking has progressively become a peripheral activity in schools. In many cases the schools themselves have given up cooking meals in kitchens on the premises. But the rising level of obesity, has led to a rethink about the food that children are given and the skills they should be taught. Ed Balls is the minister in charge of schools.

"What I want is for young people to be taught how to do basic, simple recipes like a tomato sauce, a bolognaise, a simple curry, a stir-fry - which they can use then at home and in their later life, experiment with, discover the joy of food, having got the basics under control."

The new lessons are due to start in September but some schools without kitchens will be given longer to adapt. There is also likely to be a shortage of teachers with the right skills, since the trend has been to teach food technology rather than practical cooking. Also the compulsory lessons for hands on cooking will only be one hour a week for one term. But the well known cookery writer, Pru Leith, believes it will be worth it.

"If we'd done this thirty years ago we might not have the crisis we've got now about obesity and lack of knowledge about food and so on. Every child should know how to cook, not just so that they'll be healthy, but because it's a life skill which is a real pleasure and we deny children that pleasure."

The renewed interest in cooking is primarily a response to the level of obesity in Britain which is amongst the highest in Europe, and according to government figures half of all Britons will be obese in 25 years if current trends are not halted.

Comprehension Check
BBC Learning English - Words in the News
Compulsory cooking classes - 23 January 2008

STUDENT WORKSHEET 2

VOCABULARY
Match these words and phrases to their definitions.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. integral</td>
<td>A. not enough teachers</td>
<td></td>
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<tr>
<td>2. peripheral</td>
<td>B. knowledge that you can use all your life, that will help you outside of school</td>
<td></td>
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<tr>
<td>3. on the premises</td>
<td>C. in the schools</td>
<td></td>
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<tr>
<td>4. obesity</td>
<td>D. practical, making or doing something with your hands</td>
<td></td>
</tr>
<tr>
<td>5. to adapt</td>
<td>E. essential, very important</td>
<td></td>
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<tr>
<td>6. a shortage of teachers</td>
<td>F. the way that most people (here, British people) are behaving continues</td>
<td></td>
</tr>
<tr>
<td>7. compulsory</td>
<td>G. extreme fatness</td>
<td></td>
</tr>
<tr>
<td>8. hands on</td>
<td>H. to change so that they are suitable</td>
<td></td>
</tr>
<tr>
<td>9. a life skill</td>
<td>I. something you are obliged or have to do</td>
<td></td>
</tr>
<tr>
<td>10. current trends are not halted</td>
<td>J. minor, not as important as other things (here, school subjects)</td>
<td></td>
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</tbody>
</table>
BBC Learning English – Words in the News
Compulsory cooking classes – 23 January 2008

STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS
Are the following sentences true or false?

1. In the past learning to cook was a key part of learning in the English education system. T/F
2. In the last 20 or 30 years cooking has become even more important in English schools. T/F
3. The schools minister wants all pupils to be able to cook like professional TV chefs. T/F
4. At the moment there aren’t enough teachers who know how to teach practical cooking because recently teachers have been teaching about food rather than about how to cook. T/F
5. Pra Leith thinks cooking is fun for children and that learning how to do it will help them a lot when they leave school when they are older. T/F
6. If people don’t change the way they eat, in less than 30 years time 50% of all British people will be very fat T/F

STUDENT WORKSHEET 3

COOKING VOCABULARY
Match these cooking verbs to their definitions or pictures.

1. peel A. cook by heating the food directly, for example, under a very hot surface in a cooker or on a barbecue
2. chop B. heat food
3. mix C. cook, for example fish, in gently boiling water or other liquid
4. bake D. cook food in hot oil
5. boil E. cut food into small pieces or slices
6. cook F. heat and cook food in very hot water
7. fry G. take the outer skin off, for example, a potato or apple
8. grill (or barbeque) H. use an electric microwave oven to heat or cook food
9. microwave I. cook food in an oven
10. poach J. combine ingredients together so that the result cannot be separated into its original parts
Task 4. Insert prepositions where necessary.
1. According …
2. To have interest … smth, smb
3. To be … control
4. To be aimed …
5. … 25 years
6. To be … charge … smth

TEXT “JAMIE’S KITCHEN”

Food lovers everywhere love the hottest young celebrity chef, Jamie Oliver. One big reason is his simple, easy, and, above all, tasty recipes, which he has put together in some excellent recipe books. Good food was always very important in Jamie’s family. His parents had a pub in the south-east of England and, from the age of eight, he started cooking and helping the chefs.

Recently, he started a new project. He opened a restaurant called “15” in east London. He gave himself nine months to take a team of unemployed 16-24-year-olds, with almost no previous experience of cooking, and turn them into top-class chefs. Jamie says his biggest lesson is that each individual needs a different approach. Some people learn quickly and others need a bit more time.

The project also became a TV series called Jamie’s Kitchen which millions of people watched. One of the real success stories is KerryAnn Dunlop. Originally she failed her college exams but after Jamie took her on, everything changed. Now she runs her own section of the kitchen. “Everyone is still having a really good time. We get tired sometimes but we have fun in the kitchen, and seeing everyone enjoying the meals we’ve prepared makes us all feel good.” And about Jamie she says, “He’s fantastic. He’s like a big brother or best friend to me now.” And what is she going to do next? “I think I’d like to work abroad. I’m going to apply for a job in a top New York restaurant.”

Video “Barbecued Salmon” (about Jamie Oliver)

Comprehension Check

Fill in the information according to the video into the following sentences.
1. He is famous for his recipes, his … , and … style.
2. In this …, he drives down to the … of England with friends from his … .
3. And while there, having fun on the … , he cooks a salmon with … herbs.
4. It’s a really … way of cooking … .
5. I put some fennel seeds to make it … with fish.
6. You’ve got to … it right inside the salmon.
7. It’s not staying on paper, it’s staying on … .

Exercise 1. Choose the correct word.
1. I particularly like Mexican and Indian kitchen / cuisine.
2. Frozen / Freezing fish is just as tasty as fresh fish.
3. My mum’s the best cooker / cook in the world!
4. Once the kettle / teapot has boiled, pour the boiling water over the jelly cubes. They’ll melt within seconds!
5. Excuse me. Could we have the catalogue / menu, please? We’d like to see what you have for dessert.
6. Boil the eggs for three minutes in a saucepan on the grill / hob / oven.
7. Any meat that’s kept in the fridge / freezer should be defrosted thoroughly before cooking.
8. Grandma’s having her new chef / cooker delivered next week. It’s gas, so it will make cooking much easier for her.

9. Chilli con carne is one of my favourite plates / bowls / saucers / dishes. It’s delicious!

10. Are you going to get your suit dry-cleaned for the Carltons’ dinner / lunch party tomorrow night?

11. My friend Sally is a true vegetable / vegetarian / vegan, so she doesn’t eat meat, fish or even any milk products like cheese!

12. Let’s get Chinese takeaway / fast food tonight.

13. Fizzy / Soft drinks are gassy because they’ve got carbon dioxide in them.

Exercise 2. Read 10 different ways of explaining things (what something is, how to do something, etc) and decide where these texts appear.

A. In the instructions for a dishwasher
B. On a menu
C. In the instructions for a washing machine
D. In an advertisement for a restaurant
E. In the instructions for an electric cooker
F. In a toast at a celebration
G. In a recipe book
H. In an article on dieting
I. On a sign in a health food shop
J. In an article on organizing a dinner party

1. Only heat-resistant ceramic and glass dishes should be used for oven baking/roast _____
2. A homemade chunky and succulent beefburger, filled with mozzarella cheese and served with a side salad and baked potato _____
3. Wash the carrots and slice. Set to one side. Boil the potatoes for six minutes or until slightly soft to the touch _____
4. Open seven days a week. Ideal for wedding receptions, birthday parties and other special occasions _____
5. Large plates, dishes and bowls should be loaded into the bottom rack (1). Glasses should be placed upside down on the top rack (2). Cutlery should be placed in the cutlery container (3) _____
6. Are you fed up with trying to lose weight and failing? DOREEN brown asks top nutritionists how we can lose that fat, and not put it back on again _____
7. Make a not of all the things you have to do before your guests arrive (laying the table, getting changed, etc), and when you have to do them. If you are planning to cook the meal yourself (rather than having catering), make sure you choose a menu you know well. Do not experiment with new dishes on this kind of occasion _____
8. Whites and delicate items should be washed separately _____
9. I ask you all to raise your glasses so we can drink to my wonderful great-grandfather, ninety-seven years young today! _____
10. Vegetarian and Vegan Products _____

Exercise 3. Use the word given in brackets to form a word that fits in the gap.

Creating your own dishes

Good cooking is always a strange (MIX) ………. of science and art and you certainly have to be fairly (CREATE) ………. if you want to come up with your own recipes. All cooking also demands a fair amount of (PREPARE) ………. and this is doubly true when you are producing (ORIGIN) ………. dishes. You also have to be thick-skinned. You’ll be (SURPRISE) ………. by how honest people can be when it comes to food. I’ve had people tell me my latest dish is (DISGUST) ………. and (THOROUGH) ………. inedible! Sometimes, they were right! But don’t get upset. Just smile (SWEET) ………. and thank them for their valuable opinion. And
never forget that when you are waiting (ANXIOUS) ……… to hear whether or not your “masterpiece” is a success and they suddenly show their (APPRECIATE) ………. you will realize it was all worth it. My tips: home-(GROW) ………. vegetables are always the tastiest. Every good cook needs a top-quality (MIX) ………. It is an essential piece of kitchen equipment, not a luxury. Make sure you’ve got lots of good-quality food storage (CONTAINER) ………. And, finally, remember that designing a new dish is not about (SAFE) ………. It is about taking risks, and learning from your mistakes. Have fun in the kitchen!

TEXT “DO WE LIVE TO EAT OR EAT TO LIVE? THAT IS THE QUESTION”

I remember as a child growing up in Britain having fish and chips or baked beans on toast at least twice a week on my lap while watching my favourite cartoon. Of course I enjoyed my food but it wasn’t something I often talked about. Now, I’m not blaming my culture for my lack of interest in food at an early age. Perhaps my silence was due to the fact that I didn’t know anything about food. How many children know that prawns only turn pink when they are cooked and that tuna does not come from a can? Now after having lived in Southern Europe, Asia and Australia I find myself talking about food all the time. The world has seduced my taste buds and opened my mouth.

Food that’s plain and simple is often the best but not always so. For many of us food is a need. For others, food is a friend. Yet to some others food is an enemy. Cravings grip us at all the wrong times while we struggle to follow a strict diet that turned all our favourite desserts into mortal sins. There are others who regard food as an investment. To them, food has some kind of special powers that can control their lives, for better or for worse. If that’s the case, it’s time to change and make food work for us.

Let’s start by using food the way you would use a pencil or a pair of scissors. We begin using food as a tool. Like tools, some food works well for some tasks and some is specially designed to accomplish others.

Let’s say you’re feeling down. You had a tough day or a tiff with a best friend that drove you round the bend. You decide to treat yourself to a bar of chocolate –nothing like chocolate to perk you up. Unfortunately you’re setting yourself up for a higher dose of the blues. That’s because chocolate bars have a hefty amount of fat and sugar – which takes a long time to digest and can draw energy away from your brain – and caffeine which will temporarily boost your mood and alertness but send you crashing back down as soon as its effect starts to wear off.

Does this mean snacking is a bad idea when you’re feeling down? Not at all. You just have to do it wisely. In place of a chocolate bar, have a slice of toast with chunky marmalade. Then instead of fat and caffeine you’ve just given yourself a dose of vitamin C that has been shown to fight depression. In addition, marmalade is loaded with the type of sugar that spurs the release of mood-lifting chemicals in the brain.

In fact you can manage your mood and boost your brainpower, metabolism, even your sex life, by eating the right food. Whatever your goals, you can custom-design a diet to help you meet them. Here’s how taking control of your food can help you take control of your life.

The next time you have an important meeting that requires mental processing, try some brain processing food that looks like this: tuna salad on whole wheat bread, green salad with tomatoes, a handful of nuts, bananas, a glass of skimmed milk. Tuna, bananas, nuts and whole wheat bread are high in vitamin B6, which has been scientifically proven to help preserve cognitive skills. Protein-rich food contains a nutrient called Tyrosine, which studies have shown, are linked to clear thinking and alertness. Greens such as broccoli and spinach naturally contain loads of vitamins and iron. Lack of these nutrients can lead to fatigue and difficulty in concentrating.

Having said all that, let’s not be too stressed about what we eat. Many scientists these days believe that indulging in life’s little pleasures may actually help improve your health because of the psychological lift it gives you. There is a lot of truth in the old saying that ‘a little of what you fancy does you good’.

Challenge, pp.220 – 224 Revision and Consolidation (Ex. 1 – 11)
SUBUNIT 3. TABLE MANNERS

Challenge, p.225 Text “A List of Do’s and Don’ts”
pp.225, 226 Ex. 1 – 3
p.227 Texts “Table Manners”, “The ABC of Table Manners”

Table Manners

Good table manners avoid ugliness. All rules of table manners are made to avoid it. To let anyone see what you have in your mouth is offensive. So is to make noise, to say “I don’t eat that stuff”, to make faces to show that you don’t like the food, to put liquid into your mouth if it is already full, to eat off the knife… To make a mess in the plate is disgusting.

pp.227 – 230 Ex. 4 - 10

SUBUNIT 4. EATING OUT

FOCUS VOCABULARY (Challenge, p.231)
Party (to arrange a ~, to give a ~ / = to hold a ~), feast, black-tie party, cocktail party, banquet, buffet lunch / supper, barbecue
Bar (coffee ~, salad ~, snack ~, wine ~), café, bistro, buffet, canteen, pub (BrE), refreshment-room, fast-food restaurant / place, takeaway (BrE) / = take-out (AmE), drive-thru restaurant (AmE), brewery
Chef, caterer, waiter / waitress
Beverage / = drink (fizzy ~ / = carbonated ~, still ~)
Alcoholic / hard / stiff / strong drinks
Beer, wine (dry ~, sweet ~, semi-sweet ~, table ~, red ~, white ~), cognac, brandy, gin, Scotch, whisky (BrE) / = whiskey (AmE), vodka
Non-alcoholic / soft drinks
Mineral water, pop, lemonade, tonic, soda (ice-cream ~, whiskey and ~, cream ~), coca-cola / = coke (diet ~, light ~), fruit juice
Challenge, pp.231, 232 Ex. 1, 2
p.232 Text “Fast Food”

p.233 Ex. 3, 4

TEXT “JUNK FOOD (1)”

What is junk food?
Lollies, soft drinks, potato chips, ice cream, hamburgers, hot dogs and other kinds of take away food are called junk food.

What’s wrong with junk food?
Too much fat! Junk foods such as hamburgers, pizza, fried chicken and chips usually contain loads of saturated fats. Too much saturated fat in the diet will cause people to put on weight and get fat or obese (very fat). Being overweight is a risk to the health of the heart and can cause other diseases.

Too much salt! Junk foods often have too much salt. There’s a lot of salt already in foods such as bread, breakfast cereals, biscuits and cakes. So people are getting more salt than they need when they eat junk food. Too much salt is unhealthy for the heart.

Too much sugar! Soft drinks, cordials, biscuits, cakes and lollies all have loads of sugar. That’s what makes them taste so good! But too much sugar makes people fat, rots the teeth, is bad for the blood and may cause other diseases.

Should people eat junk food?
Junk food does have some of the good things that the body needs for good health. And the body needs some salt, fat and sugar for energy to burn while we work and play. However too much fat, sugar and salt is bad for our health and eating lots of junk food will overload your body with these things.

It is probably OK to eat junk food sometimes! But people should look for foods that are low in fats, salt and sugar. Choose grilled fish and chicken rather than fried, fish burgers instead of
beef, grilled lean beef burgers, vegetarian pizza and pizza with seafood instead of fatty meat type pizza.

Junk Food

In today’s fast-moving world, people have less and less time to spend eating, let alone cooking. It is probably for this reason that junk food has become so popular, and there's no doubt that it's here to stay. In fact, it seems that you simply can't get away from it. One British hotel group recently announced that its guests are able to order fast food through room service, a move which is seen by many as signifying a new era in the couch potato lifestyle. So what exactly is junk food?

0 Obliviously, a diet of junk food is not the best thing for your health, particularly as it is high in saturated fat. In 1993, the Journal of the National Cancer Institute reported this type of fat to be associated with a greater risk of cancer.

1 The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? "it's lack of time and loss of tradition," says one expert.

2 Another alarming thing about people’s lifestyles today is that while the amount of junk food we eat has increased, the amount of exercise we do has actually decreased. Exercise plays an important part in keeping the body fit and healthy; it helps to control our weight and, if taken regularly, can also decrease our chances of having a heart attack in later life.

3 Even though people nowadays are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is illustrated by statistics gathered by researchers over the past two decades.

4 Researchers suggest that the new generation will be much more likely to suffer from heart and liver disease. What can't be emphasised enough is the fact that a balanced diet and regular exercise bring significant health benefits.

5 Ironically, if they were to make time to exercise and improve their eating habits, they would probably find that they were far better equipped to deal with their stressful lifestyles than they are now.
JUNK FOOD FACTS
1) It’s low in fiber (the substance in plants which can’t be digested and helps food pass through our body).
2) It’s high in palatability (that is, it tastes good).
3) It offers a high number of calories in a small volume.
4) It’s high in fat.
5) It’s high in sugar in liquid form.

NEGATIVE RESULTS OF EXCESSIVE JUNK FOOD CONSUMPTION
1) Junk food affects your energy level (because it is low in proteins and carbohydrates).
2) Junk food contributes to poor performance and obesity (because it is high in fat).
3) Junk food can damage your liver and your heart.
4) Junk food can lead to diabetes.

Challenge, pp.234 – 237 Ex. 5 – 11
p.238 Proposing a Toast + Role-play
**Carl’s Café Menu**
"Carry Out" Available

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIZZA SLICE</td>
<td>Slice of pizza with cheese, tomato sauce and meat</td>
<td>$2.50</td>
</tr>
<tr>
<td>HAMBURGER</td>
<td>Beef with mustard, lettuce, tomatoes, pickles on a bun</td>
<td>$2.25</td>
</tr>
<tr>
<td>CHICKEN SANDWICH</td>
<td>Chicken with lettuce, mayonnaise, tomatoes on a bun</td>
<td>$2.50</td>
</tr>
<tr>
<td>FISH SANDWICH</td>
<td>Fish and cheese on a bun</td>
<td>$2.50</td>
</tr>
<tr>
<td>FRENCH FRIES with ketchup</td>
<td></td>
<td>$0.80</td>
</tr>
<tr>
<td>APPLE PIE</td>
<td></td>
<td>$1.75</td>
</tr>
<tr>
<td>ICE CREAM</td>
<td>Chocolate, strawberry, or vanilla</td>
<td>$0.85</td>
</tr>
<tr>
<td>DRINKS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
<td>$0.85</td>
</tr>
<tr>
<td>Tea (hot or iced)</td>
<td></td>
<td>$0.85</td>
</tr>
<tr>
<td>Orange Juice</td>
<td></td>
<td>$0.85</td>
</tr>
<tr>
<td>Coke</td>
<td></td>
<td>$0.90</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td>$0.95</td>
</tr>
</tbody>
</table>

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"Carry Out" Available

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<td>$0.85</td>
</tr>
<tr>
<td>Coke</td>
<td></td>
<td>$0.90</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td>$0.95</td>
</tr>
</tbody>
</table>
The building that housed The Country Hearth and The Tea Garden Café was built in 1929 by Otis and Ethel Teegarden following a fire that burned the original frame structure to the ground. The Teegardens both had optical offices on the third floor of the building and the bottom was rented out.

The room that serves as our kitchen area was originally Dr. McCracken’s optical office in the early 1900’s. Dr. McCracken also owned a men’s clothing store located below.

The Teegardens eventually owned all the buildings from the alley to Jackson Street and installed a sprinkler system from one end to the other. Quite a novelty for the era.

These buildings are presently owned by Mr. Leo Rayl. We proudly display artifacts found during the construction of the Tea Garden Café.
### Side Vines

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Side Salad</td>
<td>$1.95</td>
</tr>
<tr>
<td>Mug of Soup</td>
<td>$2.45</td>
</tr>
<tr>
<td>1/2 Special Sandwich</td>
<td>$2.10</td>
</tr>
<tr>
<td>Side of Bread</td>
<td>$1.35</td>
</tr>
<tr>
<td>Coffee, Tea, or</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>$1.30</td>
</tr>
<tr>
<td>Flavored Coffee of the Day</td>
<td>$1.50</td>
</tr>
<tr>
<td>Cappuccino</td>
<td>$2.60</td>
</tr>
<tr>
<td>Creme Cafe</td>
<td>$2.60</td>
</tr>
<tr>
<td>Espresso</td>
<td>$2.00</td>
</tr>
<tr>
<td>Tea-iced</td>
<td>$1.30</td>
</tr>
<tr>
<td>Tea-hot</td>
<td>$1.30</td>
</tr>
<tr>
<td>Soft Drinks</td>
<td>$1.30</td>
</tr>
<tr>
<td>Flavors available Cake, Diet</td>
<td></td>
</tr>
<tr>
<td>Coke, Diet Coke, Vanilla Coke,</td>
<td></td>
</tr>
<tr>
<td>Cherry Coke, Cherry Spritz</td>
<td></td>
</tr>
<tr>
<td>Lemonade</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>$1.00</td>
</tr>
<tr>
<td>Hot Chocolate</td>
<td>$1.50</td>
</tr>
</tbody>
</table>

### Young Sprouts

(under 12 years of age)

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toasted Cheese</td>
<td></td>
</tr>
<tr>
<td>Sandwich</td>
<td>$3.00</td>
</tr>
<tr>
<td>w/soup, salad or chips</td>
<td></td>
</tr>
<tr>
<td>Peanut Butter and Jelly</td>
<td>$2.25</td>
</tr>
<tr>
<td>w/chips</td>
<td></td>
</tr>
<tr>
<td>Ham and Cheese</td>
<td>$3.25</td>
</tr>
<tr>
<td>served cold on white bread w/</td>
<td></td>
</tr>
<tr>
<td>chips, soup or salad</td>
<td></td>
</tr>
<tr>
<td>Milk (in a sip cup)</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

Located on the square in
Wolfeboro, New York
The Tea Garden is open from
10 am to 2 pm
Lunch served from 11 am to 3 pm
Phone 212-999-8888

### Gardens Delight

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wild Strawberry</td>
<td>$2.50</td>
</tr>
<tr>
<td>Fruit Cobbler</td>
<td>$3.50</td>
</tr>
<tr>
<td>Victoria's Lace</td>
<td>$1.50</td>
</tr>
<tr>
<td>Gardener's Delight</td>
<td></td>
</tr>
<tr>
<td>Chocolate Cake</td>
<td>$3.50</td>
</tr>
<tr>
<td>Cheese Cake</td>
<td>$2.50</td>
</tr>
<tr>
<td>Creme Cafe</td>
<td>$2.50</td>
</tr>
<tr>
<td>Tea for Two</td>
<td>$2.50</td>
</tr>
<tr>
<td>Frozen Strawberry</td>
<td>$2.50</td>
</tr>
</tbody>
</table>

Please remember to tip our servers if they have served you well.

### Salads

All salads served with fresh baked bread

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honey Suckle Salad</td>
<td>$6.50</td>
</tr>
<tr>
<td>Honey mustard dressing</td>
<td></td>
</tr>
<tr>
<td>Sunflower Sue</td>
<td>$6.50</td>
</tr>
<tr>
<td>A sunny array of ham, turkey,</td>
<td></td>
</tr>
<tr>
<td>boiled egg, black olives,</td>
<td></td>
</tr>
<tr>
<td>and white and yellow cheese</td>
<td></td>
</tr>
<tr>
<td>topped with sunflower seeds</td>
<td></td>
</tr>
<tr>
<td>Chicken and Hens</td>
<td>$6.00</td>
</tr>
<tr>
<td>Chunks of white chicken</td>
<td></td>
</tr>
<tr>
<td>nestled among sweet potatoes</td>
<td></td>
</tr>
<tr>
<td>and green peppers, tomatoes,</td>
<td></td>
</tr>
<tr>
<td>served with Italian</td>
<td></td>
</tr>
<tr>
<td>dressing</td>
<td></td>
</tr>
<tr>
<td>Spinach Salad</td>
<td>$6.50</td>
</tr>
<tr>
<td>Fresh-sliced spinach and</td>
<td></td>
</tr>
<tr>
<td>onion topped with hard-boiled</td>
<td></td>
</tr>
<tr>
<td>egg, a dash of bacon and</td>
<td></td>
</tr>
<tr>
<td>served with hot bacon dressing</td>
<td></td>
</tr>
<tr>
<td>Cobb Salad</td>
<td>$6.50</td>
</tr>
<tr>
<td>Turkey, lettuce, and cheese</td>
<td></td>
</tr>
<tr>
<td>served with hot bacon dressing</td>
<td></td>
</tr>
<tr>
<td>Grilled Chicken Caesar</td>
<td>$6.50</td>
</tr>
<tr>
<td>A mix of Romaine and</td>
<td></td>
</tr>
<tr>
<td>lettuce, green topped with</td>
<td></td>
</tr>
<tr>
<td>sun-dried tomato, cranberries</td>
<td></td>
</tr>
<tr>
<td>and Pecorino cheese served</td>
<td></td>
</tr>
<tr>
<td>with Provolone cheese bread</td>
<td></td>
</tr>
<tr>
<td>Sweet William</td>
<td>$5.95</td>
</tr>
<tr>
<td>Bacon, chicken, and ham</td>
<td></td>
</tr>
<tr>
<td>served with mixed cheese and</td>
<td></td>
</tr>
<tr>
<td>chicken on a Kaiser roll</td>
<td></td>
</tr>
<tr>
<td>with chips or salad</td>
<td></td>
</tr>
<tr>
<td>Italian Chicken Breast</td>
<td>$5.15</td>
</tr>
<tr>
<td>Grilled, served on Italian</td>
<td></td>
</tr>
<tr>
<td>flat bread flavored with</td>
<td></td>
</tr>
<tr>
<td>tomato and served with</td>
<td></td>
</tr>
<tr>
<td>a small pasta salad</td>
<td></td>
</tr>
<tr>
<td>South of the Garden</td>
<td>$5.50</td>
</tr>
<tr>
<td>Chicken breast all rolled up</td>
<td></td>
</tr>
<tr>
<td>in a tomato wrap with</td>
<td></td>
</tr>
<tr>
<td>salad and served with</td>
<td></td>
</tr>
<tr>
<td>provolone &amp; pastrami</td>
<td>$5.50</td>
</tr>
</tbody>
</table>

For the Italian in you try this sandwich. A wonderful combination served on a Kaiser roll with mustard, and served with a side salad.

### Cappuccino

(under 12 years of age)

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>$1.30</td>
</tr>
<tr>
<td>Flavored Coffee of the Day</td>
<td>$1.50</td>
</tr>
<tr>
<td>Cappuccino</td>
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<td>Soft Drinks</td>
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<tr>
<td>Flavors available Cake, Diet</td>
<td></td>
</tr>
<tr>
<td>Coke, Diet Coke, Vanilla Coke,</td>
<td></td>
</tr>
<tr>
<td>Cherry Coke, Cherry Spritz</td>
<td></td>
</tr>
<tr>
<td>Lemonade</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>$1.00</td>
</tr>
<tr>
<td>Hot Chocolate</td>
<td>$1.50</td>
</tr>
</tbody>
</table>
Tastes in Pans

Trying to catch a delicious flavour of home-made cuisine, ask for dishes cooked and served in pans, different varieties of which are on offer at most Minsk restaurants. Where Minsk tried to find best offers to suit any taste.

The Black Door

The restaurant is offering a lot of dishes, we would recommend their ibage steak with vegetable gratin and Provençal herbs. To stress the taste, the restaurant's chef marinates the meat in olive oil and white wine and grills the steak thin. Ratatouille is cooked of eggplants, zucchini, peppers and tomatoes, which are fried in olive oil with garlic. The dish is served with thyme, sage and rosemary.

Kamyanitsa

Among other pan dishes in the menu, this restaurant offers authentic Belorussian cuisine. Baking haman zardn (cooked and served in an earthenware pan of an age-old kind) Zander is baked with a special sauce made of white mushrooms and juniper berries. No sauce is added to the dish, as far as the taste composition of all the ingredients has been found long ago and there is no need to kill it. This dish is one of the most popular ones in the restaurant and an utter must-have there.
Stary Gorod

All the dishes served at this restaurant are rich in tastes and ingredients. One is enough to eat one's fill. One of its most popular dishes is a Paradise in Hut pan, with pork and chicken. Fried slices of meat are combined with eggplant and garlic and topped with a tomato. This hut is served with two pancakes, stuffed with chanterelles, onions and cheese. Either, ask for their New Farm pan, cooked with fried beef, chanterelles, liver and ham, which are then baked with cheese and served with toasts.

Cuba Libre

This Cuban bar is serving classical Latin-American cuisine and is offering traditional fajita, with beef and rum. The beef is first marinated in a mixture of rum, mustard, paprika, garlic and cayenne pepper, then grilled and served in a pan with fried peppers. As far as fajita is quite spicy, choose rum, tequila or beer with it.

Casa Agustin Lopez

The House of Agustin Lopez serves its pan dishes in Spanish bull-style pans. Among other offers in the menu, we would recommend fried pork, which is garnished with fried peppers and carrots. When being served, the pan is flamed with cognac.
SUBUNIT 5. YOU ARE WHAT YOU EAT

FOCUS VOCABULARY (Challenge, p.243)

Organic foods
Genetically modified foods (GMF) / GM products / genetically engineered (GE) foods / biotech foods
Additives
Cuisine (Italian ~, Chinese ~, etc.)
Diet; digestion; fat (low ~, ~-free), fattening; fibre (high-~ food, high-~ diet)
Gourmet, vegetarian, vegan
Hunger – hungry; thirst – thirsty; weight (to gain ~ / = to put on ~; to lose ~) – to weigh
To prefer; to smell; to taste; to treat; to slim; to cut down on

Challenge, pp.243 – 246 Ex. 1 – 7
p.246 Ex. 8 “Food Fight Comes to America”, “What Is the Alternative to GMF?”

TEXT “GENETICALLY MODIFIED FOOD”

A genetically modified organism (GMO) is any organism (i.e. a plant, an animal or a microorganism) whose genetic material has been altered using genetic engineering techniques. GMOs are the source of medicines and genetically modified foods and are also widely used in scientific research and to produce other goods.

Genetic engineering, also called genetic modification, is the direct manipulation of an organism’s genome (the genetic material of an organism) using biotechnology. It is a set of technologies used to change the genetic makeup of cells, including the transfer of genes within and across species’ boundaries to produce improved organisms.

Genetically modified foods or GM foods, also genetically engineered foods, are foods produced from organisms that have had changes introduced into their DNA (a molecule that carries most of the genetic instructions used in the development, functioning and reproduction of all known living organisms and many viruses), using the methods of genetic engineering. Genetic engineering techniques allow for the introduction of new traits as well as greater control over traits.

Commercial sale of genetically modified foods began in 1994. Most food modifications have primarily focused on cash crops (a cash crop is an agricultural crop which is grown for sale to return a profit) such as soybean, corn and canola. Genetically modified crops have been engineered for resistance to pathogens and herbicides and for better nutrient qualities.

There is general scientific agreement that food from genetically modified crops is not riskier to human health than conventional food, but should be tested on a case-by-case basis. However, there are ongoing public concerns related to food safety, environmental impact and research methods.

A GM salmon, awaiting regulatory approval since 1997, was approved for human consumption by the American Food and Drug Administration in November 2015, to be raised in specific land-based hatcheries in Canada and Panama.

Most vegetable oil used in the US is produced from GM crops canola, corn and soybeans.
As of 2015, 64 countries require labeling of GMO products in the marketplace.
In Europe all food (including processed food) or feed that contains greater than 0.9% GMOs must be labelled.

TEXT “ORGANIC FOOD”

Organic foods are foods produced by methods that comply with the standards of organic farming set by national governments and international organizations. While said standards differ worldwide, organic farming in general promotes ecological balance and conserves biodiversity. Some pesticides and fertilizers can be used in growing food that’s called organic while others
can’t. In general, organic foods are also not processed using irradiation, industrial solvents, or synthetic food additives.

Currently, the European Union, the United States, Canada, Mexico, Japan and many other countries require producers to obtain special certification in order to market food as organic within their borders. There isn't much evidence in the medical literature to support claims that organic food is safer or healthier than conventional food. Claims that organic food tastes better are generally not supported by evidence.

**Challenge, pp.247, 248 Ex. 9, 10**
**p.248 Text “Some Facts about Diet”**
**p.249 Ex. 11(A, B, C)**
**p.250, 251 Dialogue “I’m slimming” + Questionnaire**

**SOME FACTS ABOUT VEGETARIANISM**

1) Vegetarianism is becoming more popular across the world nowadays.
2) Vegetarianism is not a present-day tradition; human beings from diverse cultures have practiced it since ancient times.
3) 6 – 8 million people out of 322 million people in the USA practice vegetarianism.
4) **Eating meat gives people:** - high quality proteins; - high quantities of iron (red meat); - essential amino acids (red meat); vitamin B 12.
5) **The disadvantages of eating meat are:** - it’s fattening; - it comes from cows with the 4 D’s: dead, disabled, diseased, dying; - it contains chemicals, hormones and antibiotics; - it raises cholesterol level.
6) **The disadvantages of eating fish and prawns are:** - they are preserved using boric acid, which attacks the liver and the brain.
7) The most serious side-effect of a plant-based diet is that people may lack some vitamins and minerals if they don’t eat a wide variety of foods.

**TEXT “VEGETARIANISM”**

Vegetarianism encompasses the practice of following plant-based diets (fruits, vegetables, etc.), with or without the inclusion of dairy products or eggs, and with the exclusion of meat (red meat, poultry and seafood). Abstention from by-products of animal slaughter, such as animal-derived rennet and gelatin, may also be practiced.

Vegetarianism can be adopted for different reasons. In addition to ethical reasons, motivations for vegetarianism include health, religious, political, environmental, cultural, aesthetic or economic. There are varieties of the diet as well: an **ovo-vegetarian diet** includes eggs but not dairy products, a **lacto-vegetarian diet** includes dairy products but not eggs, and an **ovo-lacto vegetarian diet** includes both eggs and dairy products. A **vegan diet** excludes all animal products, including eggs, dairy and honey.

Various packaged or processed foods, including cake, chocolate and marshmallows, often contain unfamiliar animal ingredients, and may be a special concern for vegetarians due to the likelihood of such additions. Vegetarians vary in their feelings regarding these ingredients, however. For example, while some vegetarians may be unaware of animal-derived rennet’s role in the usual production of cheese and may therefore unknowingly consume the product, other vegetarians may not be bothered by its consumption. Often, products are scrutinized by vegetarians for animal-derived ingredients prior to purchase or consumption. The results of a recent international survey suggest that the standard definition of vegetarianism is different in different nations. Vegetarians in some nations consume more animal products than those in others.

**Semi-vegetarian diets** consist largely of vegetarian foods, but may include fish or poultry, or sometimes other meats on an infrequent basis. Those with diets containing fish or poultry may
define “meat” only as mammalian flesh and may identify with vegetarianism. A pescetarian diet, for example, includes fish but no meat. The common use association between such diets and vegetarianism has led vegetarian groups such as the Vegetarian Society to state that diets containing these ingredients are not vegetarian, due to fish and birds being animals.

**p.252 Skill Developing “You Are What You Eat!”**

**TEXT “YOU ARE WHAT YOU EAT”**

When I was at school, our teacher told the class 'You are what you eat.' My friends and I would laugh and call each other ‘hamburger’ and ‘biscuits’. Our teacher was trying to show us the importance of eating the right food to stay healthy.

This was a few decades ago when there were big campaigns to make British people healthier. We decided to throw out our chip pan which we had used until then to make chips every day for dinner. We replaced our chips with boiled potatoes. We also started using semi-skimmed milk instead of whole milk in our cups of tea and bowls of cornflakes. At first I felt like I was eating my cornflakes in water and my potatoes had no taste at all. But after a while I started to prefer healthier food because I felt stronger and I didn’t get sick so often.

Japanese people are reputed to be the healthiest in the world because of the food they eat. The healthiest Japanese people eat rice and fish and vegetables every day. They drink green tea or water when they’re thirsty, and snack on dried fish, fruit or gingko nuts. The traditional Japanese diet is famous for helping you to live a longer and healthier life.

So we have proof that you become what you eat. Can you tell what your friends eat just by looking at them? When you know the effects of different types of food, you can use your knowledge well and eat what you want to become.

Food has an impact on our physical and emotional health. Have you ever heard any of the following advice?

- Lettuce or milk can make you sleepy.
- To stop feeling sleepy you should eat peanuts or dried fish.
- To keep your teeth clean you should eat apples often.
- Garlic helps you not to catch a cold.

Everyone has their own advice to give, which they have read about or have been told by older relatives. Some of these pieces of advice seem to contradict each other.

- Eating chocolate makes you fat and gives you spots.
- Chocolate contains the essential minerals iron and magnesium.

What we need to figure out is what type of chocolate to eat to get the benefits and how much of it to eat. We can do this by reading the list of ingredients on the chocolate bar wrapper. Exactly how much real chocolate is in there? And how much of that do we need to eat to get the benefits of the minerals it contains?

Future restaurants might be named after the physical or emotional state they hope to create. Their menus will list the benefits of each dish and drink. Some restaurants have already started this concept, and list the nutritional content of their dishes on the menus.

Let’s take the restaurant Winners as an example. Their menu would list dishes specifically designed to help you win sports competitions. There would be ‘Night-before Vegetable Lasagne’, a pasta dish with extra layers of spinach pasta for slow-burning energy, rich tomato sauce full of vitamin C and soft, easy-to-digest vegetables. All this would be topped with a little fresh cheese – just enough to help you get a good night’s sleep, but not enough to give you nightmares!
Or you could choose the 'Go-faster Salad', which is a large bowl of mixed raw vegetables in a light salad dressing, giving you energy without making you gain weight. The vegetables are carefully chosen to include plenty of natural vitamins and minerals.

What kind of dishes do you think would be on the menu at the Clever Café (which sells food that’s good for your brain)?

So what’s going to happen to hamburgers and biscuits? Will the concept of eating food because it’s tasty go out of fashion? Of course not! Junk food is also changing. If ice cream is not good for children, can’t we give them fat-free, sugar-free tofu ice cream? Unhealthy food is going out of fashion, so brands are changing. We are told not to drink cola because of the sugar and caffeine content so cola companies are making sugar-free and caffeine-free drinks. We are told dried fruit is a healthier snack than biscuits, so some biscuit companies are making biscuits with added vitamins. Snacks might soon be changing their names to 'Skinglow' and 'Chocomineral'! So in the future you might be able to eat your way to your idea of perfection!

**Challenge, pp.253 – 257 Ex. 13 – 19**

**TEXT “EATING IN THE UK IN THE FIFTIES”**

Pasta had not been invented.
Curry was a surname.
A takeaway was a mathematical problem.
A pizza was something to do with a leaning tower.
Bananas and oranges only appeared at Christmas time.
All crisps were plain; the only choice we had was whether to put the salt on or not.
A Chinese chippy was a foreign carpenter.
Rice was a milk pudding, and never, ever part of our dinner.
A Big Mac was what we wore when it was raining.
Brown bread was something only poor people ate.
Oil was for lubricating, fat was for cooking
Tea was made in a teapot using tea leaves and never green.
Coffee was Camp, and came in a bottle.
Cubed sugar was regarded as posh.
Only Heinz made beans.
Fish didn’t have fingers in those days.
Eating raw fish was called poverty, not sushi.
None of us had ever heard of yoghurt.
Healthy food consisted of anything edible.
People who didn’t peel potatoes were regarded as lazy.
Indian restaurants were only found in India.
Cooking outside was called camping.
Seaweed was not a recognised food.
“Kebab” was not even a word never mind a food.
Sugar enjoyed a good press in those days, and was regarded as being white gold.
Prunes were medicinal.
Surprisingly muesli was readily available, it was called cattle feed.
Pineapples came in chunks in a tin; we had only ever seen a picture of a real one.
Water came out of the tap, if someone had suggested bottling it and charging more than petrol for it they would have become a laughing stock.
The one thing that we never ever had on our table in the fifties ..
……..was elbows!

**Vocabulary to the Unit (pp.261 – 272)**
UNIT V. HEALTHY AND HAPPY

SUBUNIT 1. ILLNESSES AND THEIR TREATMENT

FEELING UNWELL

FOCUS VOCABULARY (Achievement, p.86)

Indisposition
Ailment (chronic ~, common ~)
Disease
Illness (severe ~, to be down with ~)
Ill (to be ~, to fall ~, to become ~, to be taken ~; to be incurably / untreatably ~)
Sickness (= illness, ill health)
Airsickness (to be airsick)
Motion sickness
Seasickness
Sick (to be sick = to feel unwell; to feel sick, to be ~ of smth)
Malady (~ of modern society)
Condition (to be in poor / no / critical ~)
To ache
Ache (stomach ~, head~, ear~; to have a head~)
To hurt
To sore
Sore (a ~ throat, ~ eyes, ~ back; to have a ~ throat)
To pain
Pain (chest ~, to have / to develop ~ in stomach, to reduce the ~, to relieve = to ease the ~)
To feel
To feel bad / sick / ill / dizzy / giddy / feverish / faint
To feel a bit funny
To be weakened / indisposed
To be unfit (to be mentally / physically / psychologically ~)
To be unfit for smth (~ military service)
To feel low
To be depressed / tired
To lose appetite / voice
To complain of / about smth
To injure (to ~ badly / seriously / slightly)
Injury (bodily ~, internal ~, an ~ to the head)
To cut (to ~ one’s finger, to ~ to the heart)
To sneeze (to ~ loudly, to ~ at smth)
Sneezing
To cough (~ syrup, to ~ out, to ~ up)
Cough
To inflame
To affect
To swallow (to ~ down)
To swell (swollen ear)
To itch
To sting (stung, stung)
To burn
To shiver (to be in a ~, to ~ with cold)
To vomit = to throw up
To breathe (to ~ freely)
   Breath (to lose one’s ~, to be short of ~ = to be breathless)
To faint (= to fall into a ~ / to pass out / to lose consciousness)
   Faint
To fall over
To have poor vision
To be near / far sighted
To vaccinate
To deteriorate
To choke on a bone
To die
   Death
Bleeding (to stop ~, heavy ~, internal ~; to bleed out)
Bruise
Running nose (to have a ~ / stuffed-up nose)
Dizziness
   Dizzy (to feel ~)
Giddiness
   Giddy (to feel ~, a ~ height, a ~ success)
Fatigue
Fever (a slight ~, to come down with a ~)
   Feverish
Rash (nettle ~, ~ breaks out)
Temperature (to have a ~ = to run a ~)
A chill (to catch a ~, to have a ~)
A cold (to catch a ~, common ~, ~ in the head, ~ in the chest, to be dead with ~)
A fever
Flu / influenza / grippe (to come down with (the) ~, outbreak of (the) ~) (e.g. Flue reached epidemic proportions)
Pneumonia
Bronchitis (chronic ~)
Tonsillitis (=quinsy)
Diarrhea
Constipation (to be constipated)
Food poisoning
Indigestion (to cause ~, pickles gave me ~)
Malnutrition
Appendicitis (acute ~, purulent ~)
Stomach ulcer (=gastric ~; peptic ~)
Diabetes
An allergy (drug ~, food ~)
Hay fever
Asthma
Inflammation (to cause (an) ~)
Sun-stroke
Concussion (~ of the brain)
Sprain
A nervous breakdown (to have a ~)
Insomnia (= sleeplessness; to suffer from ~)
Blood pressure
Measles (outbreak of ~)
Chickenpox
Mumps
Scarlet fever
Rheumatism
Tuberculosis (TB)
Typhoid
Malaria (to come down with ~ = to develop ~)
A heart attack (to have a ~)
Stroke
Blow
Cancer
AIDS
Black eye
Blister
Fracture / break
Muscles (to pull a muscle)
Convalescence / recovery (e.g. I’ve made a total recovery)
Recuperation
Touch / fit / bout
Outbreak (to break out – verb)
Catching / contagious / infectious (e.g. The disease proved highly contagious)
Fatal / mortal

Achievement, p.87 Text “Challenge to Live a Hundred”
pp.87 - 94 Ex. 1 – 15
illness – disease – condition
ill – sick
to hurt – to ache – to be painful – to be sore

p.95 Asking about Health (skill developing)
p.97 Role-play

HEALTH QUIZ
How much do you know?
What should you do if:

1) you burn yourself on a hot pan?
   a) Put butter or oil on the burn.
   b) Put a plaster on it.
   c) Put the burn under cold water.

2) you have got a temperature?
   a) Stay in bed and keep warm.
   b) Take an aspirin.
   c) Keep cool and have a rest.

3) you are taking a course of antibiotics?
   a) Take the pills at exactly the same time every day.
   b) Don’t stop taking the pills until they are completely finished.
   c) Never drink alcohol.

4) someone fainted?
   a) Pour cold water over their face until they wake up.
   b) Make sure they are comfortable and wait for them to come round.
   c) Shake the person gently until he/ she wakes up.

5) you are stung by a bee?
a) **Put some ice** on the area of the sting.
b) **Put a plaster on the sting to protect it.**
c) **Phone the doctor** if you feel **dizzy** or there is a lot of **swelling**.

6) **you develop a rash on your face** after eating strawberries?
   a) **Put some cream** on your skin.
   b) **Put a plaster** on the area with the rash.
   c) **Stop eating strawberries** – you may be **allergic** to them.

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**TEXT “STORY ABOUT DEBRA”**

Debra Levy is a student at Oxford Polytechnic. A year ago she was extremely thin, got headaches, couldn’t concentrate, forgot things. Her face was spotty: her stomach was almost
always upset: she couldn’t sleep. For a long time, no one could help her. Her doctor used to give her sleeping pills, but each new kind only worked for a short while.

Then, after talking to a friend with similar problems, Debra began to think she might be allergic to foods and chemicals. She went to see a specialist. The specialist tested her and found out that she was allergic to things she ate, breathed and touched.

Now Debra is much better. She takes medicine, but she also has to avoid some of the things that make her ill. Things like chlorine in drinking water, fumes from cars and chemicals in food all hurt her. So she has to drink bottled water, use a special air filter, and avoid tinned or packaged food. Fortunately she shares a house with other women who understand her problem, and they share the cooking and shopping for her diet.

Debra will finish her studies this year and begin looking for a job. But she is worried that this will be difficult. Most of the jobs that interest her are in London, but she cannot live there because of the polluted air. So learning what was causing her problems has complicated her life, but she sleeps well and is healthy most of the time now.

Pre-reading task: Look quickly through the 4 texts and decide which text is the easiest and which is the most difficult. Then answer the questions below as quickly as you can.

1. What happens to your bones if you stay in bed too long?
2. What is the best drink to give to someone who has had an accident?
3. The average 55-year-old man sleeps longer each night than the average 55-year-old woman: how much longer?
4. What groups of people are most likely to survive near-drowning without brain damage?

TEXT 1 “DROWNED” PEOPLE COULD RECOVER SAFELY”

Stories about seamen, apparently drowned, staying under water for far longer than the traditional four minutes and coming back to life without any brain damage, may be true. Doctors at St Bartholomew’s Medical College in London have discovered that human beings have a “diving response”, like that of sea mammals, which is triggered by a surprise fall into water – especially cold water. By closing off most of the needs of the body for blood supply, reducing the heart rate and power to a very low level but concentrating the emergency blood supply on the brain, humans can survive being under water for more than half an hour – and probably much longer – without brain damage. In infants and children, it seems, the diving response is especially powerful.

TEXT 2 “BED REST IS BAD FOR YOU”

Ever noticed how you seem to take longer to get over an illness if you take to your bed for a few days instead of struggling on? The reason, according to the leading American health magazine Prevention, is that a whole range of bodily functions begin to weaken after as short a time as one day in bed. Muscle tissue starts to break down, robbing the body of important minerals and leading to substantial weakness in just a few days; bones start to break down and lose calcium; the body is unable to use food efficiently; heart and blood vessels get weak after a couple of days, which can lead to a rise in pulse rate and a drop in blood volume; joint stiffness and constipation are also common. “Prolonged bed rest is not to be taken lightly,” says Dr Benjamin Natelson, professor of neurosciences at New Jersey Medical School. And that’s why doctors these days make every effort to get patients up and moving as soon as possible after heart attacks and operations.

TEXT 3 “ZZZZZZZ…..”

Insomnia isn’t good for you. Complete lack of sleep will kill you more quickly than complete lack of food. Elephants and dolphins can survive happily with 2 hours of sleep out of every 24, but the average night’s sleep among normal human beings is now reckoned to be 7 hours 36 minutes. People in their fifties tend to sleep less than those in their twenties, but people in their sixties get more sleep than at any time since childhood. Men sleep ten minutes more than
women, and the difference rises to 20 minutes more in the fifties and 50 minutes more in the seventies.

TEXT 4 “WHEN A CUPPA COULD KILL”

A screech of brakes, a deafening crash… and you realize there’s a road accident just outside your front door. You have phoned for the police and an ambulance. What’s your next step – put on a pot of tea or break out the brandy bottle? That could be the most dangerous thing possible, say the experts who deal with accidents. Nothing at all must be taken by mouth – not even tea. Mr D.J. Fuller, consultant orthopaedic surgeon at the Radcliffe Infirmary, Oxford, said: “Anyone involved in an accident, even injured in a fall down the stairs, may need an operation. To give a general anaesthetic after drinking or eating could be very dangerous.”

HEALTH. PROVERBS.

1. Health is better than wealth.
2. Early to bed and early to rise, makes people healthy, wealthy and wise.
3. A merry heart is a good medicine.
4. What can’t be cured, can be endured.
5. Prevention is better than cure.
6. An apple a day keeps the doctor away.
7. All is well that ends well.
8. Don’t cry out before you are hurt.
9. Don’t call a surgeon before you are hurt.
10. A sound mind in a sound body.
11. Dry feet and warm head bring safe to bed.
12. Death is a great leveler.
13. The rotten apple injures its neighbours.
14. An ounce of prevention is worth a pound of cure.
15. A green wound is soon healed.
16. No herb will cure love.
17. Every heart knows its ache.

Achievement, pp.99 – 102 Revision and Consolidation (Ex. 1 – 5)
Listening Comprehension “Food Allergy”

TEXT “KEEPING FIT”

Lots of young people are not fit at all. They have already lost the energy and happiness that comes from the feeling really well.

Fitness comes from the way you live all the time, not just from some exercises done now and then. Good eating habits, wise drinking habits, regular sleeping habits, and plenty of fresh air and exercise kept up during the week (and right through the year) are all important parts of the way to keep fit.

Physical exercise is of an exceptional importance. The man or woman who takes regular exercise will stay physically fit, retain youthful vigour and, perhaps most important to many people, keep a youthful shape. Good muscle tone is not synonymous with bulging biceps or muscular things and most of the exercises are designed to keep you supple and make you look slimmer.

To keep in good shape everyone needs a certain amount of exercise and, unfortunately, people are leading increasingly sedentary existences.
Active and healthy life is especially important for students. They must keep fit to do well at the University. One has to get up early to get to the University in time, one has to spend long hours indoors attending lectures and seminars or reading in the library. One has to stay up late getting ready for seminars, writing compositions or doing exercises for one’s English class. So one needs to be strong and healthy. What are the ways to keep fit? Here are some recommendations for you.

First of all you must miss no chances of outdoor activities. Of course, there is your physical training class but that’s definitely not enough. Skating or skiing in winter and swimming in summer must become part of your everyday life. Second, exercise. You must exercise whenever you can. Jogging has become quite popular nowadays and a lot of people run before breakfast. If you are too busy in the morning, find some time for it in the evening. Third, regular meals are a must if you want to keep fit. Try to avoid going without any food for hours. Some students actually live on sandwiches. Remember that an apple, a glass of milk or just a raw carrot that you brought from home is a better snack than sandwiches and coffee. Fourth, and this is very important, smoking, drugs, spirits is something you must give up for good if you want to keep fit. If you are already an addict, stop today – even if you are half way through a pack of cigarettes. It’s very dangerous. Try to avoid stress. It can cause illness.

There is nothing new in all this. The key word to all recommendations is everything. You must work on everything at once – exercise, diet, healthy habits. These are basic principles.

TEXT “FIT OR FAT?”

Doctors in Britain are warning of an obesity time bomb, when children who are already overweight grow up. So, what should we do? Exercise more? Eat less? Or both? The government feels it has to take responsibility for this expanding problem.

The cheerful Mr Pickwick, the hero of the novel by Charles Dickens, is seen in illustrations as someone who is plump - and happy. In 18th century paintings beauty is equated with rounded bodies and soft curves. But nowadays being overweight is seen as indicating neither a cheerful character nor beauty but an increased risk of heart disease, stroke and diabetes.

So what do you do? Diet? Not according to England’s chief medical officer, Sir Liam Donaldson. He says that physical activity is the key for reducing the risks of obesity, cancer and heart disease. And the Health Secretary John Reid even said that being inactive is as serious a risk factor in heart disease as smoking.

So, having bought some cross trainers, how much exercise should you do? According to Sir Liam Donaldson, at least 30 minutes of moderate activity five days a week. Is going to the gym the answer? Luckily for those who find treadmills tedious, the Health Development Agency believes that physical activity that fits into people’s lives may be more effective. They
suggest taking the stairs rather than the lift, walking up escalators, playing active games with your children, dancing or gardening. And according to a sports psychologist, Professor Biddle, gyms 'are not making the nation fit', and may even cause harm. There's new scientific evidence that too much exercise may actually be bad for you. Scientists at the University of Ulster have found that unaccustomed aerobic exercise releases dangerous free radicals that can adversely affect normal function in unfit people. The only people who should push their bodies to that level of exercise on a regular basis are trained athletes.

So, should we forget about gyms and follow some expert's advice to reduce sedentary activities and increase exercise in our daily life? After all, getting off the bus a stop early and walking the rest of the way can't do any harm! One final thought. How come past generations lacked gym facilities but were leaner and fitter than people today?

**Words and expressions from the text:**

**obesity time bomb**
here, a problem which will happen in the future caused by people being too fat now

**take responsibility**
has decided it is appropriate for them to act

**plump**
overweight - a neutral word

**overweight**
weighing too much - a negative word

**heart disease**
any of the diseases that affect the heart and circulatory system

**stroke**
where a clot of blood reaches the brain and may cause partial paralysis

**diabetes**
a condition where your body can't control the amount of sugar in your blood

**physical activity**
also know as cardiovascular (CV) activity - getting you heart to beat faster

**being inactive**
not doing anything that raises your heartbeat

**risk factor**
something that makes a problem more likely to happen

**cross trainers**
shoes which you can use for different sports and exercise

**moderate activity**
defined in terms of the increase over resting heart rate when you're not doing anything

**gym**
a place where you can find exercise machines such as bicycles, and maybe a swimming pool

**find treadmills tedious**
think that running machines are boring

**physical activity that fits into people's lives**
using as exercise what you always do

**active games**
games which make your heart work

**gardening**
improving your private garden for pleasure by planting flowers and vegetables. One of the top leisure activities in Britain

**unaccustomed aerobic exercise**
CV exercise when you're not used to it

**free radicals**
by-products which happen during exercise and can cause damage to the wall of the cell
push their bodies
go to the limit of their performance
that level of exercise
as much exercise as that
regular basis
if you do something on a regular basis you do it at equal intervals over a long period of time
sedentary activities
doing things which involve sitting down

Listening Comprehension “Fitness”

TEXT “UNHEALTHY HABITS”

The people of the 18th century had different ideas about hygiene than we do. Some people washed their hands and face, but most people bathed only a few times each year. Those who cleaned themselves often were considered very strange by 18th century standards.

Bathing was difficult because there was no running water, and water had to be heated over the fire. Even if people could have bathed, they would not have done so because they believed that bathing robbed their skin of important oils that protected them from diseases.

Body odours. Lower-class people hardly ever changed or washed their clothes. Most of them only had one outfit for working and one for Sunday. Wealthy clothes were cleaner because they owned more outfits. As you can imagine, people must not have smelled very sweet, but they were used to body odour. Wealthy men and women sprinkled themselves with lavender water or wore small bouquets of flowers called nosegays to put a sweet smell near their nose.

Cosmetics. Upper-class men and women wore makeup. Makeup was used to look good, but it had another purpose. People used it to cover smallpox scars on their faces. Smallpox was a serious disease that left many people with scar-covered skin. In order to hide these scars, people coated their faces with white lead powder. Lead is extremely dangerous to one’s health and caused sickness and even death. Another way to hide smallpox scars was to stick tiny silk or leather patches over them.

Teeth trouble. In the 18th century people worked hard at having a white smile. They used a variety of ingredients to clean their teeth. Acid, gunpowder, and sticks made from sea coral all had harmful effects. They wore away the enamel on teeth, causing them to decay and fall out. When people lost all their teeth, they replaces them with false teeth made of porcelain or ivory. Cork balls, called plumpers, were placed in the mouth to “pump up” the hollow cheeks caused by missing back teeth. People wearing plumpers often spoke with a lisp, which became fashionable.

TEXT “HAZARDOUS HISTORY”

Three centuries ago, people had much shorter lives. In 1700, insurance companies put the average life expectancy of a new-born baby at only fourteen years! The average life expectancy in the world today is sixty-six years, and in some countries it is much higher: in Japan or France, for example, the average is more than eighty. This is mainly because of better diet, better hygiene and better healthcare. Even in the olden days though, it is interesting that if people survived to be an adult they often lived to be sixty or seventy.

Having children was much more dangerous in those days: one in every nine women died in childbirth. Even so, women used to have many more children than they do today: in 1800 the average American family had seven children – today the average is less than two. Perhaps the reason for this was that so many babies died: even a hundred years ago, 20% of children died before they were five.

One reason that there were so many diseases was that people knew much less about hygiene: even rich people didn’t use to wash much – many people thought that it was dangerous to take a bath, so they often bathed only once or twice a year. Instead they used perfume to cover body odours. Poor people didn’t even have toilets or clean water and most had lice in their hair, bodies, clothes and beds.
There was no toothpaste in those days either: and only rich people used toothbrushes. Of course, toothache was very common, but there were no professional dentists until the middle of the nineteenth century. Before that, if you had toothache you had to go to the barber’s. He not only cut hair, but also used to take out teeth and perform other small operations.

And even if you did see a professional doctor, many of their methods seem very strange today. In the eighteenth century, doctors treated almost any illness the same way: by removing blood from the patient – and they often used leeches to help them! Hospitals could also be dangerous places. At the end of the nineteenth century, more than half the patients in hospital died – usually from illnesses they didn’t have when they went in!

**GOING TO THE DOCTOR’S**

**FOCUS VOCABULARY** *(Achievement, p.102)*

**Medical specialists:** doctor (head ~, witch ~), general practitioner (=GP), physician, therapeutist, internist, nurse (~’s area, a trained ~), midwife, p(a)ediatrician (=children’s doctor), urologist, gynecologist (=women’s doctor), surgeon, anesthesiologist, cardiologist, neurologist, psychiatrist, physiotherapist, ophthalmologist, orthopedic, dentist, pathologist, pharmacist, optician, veterinarian

**Health centres:** hospital, infirmary, surgery, policlinic, emergency (~ room = ER), maternity home, nursing centre, ambulance, chemist’s, drug-store, pharmacy

**Medicines:** drug, pill, capsule, tablet, drops, mixture, extract, powder, ointment, cream, iodine, gargle, antibiotic (to put on ~s), antiseptic, anesthetic, pain killer, medical herb, tranquilizer, vitamin, lozenges

**Medical appliances:** bandage (adhesive ~; to put a ~ on/over, to remove / to tighten / to loosen a ~), crutch (to go round on ~s), dressing, plaster, plaster cast, mustard plaster, syringe, injection, medicine dropper, thermometer, stethoscope, cotton-wool, gauze, heating-pad, inhalation

**Organs and parts of body:** heart, chest, breast, lung, stomach, belly, intestine, liver, kidney, back, backbone, side, limb (the lower ~, the upper ~, artificial ~), joint, muscle, skin, bowels, forehead, cheek, chin, neck, shoulder, elbow, wrist, finger, thigh, knee, ankle, heel, toe

**Doctor’s activity:** to take / to test blood pressure, to examine / to feel the pulse, to sound the chest / heart / lungs, to make / to give an injection, to write (out) a prescription, to examine a patient, to do an X-ray, to do a blood test, to operate on smb for smth, to remove tonsils, to apply / to put on a bandage, to give out pills

**Prescriptions:** to prescribe an injection, to take medicine, to apply / to rub in / to rub on / to skin the ointment, to rub the cream, to put a bandage / plaster / mustard-plaster on, to have an operation, to do blood transfusion, to consult a doctor, to wear glasses / contact lenses, to stay from work, to be on a sick-leave, to stay in bed for some time, to lie flat, to keep warm, to take a hot water bottle

**Patient’s activity:** to strip to the waist, to stretch arms, to take the shirt off, to inhale, to exhale, to get an injection, to follow the directions (instructions) of the doctor

**Other medical terminology:** patient, in-patient, out-patient, appointment (to fix=to make an ~, to keep an ~, to break an ~, to confirm the ~, by ~), to diagnose, diagnosis (precise ~; to confirm a ~, to make a ~, to set a ~), complaint, complication (~ of disease), to check up, check-up, cure, treatment, therapy, remedy (to prescribe a ~; cold ~, folk ~; sure / reliable ~), injection (intramuscular ~, intravenous ~), to recover, recovery, curable, medicine for smth, medical, medicinal (~ agent), ward, disability, hygiene

1. The doctor is fully booked. – У врача все занято / расписано.
2. Will tomorrow morning suit you? – Вас устроит завтра с утра?
3. There is a cancellation. – У врача отмена приема.
4. I’ll fit you in tomorrow. – Я «вклиню» вас завтра в расписание врача.
5. What seems to be the problem? – Что случилось? Что вас беспокоит?
6. How long have you had it? – Как долго у вас эти проблемы?
7. The leg will be put in plaster. / The surgeon will put your leg in plaster. – Вам на ногу наложит гипс.
8. The plaster will come off tomorrow. – Завтра снимут гипс.
9. You should have total bed rest. – Вас следует оставаться в постели (придерживаться постельного режима).
10. It will take you time to get better. – Вам станет лучше через некоторое время.
11. Do not exceed the prescribed dose of the medicine. – Не превышайте предписанную дозу лекарства.

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**Exercise 1. Translate the following sentences from English into Russian.**

1. Pneumonia is a chest disease, which makes breathing very difficult.
2. Mark has broken his arm. His knee is also damaged.
3. You must take these tablets to reduce the inflammation.
4. You can only get this ointment on prescription.
5. The doctor protected the wound from the air by putting a bandage over it.
6. My throat is sore. It hurts to swallow.
7. I’m allergic to odours.
8. I have a high blood pressure.
9. My ear aches.
10. It hurts me to move.
11. My eyes itch.
12. What shall I take for it?
13. He was suffering from chronic appendicitis.
14. My appendix is causing me trouble again.
15. The doctor arranged for me a complete series of tests.
16. He gave me an injection to relieve the pain.
17. Before going to the doctor you should make an appointment.
18. The doctor prescribed an antibiotic to the sick man.
19. How should the medicine be taken? On an empty stomach? After / before a meal?
20. How do I take this medicine? How often / how much should I take it?
21. How long is your sick-leave?
22. This surgeon operated on my leg last year.

Achievement, p.103 to cure – to heal – to treat (Word Meaning)
p.103 Ex. 1 – 3

Highlights (book 2), pp.36, 37 Ex. 5, 6
pp.39, 40 Ex. 15, 16

Achievement, pp.104 – 107 Dialogues “An Appointment with a Doctor”; “At the Doctor’s”;”What Seems to Be the Problem?”
pp.107 – 112 Ex. 5 – 16
p.112 Role-play
p.112 Dialogue “Filling a Prescription”
p.113 Ex. 17 – 19
p.113 Dialogues “At a Chemist’s Shop”

TYPES OF ALTERNATIVE MEDICINE:

- Homeopathy - a way of treating an illness in which the patient is given very small amounts of a drug that produces signs of the illness in healthy people.
- Traditional Chinese medicine – a combination of traditional practices and beliefs developed over thousands of years in China. Common practices include herbal medicine, acupuncture (insertion of needles in the body at specific points), massage (China), exercise (Qigong), dietary therapy. It is primarily used as an alternative medicine approach.
- Ayurvedic medicine – a traditional medicine of China. They believe in the existence of 3 elemental substances and that imbalance results in disease.

Listening Comprehension “Alternative medicine”

DIALOGUE «HOLISTIC MEDICINE”

P = Presenter
W = Henry Wilson
G = Glenna Gillingham
J = John

P Good morning, and welcome to our programme Worldly Wise. Today our attention turns to medicine and healthcare, and we examine a move which is becoming more and more popular, a
move away from Western attitudes to medicine towards what is known as the holistic approach. But what is it? What does holistic mean? I spoke to Doctor Henry Wilson, of the National Homeopathic Centre.

W: Well, holistic means “whole”, no more than that. But in terms of healthcare, what it means is looking at the whole body, the whole person when it comes to treating them.

P: And how does that differ from a more Western approach?

W: Modern medicine treats patients as a series of parts that are all isolated. It looks at the part which isn’t working and tries to remove the symptoms until everything is working well again – a bit like a mechanic repairing a car. The opposite of holistic is symptomatic. Too often, modern medicine treats the symptoms and not the cause of an illness. Drugs and surgery can remove the symptoms –

P: But what’s wrong with that? Surely that’s what a person who is ill wants, isn’t it – to feel better, to not have the pain any more?

W: Yes, but as I said, the cause remains. If you have backache, pain killers will take away the pain, but there’s still something wrong somewhere that caused the backache in the first place.

P: So what does the holistic approach think about illness?

W: Well, it takes into account not only the symptoms, but also the age, habits, emotions and life-style of the individual, and tries to build an overall picture. You see, being healthy means there is a balance, or a harmony, between your mind and your body. When you are ill, it’s because there is an imbalance somewhere, and this imbalance is shown by symptoms. The symptoms themselves aren’t very important. For example, two people suffering from headaches might be given very different treatment, because the cause of the headache is not the same.

P: You mentioned treatment. If holistic medicine doesn’t prescribe drugs, how does it treat illness?

W: It’s important to understand that what holistic medicine tries to do above all is prevent illness, and we all know that prevention is better than cure. A good diet, with lots of fresh food, not processed food with its preservatives and chemicals, is essential; a healthy life-style, without too much pressure and worry, and lots of exercise and rest, not too much, not too little – these are the things that will prevent illness.

P: Well, that’s the theory, but what about the practice? Does it really work? I went along to the Park Clinic in Bath, run by Glenna Gillingham, who learned the arts of acupuncture in Hong Kong and China.

G: Of course it works. I could quote you hundreds of success stories of people who had been suffering for years, taking drugs that didn’t work and having major operations that weren’t necessary, and then coming to us and feeling better within weeks, sometimes days. It happens all the time.

P: What sort of illnesses were these people suffering from?

G: All sorts – migraine. Bob, a mechanic, had had blinding headaches for ten years. He couldn’t work, he had to stay in bed with the curtain drawn, but after a few courses here he was better. Gill, a 30-year-old who had had arthritis for years and was going to have an operation to replace her hip – after six treatments, she recovered completely. Also insomnia, coughs, drug addiction, high blood pressure.

P: Right… Now with us here is John. John, could you tell us your story?

J: Well, for about a year I had a terrible back. It used to get me up at five in the morning, every morning, and I was in agony all the time. I couldn’t move.

P: And what happened when you saw your acupuncturist?

J: We had a long chat, talked about my medical history, and my parents’ medical history, my job, my life, my diet. She looked at my eyes, tongue and general colour, and took my pulse. And after an hour and a half she told me to stop drinking coffee.

P: Really? Why?

J: Well, I had damaged kidneys, and the coffee was accumulating in my kidneys making them worse, and this came out as backache.
P So there wasn’t in fact anything wrong with your back?
J No, nothing. And from that day I’ve never had a backache.
P Oh… So Miss Gillingham, do you reject Western medicine totally?
G Certainly not. It has a very important place, particularly in accidents and emergencies. What I would like to see is Western and holistic medicine working hand in hand. We both have things to offer. What I’m trying to start here is a system where in a medical practice there are four doctors and an acupuncturist, all working in their own specialist areas.
P And what do the doctors think of this?
G They are slowly beginning to accept us.
P Why do you think holistic medicine is becoming so popular?
G Because people are becoming disillusioned with their own doctor. They come to us complaining that the doctors don’t listen, that the six minutes they are allowed isn’t enough to explain all they have to say, and that the doctor is almost writing the prescription as they are walking in the room, before they’ve even begun to speak!
P I can hardly believe it!
G And I think the other thing is that we are becoming more health conscious generally, and aware that we are basically responsible for our own health.
P And that was Doctor Henry Wilson and Glenna Gillingham, telling us how to get the best health treatment by marrying Eastern and Western approaches. And I must admit, to me it sounds very sensible.

Comprehension Check

1. Complete the chart with some of the differences between Western and holistic medicine.

<table>
<thead>
<tr>
<th>Western medicine</th>
<th>Holistic medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

2. What are the three success stories discussed? What were the patients suffering from?

3. What is the system that Glenna Gillingham is trying to set up?

4. Why, in your opinion, is holistic medicine becoming more popular nowadays?

TEXT “ACUPUNCTURE”

Acupuncture is a treatment for pain and illness. Thin needles are positioned just under the surface of the skin at special nerve centers around the body.

“The person who takes medicine must recover twice, once from the disease and once from the medicine.” William Osler, M.D

“If all the medicine in the world were thrown into the sea, it would be bad for the fish and good for humanity” O.W. Holmes, (Professor of Medicine, Harvard University)

Alternative medicine has become much more popular in the West in recent years. It seems that people are becoming increasingly worried about the side effects of drugs, and are turning to treatments such as homeopathy, osteopathy, yoga, reflexology and acupuncture to complement, or sometimes even replace, Western medicine.

An event in my life three or four years ago made me examine my own attitudes towards alternative medicine. After suffering from insomnia for a few months, I was feeling mentally and physically exhausted. A trip to my GP and attempts at self-medication with nightly doses of Guinness and whisky failed to bring any relief from my condition. My friend Tony, who was studying acupuncture at a college near London at the time, suggested that I visit an acupuncturist. Since I have a healthy fear of needles from waiting in line for vaccinations in
gloomy school corridors, I was reluctant to take his advice, but by this time I was so tired that I was prepared to try almost anything.

I made an appointment with the only acupuncturist in my area, and after another nearly sleepless night, turned up at his room in the local alternative health centre the following morning. After taking my pulse, looking at my tongue, and asking a few questions about my diet and lifestyle, the acupuncturist correctly deduced that I was worn-out (I found this extremely impressive since he hadn’t asked me why I had come to see him.) He then inserted a needle in my right foot between my first and second toe, and, despite my anxiety, I fell asleep immediately. At the time I considered the whole experience to be close to a miracle.

**What is acupuncture?**

Acupuncture is based on the idea that energy flows through the human body along 12 lines or meridians. These meridians end up at organs in the body, and illness is the result of a blockage of the energy flow to these organs. To remove the blockage, an acupuncturist inserts very fine needles into the body at points along the meridians. This stimulates the flow of energy, and restores the patient’s health.

What is the history of acupuncture? Traditional Chinese medicine has been practised for around 3000 years in the Far East, but is relatively recent in the West, and acupuncture only really became well-known in the West in the 1970s as people began to travel more frequently between the two areas of the world.

A significant event in the history of acupuncture came in 1971, when a journalist from the New York Times had his appendix removed in China, when on a trip to the country with Henry Kissinger, the Secretary of State for the USA. Surgeons used acupuncture to deaden the pain of the operation, which greatly impressed Kissinger.

Although at first doctors in the West were often sceptical of the medical value of acupuncture, in the last few years it has become more established as an alternative to Western medical treatments, since clinical tests have shown that acupuncture is effective for a number of conditions.

**What can acupuncture be used to treat?**

In the Far East acupuncture is used to treat a wide range of complaints, and is also used as a preventative medicine, since it is thought to increase the body’s resistance to infection. In the West, the treatment is often used to relieve headaches, dental pain, back pain, and arthritis, and to treat depression, asthma, stress, high blood pressure and anxiety.

**Who uses acupuncture?**

Since acupuncture is known to be effective against pain, it is not surprising that many sportspeople have experimented with acupuncture when fighting injury. Martina Hingis, the famous tennis player, had a wrist injury cured through treatment, and English Premier Division football club Bolton Wanderers employ an acupuncturist to keep their squad in good physical condition.

Cherie Blair, a well-known human rights lawyer, and the wife of the former British Prime Minister, was recently spotted wearing an acupuncture needle in her ear, suggesting that she uses the treatment to cope with stress. The Queen of England is also interested in acupuncture, although she doesn’t use the treatment herself – she and many of her family rely on another alternative medical treatment, homeopathy, to keep them healthy.

**What are the risks?**

Finally, if you do decide to visit an acupuncturist, it is important that you check that they are qualified and registered to practise acupuncture. In the past some people have experienced allergic reactions, broken needles and even punctured lungs while being treated, although this is very uncommon.

**Words and expressions from the text:**

- **allergic (adj):** caused by an allergy.
- **appendix (n):** appendix is a small tube-shaped part inside the body below the stomach.
arthritis (n): an illness which causes the parts of the body where bones meet to become painful and often big.

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

clinical (adj): relating to medical treatment and tests.

deaden (adj): to make something less painful or less strong.

dental (adj): relating to teeth.

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

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

insomnia (n): when you find it difficult to sleep.

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

organ (n): a part of an animal or plant that has a special purpose.

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

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

pulse (n): the regular movement of blood through your body when your heart is beating.

puncture (v): to make a hole in something.

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

sceptical UK (US skeptical) (adj): doubting that something is true or useful.

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

significant (adj): important or noticeable.

vaccination (n): a substance which contains a harmless form of a virus or bacterium (= extremely small organism), and which is given to a person or animal to prevent them from getting the disease which the virus or bacterium causes.

worn-out (adj): extremely tired.

**TEXT“QIGONG”**

If the very idea of a fitness routine leaves you feeling exhausted and you shiver at the thought of jogging round the park in the winter wind, then Qigong might be just the form of exercise you are looking for.

This new gentle form of oriental gymnastics is composed of a system of meditative exercises which involve standing in a series of postures for up to half an hour a day, or combining simple movements with breathing exercises. Although this type of exercise does not build muscles, it is quickly growing in popularity as it is considered to be a good way of reducing stress, stimulating the circulation and strengthening the body’s immune system.

Qigong, literally translated, means training your energy, and has been compared to acupuncture without needles. According to Chinese beliefs, qi is vital energy which circulates within the human body and throughout nature. Qi is thought to flow along a system of bodily channels, similar to the way that sap flows through a tree. Consequently, Qigong is based on the hypothesis that illness and psychological problems are caused when the natural energy flow is blocked or deficient. Qigong directs energy to the trouble spot, and can be used to alleviate allergies, asthma, hypertension, insomnia and rheumatism. This method has also been shown to be successful in treating obesity; one patient who weighed 230 kg was able to lose 70 kg. Another Dutch patient weighed 168 kg when her father took her to a Qigong practitioner two years ago. “I was very sceptical,” she says. “I’d tried so many diets, but I always put weight back on again.” Once she started the Qigong routine her weight began to drop, despite only minor modifications to her diet. In six months she lost 50 kilos. “It’s not difficult at all. Since I started doing the exercises I haven’t been so hungry and I’ve had more energy, so I’m more active.”
Chinese practitioners have found it difficult to persuade the western mind of the powers of Qigong. But although conventional medicine cannot explain it, governments keen to cut rising healthcare costs are endorsing it. In Germany, for example, Qigong is available on the national healthcare system, and many doctors are prescribing it for aches, swellings and allergies. Many patients who have suffered from allergies for years have found that, since starting Qigong, they haven’t been ill at all, or only suffer from very slight allergic reactions.

In Europe, for the most part, it has been used to treat relatively minor conditions, but recently Qigong has achieved dramatic results with more serious conditions. In one case a French air stewardess was told by her doctor that she only had a few months to live because she had cancer. Conventional treatment, including chemotherapy, had been unsuccessful. It made her so ill that she nearly died. After starting Qigong, however, the patient immediately began to feel better. Subsequently, the doctors could find no further traces of the disease and the patient was able to return to work. While this may sound like a miracle, one should point out that Qigong may not necessarily cure everyone, as it depends on how much you exercise and on the individual's psychological motivation. Nevertheless, even if it does not cure you, it has the potential to prolong your life.

**Comprehension Check**

**Choose the most suitable continuation of the following sentences:**

1) **Qigong is perfect for those who**
   a) do not like vigorous exercise.
   b) enjoy jogging.
   c) are exhausted.
   d) do not enjoy routines.

2) **Qigong**
   a) is a type of body building.
   b) helps the body fight disease more effectively.
   c) is a form of acupuncture.
   d) is like aerobics.

3) **Qi is believed to be**
   a) the training of energy.
   b) a channel in the body.
   c) the life-force.
   d) the circulatory system.

4) **Some governments approve Qigong because**
   a) they are keen on it.
   b) it is cheap.
   c) they have been persuaded that it works.
   d) it is better than conventional methods.

5) **In Europe, Qigong has mainly been used**
   a) for serious conditions.
   b) for those who can’t afford private treatment.
   c) for easily treated ailments.
   d) for those with allergic reactions to drugs.

6) **According to the conclusion of the last passage, Qigong**
   a) will definitely make you live longer.
   b) will only cure you if you believe in it.
   c) has miraculous effects.
d) is ineffective.

**Exercise 2. Fill in the correct word(s) from the list below.**

Stimulates, immune system, acupuncture, ailments, sap, insomnia, endorse, subsequently, vigorous, miraculous

1) The doctor suggested that she start taking vitamins to help strengthen her ... . *(cells which fight infection)*
2) On Saturdays the children get together for a(n) ... game of football. *(energetic)*
3) Everyone thought the patient was going to die, but he made a(n) ... recovery. *(amazing)*
4) He started taking sleeping tablets because he was suffering from ... . *(not being able to sleep)*
5) Massage reduces stress, eliminates toxins and ... the circulation. *(encourages)*
6) The world champion was asked to ... the company's new protein supplement for athletes. *(publicly give approval to)*
7) On rubber plantations, workers collect ... to make into rubber products. *(liquid from trees)*
8) ... helped to relieve my pain. *(Chinese treatment using needles)*
9) The G.P. couldn't help Mrs Jones, and ... sent her to a specialist. *(afterwards)*
10) As people get older, they suffer from more ... such as arthritis and rheumatism. *(illnesses)*

**Exercise 3. Which of the treatments and procedures below relate to conventional and which to alternative medicine?**

herbalism, radiotherapy, chemotherapy, injections, aromatherapy, steroid creams, blood tests, meditation, tooth extraction, homeopathy, acupuncture, X-ray, surgery, yoga, transplants

**Exercise 4. Match the medical people with what they might say ...**

a) dentist  b) optician  c) physiotherapist  d) general practitioner (GP)  e) hypnotist  f) dietician  
g) chiropodist  h) psychiatrist  i) midwife  j) acupuncturist  k) plastic surgeon  l) vet

1) “Take two sleeping tablets before you go to bed. That’ll help your insomnia.”
2) “Exactly why do you think you’re Napoleon?”
3) “Which is the last line on the chart that you can read?”
4) “Mix this medicine in with Fido’s feed twice a day and take him for long walks.”
5) “If you follow this programme for three weeks, you should lose six kilos.”
6) “These exercises will help rebuild the thigh muscle and you should be able to kick a ball again in two weeks.”
7) “When we take the bandages off, the scars will be invisible.”
8) “Open wide!”
9) “These breathing exercises will help you relax and should speed the delivery.”
10) “When I click my fingers, you’ll wake up and never want another cigarette again!”
11) “Oh! This ingrowing toenail must be really painful.”
12) “I’ll be inserting these needles around the arthritic area to help relieve the pain.”

**Exercise 5. Find the odd word out.**

1) treatment, therapy, cure, diagnosis
2) bandage, dressing, tablet, plaster cast
3) specialist, patient, invalid, outpatient
4) pill, injection, tablet, capsule
5) clinic, hospital, ambulance, surgery
6) relieve, lessen, alleviate, deteriorate

Exercise 6. Fill in the correct word derived from the words in bold, then cover the text and talk about the two types of medicine.

Virtually the only thing that conventional and alternative medicine have in common is the fact that they are both ways of treating ailments. However, the methods of 1) (treat) are completely 2) (differ). For example, conventional medicine treats allergies, infections, insomnia etc by using antibiotics or 3) (vary) drugs, while alternative medicine concentrates not just on these symptoms, but on the body as a whole, becoming 4) (health). This is done by training the body’s energy to trouble spots using a system of 5) (meditate) exercises, as opposed to 6) (simple) taking a course of pills. Conventional medicine is, however, more 7) (suit) for dealing with broken bones and 8) (correct) surgery, such as 9) (straight) a broken nose or 10) (build) a shattered leg.

Exercise 7. Fill in the missing words related to medicine and health. The first letter is given to help you.

1) The doctors decided to give him a liver t….. after they had d….. cancer.
2) When Philip woke up with a h….. , a high temperature and a r….. nose, he knew he must have the f…...
3) Emma had a high temperature and was covered in little red s….. but her mother didn’t know if she had m….. or c….. – p…...
4) A common disease in children is m….. with the s….. of a swollen neck and a high temperature.
5) A lot of research is being done to find a c….. for AIDS which is a f….. disease.
6) If a person is bitten by a mad dog, he should see a doctor immediately to have an injection against r…...
7) During the spring many people suffer from an a….. called hayfever which causes itchy eyes and s…..

Listening Comprehension “First Aid or How to Resuscitate”

DOCTOR JOKES

I
-Doctor, Doctor I think I’m a dog.
-How long have you felt like this?
- Ever since I was a puppy!

II
- Doctor, Doctor I keep getting pains in the eye when I drink coffee.
- Have you tried taking the spoon out?

III
- Doctor, Doctor I think I need glasses.
-You certainly do, Sir, this is a Post Office.

IV
- Doctor, Doctor I've swallowed a pencil. What shall I do?
- Use a pen.

V
- Doctor, Doctor I think I've become invisible.
- Who said that?
Doctor, Doctor no-one is interested in me.
Next!

Achievement, pp.114 – 118 Revision and Consolidation (Ex. 1 – 7)

AT THE DENTIST'S

FOCUS VOCABULARY (Achievement, p.119)

Dentist
Dental (~ floss, ~ pick)
A tooth (pl. - teeth) (a sound ~, a bad ~; to extract a ~ = to pull (out) a ~ = to take out a ~, to fill a ~ = to stop a ~, to drill a ~)
A false tooth
An eye tooth
A wisdom tooth
A toothache
To brush one’s teeth
To clean one’s teeth
To have one’s teeth cleaned at the dentist’s
To pick one’s teeth
Cavity (to fill a ~ in a tooth)
Filling
Decay
Drilling
Gum (a sore gum)

Exercise 9. Translate the following sentences from English into Russian.

1) One of my front teeth is (working) loose.
2) Has the other tooth been very troublesome?
3) The tooth becomes sore to the touch.
4) Is it sensitive to heat and cold?
5) You must have the bad tooth stopped before the nerve gets exposed.
6) It may take considerable drilling.
7) I advise you to make a gold filling. It will hold for very long.
8) I dread coming to see a dentist.

IN HOSPITAL

FOCUS VOCABULARY (Achievement, p.127)

Ward (~ nurse = ~ sister, ~ round)
Staff round = round of surgeons
To make / to go one’s rounds
Bed
Bed-ridden = confined to bed
To keep to one’s bed
To take to one’s bed
The public health services in our republic embrace the entire population and are financed substantially by the state budget. The network of clinics (polyclinics), hospitals, maternity homes and nursing centers is quite large. You will find local medical centers not only in your neighbourhood but at all big factories and farms.

The patients pay nothing for treatment. Medical centers provide services free of charge. There are, of course, private practitioners who charge for visits.

Main emphasis is laid on prevention or prophylactics. The saying has it that “an ounce of prevention is worth a pound of cure”.

Periodical medical examinations are sometimes practised here. A general examination is also required of persons planning to spend their holiday at a health resort.

The all-out effort against epidemics deserves special mention. Many diseases have been stamped out. Medicine is advancing further and is successfully trying to smite with heart diseases and cancer that take the highest toll of human lives.

In some countries, such as Canada, medical care is also free. All immigrants and refugees have a health card with a number on it; they present the card when they enter a health facility. People may visit the doctor, go to the hospital for surgery or tests, without paying. Students and visitors on visas would have to pay for health care.

In the United States, however, health care is very expensive. A visit to the doctor may cost from $25 to $250. Hospital care can cost more than $200 a day. Because health care is so expensive, most people have health insurance. In this way, they pay a flat fee for individual or family coverage. The insurance company then pays all or part of their medical bills.

In Great Britain, there is an organization called the National Health Service (NHS), which is famous for providing free, good-quality health care. It is available to everyone, including foreigners who become ill in Britain. Most UK residents depend on it although the number of private medical insurance schemes is growing nowadays.

The National Health Service began in 1948. It is run by the government and is financed in three ways. Firstly, every working person has to pay a weekly contribution (even though he may never be ill). This covers about 15% of the total cost. Secondly, money comes from general taxes. Thirdly, for some things the patient may have to pay a small charge.

There are some people in Britain who ignore the Health Service, even though they have to contribute. They continue to pay privately for treatment. Most doctors have private patients. Some have nothing but private patients. Private treatment is often quicker and more personal.

There are two sorts of doctors in Britain – hospital doctors and family doctors. Hospital doctors are often narrow specialists, but family doctors are specialists in general health and deal with everyday medical problems that people have. They are normally called GPs – General Practitioners. The first doctor you see is usually a GP. You make an appointment to see him at a special or health centre and if you really have a special problem the GP will send you to a
specialist. You can also go direct to a hospital if you are ill and don’t know which doctor to go to.

If a doctor decided you need medicine, you’ll get a prescription to take to chemists. In Britain, many medicines are available on prescription only.

If you have trouble with your teeth you can ask to see a dentist. Many dentists are very busy and it can be difficult to get an appointment. You can find a list of dentists and denture repairers in the “yellow pages” (a telephone directory which lists companies under the services they offer). List of doctors can also be found there.

For new glasses or contact lenses you should go to an optician. There is usually at least one optician on most British High Streets.

If you got into an accident and need help quickly, you can use the emergency service. Go to a telephone, dial 999 and ask for “Ambulance” (they use the same number to call the Police and Fire Brigade). Emergency treatment is available from the Casualty Department or larger hospitals. Many people go to the Casualty by car, taxi or on foot, but more serious cases came by ambulance.

**TEXT “ARE YOU HOOKED?”**

No one likes to admit they're an addict. They are sad creatures ruled by deadly substances such as tobacco or alcohol. But there are others less damaging to the health. Like it or not large numbers of us are addicts. Addictions can be chemical (caffeine), emotional (shopping), physical (exercise) or downright strange - such as picking your spots! You're the odd one out if you don't have at least one everyday addiction. What do you do when you feel under pressure, bored or depressed? Get lost in the world of TV? Go shopping? Eat one bar of chocolate after another?

Becci has been a chocaholic for ten years. “I just get an urge for it - a need,” says Becci. “I really don’t know why, it’s just so delicious. People say that chocolate can make up for lost passion – I don’t know about that, but I love the way it melts in my mouth.” Every day, Becci gets through several bars of her favourite Cadbury’s chocolate (the one with the soft caramel centre is the best). But it’s not only the bars she goes for – hot chocolate drinks and chocolate cakes are also essentials. Towards exam time, Becci feels she has to increase her intake to cope with all the work. “If I get up late, I’ll have chocolate for breakfast, then more and more during the day. I am addicted. It’s like smoking, I suppose, but I have no plans to give it up. If I like it so much, why should I?”

Addiction to exercise can ruin your life, Janine learnt to her cost. “I was swimming at least fifty lengths a day, jogging to the gym and doing three aerobic classes a week. At home, I used an exercise bike and keep-fit videos. My husband said that I didn’t have time for him, and he was right. But I couldn’t believe it when he left me. Finally, I came to my senses, I wanted to get fit but it all got out of hand and my addiction ruined my marriage. Now, I’m seeing a counselor and gradually reducing the amount of exercise I do.”

Well-known Member of Parliament, Tony Benn, just can’t live without his favourite drink. He has on average eighteen pints of tea a day and his addiction has raised concern about his health. When he collapsed recently, some people blamed his excessive tea drinking. Mr Benn has calculated that, over the years, he has drunk enough tea (around 300,000 gallons) to displace an ocean-going liner. If he ever tried to stop, he would find it agonizing.

Anne shopped for thirteen hours a day without leaving her living room – she was addicted to TV shopping. When she got home from her job as a nightcare worker at 8.30 a.m., Ann would immediately tune into a satellite TV shopping channel and buy everything in sight. Her home was soon an Aladdin’s cave of household goods and trendy clothes she didn’t need. When her cash ran out, she stole money from the elderly patients in her care and was charged with theft. “It seemed so easy,” she says. “I didn’t realize I had become so addicted.” Anne’s family have now removed her satellite receiver.
Comprehension Check

Task 1. Read the following sentences and decide which person (Becci, Janine, Tony Benn or Anne) each one refers to. One of the sentences does not refer to any of them.

1) Her/his addiction led to crime.
2) She/he became out of touch with the rest of her/his life.
3) She/he was addicted to getting things she/he never used.
4) She/he feels her/his addiction is a substitute for love.
5) She/he needs it to help her/him work effectively under pressure.
6) She/he is receiving professional treatment.
7) Her/his addiction may have had serious physical consequences.
8) She/he isn’t convinced she/he should give it up.

Task 2. Find words or phrases in the text with the following meanings.

1) the exception, the unusual person (para. 1)
2) a desire (para. 2)
3) to compensate (para. 2)
4) to change from solid to liquid (para. 2)
5) to destroy (para. 3)
6) to realize what is happening (para. 3)
7) to stop being under control (para. 3)
8) to make people worried (para. 4)
9) to fall down (para. 4)
10) too much (para. 4)
11) very difficult and painful (para. 4)
12) fashionable (para. 5)
13) to come to an end (para. 5)

Task 3. Discuss the following questions.

1) What advice would you give to the four addicts (and their families) in the text?
2) Would you say you were addicted to anything?

Achievement, pp.137 – 140 Revision and Consolidation (Ex. 1 – 7)

SUBUNIT 2. SOCIAL MALADIES

FOCUS VOCABULARY (Achievement, p.141)

Addict (a drug ~)
Addiction
To addict
To be addicted to smth
Abuse (drug ~, ~ of narcotics, alcohol ~, sexual ~)
To abuse
Abusive
Alcohol
Drugs (hard ~, soft ~; to take ~)
A drug dealer = a drug pusher
Smoking
AIDS
Habit (drug ~)
Habitual (~ smoking, ~ criminal, ~ drunkard)
Stress (to be under ~, to suffer from ~, to control ~; the ~s and strains of modern life)
We entered the 21st century with such maladies as heart and vascular system diseases, environmental diseases, cancer, AIDS (Acquired Immune Deficiency Syndrome). The risk factors causing these diseases are poor environment (especially after Chernobyl disaster), constant stress and bad habits. We witness more and more cases when people suffer from such environmental diseases as food allergies, chronic fatigue syndrome, asthma, thyroid gland. They all have a huge impact on the quality of life, darken our prospects for future. Alcohol, drugs, smoking, AIDS have also become the reality of our life, especially among young and middle-aged people. Today we'll read the texts about the diseases which have come as a result of people's ignorance and lack of healthy habits.

Smoking is very dangerous. Most young people smoke because their friends pressure them to do so. They may be copying their parents who smoke, or other adults they respect. At one time this would have been accepted as normal. But in the past 30 years attitudes about smoking have changes. Smoking is now banned in many places so that other people don't have to breathe in smokers' shocking tobacco smoke. Passive smoking, when you are breathing someone else smoke, can damage your health just like smoking can. Smoking becomes addictive very quickly, and it's one of the hardest habits to break. Take 1000 young people who smoke 20 cigarettes a day. A quarter of them will die from a disease caused by smoking. That's 250 lives wasted! Only six of those 1000 teenagers will die in road accidents. So what is it in cigarette smoke that is harmful? Chemical called nicotine is a substance that causes addiction. It is a stimulant that increases the pulse rate and a rise in the blood-pressure. Cigarette smoke also contains tar - a major factor for causing cancer. Chronic bronchitis occurs when tar and mucus damage the air sacks in the lungs. The sufferer has a bad cough which is worse in the mornings, and may get breathless easily. Gases in cigarette smoke increase your blood pressure and pulse rate. This can contribute to heart disease. Smokers as twice as non-smokers are likely to have heart trouble. Smokeless tobacco that is chewed rather than smoked is also harmful, causing mouth sores, damage to teeth and cancer. If you've ever watched an adult try to give up smoking, you know how hard it can be. It's easier, healthier and cheaper never to start.

Another poison of many young people is alcohol. Remember, alcohol is a drug. It can make you sick, and you can become addicted to it. It's a very common form of drug abuse among teenagers. Don't let anyone at a party pressure you into drinking if you don't want to, especially if you're legally under age. For years we have been told not to drive after we have drunk alcohol, which weakens our sense and clouds our judgment. And yet people still do. Young people, who are drunk are less likely to wear their seat belts, and are less experienced when a problem occurs. The alcohol makes them think they are brilliant drivers and can take risks without getting hurt. But, more importantly, they become a risk to other drivers and pedestrians - potential killers. If they do have an accident, the alcohol in their body will make treatment of an injury more difficult. Alcohol drinks are made up chiefly of water and ethanol, which is an alcohol produced by fermenting fruits, vegetables or grain. Beer is about one part ethanol to 20 parts water. Wine is stronger, and spirits are about half ethanol and half water. Alcohol is a drug. In fact, it is a mild poison. It is absorbed quickly into the bloodstream, within four or 10 minutes of being drunk. Absorption is slower if there's food in the stomach. Once inside the body it passes through the bloodstream to the liver, where poisons are digested. But the liver can only process 28 grams of pure alcohol each hour. This is a small amount - just over half a glass of beer. Anything else you drink is pumped round the body while it waits its turn to enter the liver. When alcohol reaches your brain, you may immediately feel more relaxed and light-hearted. You may feel you can do crazy things. But after two or three drinks, your actions are clumsy and your speech is slurred. If you over-drink, you might suffer from double vision and loss of balance, even fall unconscious, hangover.
In facts, all medicines are **drugs**. You take drugs for your headache or your asthma. But you need to remember that not all drugs are medicines. Alcohol is a drug, and nicotine is a drug. There are many drugs that do you no good at all. There’s nothing wrong with medicinal drugs if they’re used *properly*. The trouble is, some people use them wrongly and make themselves ill. Most of the drugs are illegal, but some are ordinary medical substances that people use in the wrong way. People take drugs because they think they make them feel better. Young people are often *introduced* to drug-taking by their friends. Many users take drugs to *escape* from a life that may seem too hard to bear. Drugs may seem the only answer, but they are no answer at all. They simply make the problem worse. Depending on the type and strength of the drug, all *drug-abusers* are in danger of developing side effects. Drugs can bring on confusion and frightening hallucinations and cause unbalanced emotions or more serious mental disorders. First-time heroin users are sometimes violently sick. Cocaine, even in small amounts, can cause *sudden death* in some young people, due to heartbeat irregularities. Children born to drug-addicted parents can be *badly affected*. People who start taking drugs are unlikely to do so for long without being *found out*. Symptoms of even light drug use are drowsiness, moodiness, loss of appetite and, almost inevitably, a high level of deceit. First there’s the *evidence to hide*, but second, drugs are expensive and few young people are able to find the money they need from their allowance alone. Almost inevitably, needing money to pay for drugs *leads to crime*.

**AIDS** is a sickness that attacks the body’s natural system against disease. AIDS itself doesn’t kill, but because the body’s defense system is damaged, the patient has a reduced ability to *fight off* many other diseases, including flu or the common cold. It has been reported that about 10 million people worldwide may have been infected by the virus that causes AIDS. It is *estimated* that about 350 thousand people have the disease and that another million (!) may get it within the next five years. Africa and South America are the continents where AIDS is most *rampant*, although in the States alone about 50,000 people have already died of AIDS. So far there is no cure for AIDS. We know that AIDS is caused by a virus which invades healthy *cells*, including the white blood cells that are part of our defense system; the virus *takes control* of the healthy cells *genetic material* and forces the cell to make a copy of the virus. The cell then dies and the multiplied virus moves on to invade and kill other healthy cells. The AIDS virus can be passed on sexually or by *sharing needles* used to inject drugs. It also can be passed in blood products or from a *pregnant woman* with AIDS to her baby. Many stories about the spread of AIDS are false. One cannot get AIDS by working with someone who’s got it or by going to the same school, or by touching objects *belonging* to or touched by an *infected* person. Nobody caring for an AIDS patient has developed AIDS and, since there is no *cure* for it at present, be as helpful and understanding as possible to those suffering from this terrible disease.

**Achievement, p.141 Text “What You Should Do Now to Prevent Heart Disease”**

p.142 Ex. 1

p.142 Text “Try to Give Up Smoking”

p.143 Ex. 2 - 4

**DEBATES “WORLD GOVERNMENTS SHOULD CONDUCT SERIOUS CAMPAIGNS AGAINST SMOKING”**

If you smoke and you still don’t believe that there’s a definite link between smoking and bronchial troubles, heart disease and lung cancer, then you are certainly deceiving yourself. No one will accuse you of hypocrisy. Let us just say that you are suffering from a bad case of wishful thinking. This needn’t make you too uncomfortable because you are in good company. Whenever the subject of smoking and health is raised, the governments of most countries hear no evil, see no evil and smell no evil. Admittedly, a few governments have taken timid measures. In Britain, for instance, cigarette advertising has been banned on television. The conscience of the nation is appeased, while the population continues to puff its way to smoky, cancerous death.

You don’t have to look very far to find out why the official reactions to medical findings have been so luke-warm. The answer is simply money. Tobacco is a wonderful commodity to tax. It’s
almost like a tax on our daily bread. In tax revenue alone, the government of Britain collects enough from smokers to pay for its entire educational facilities. So while the authorities point out ever so discreetly that smoking may, conceivably, be harmful, it doesn’t do to shout too loudly about it.

This is surely the most short-sighted policy you could imagine. While money is eagerly collected in vast sums with one hand, it is paid out in increasingly vaster sums with the other. Enormous amounts are spent on cancer research and on efforts to cure people suffering from the disease. Countless valuable lives are lost. In the long run, there is now doubt that everybody would be much better-off if smoking were banned altogether.

Of course, we are not ready for such drastic action. But if the governments of the world were honestly concerned about the welfare of their peoples, you’d think they’d conduct aggressive anti-smoking campaigns. Far from it! The tobacco industry is allowed to spend staggering sums on advertising. Its advertising is as insidious as it is dishonest. We are never shown pictures of real smokers coughing up their lungs early in the morning. That would never do. The advertisements always depict virile, clean-shaven young men. They suggest it is manly to smoke, even positively healthy! Smoking is associated with the great open-air life, with beautiful girls, true love and togetherness. What utter nonsense!

For a start, governments could begin by banning all cigarette and tobacco advertising and should then conduct anti-smoking advertising campaigns of their own. Smoking should be banned in all public places like theatres, cinemas and restaurants. Great efforts should be made to inform young people especially of the dire consequences of taking up the habit. A horrific warning – say, a picture of a death’s head – should be included in every packet of cigarettes that is sold. As individuals we are certainly weak, but if governments acted honestly and courageously, they could protect us from ourselves.

THE ARGUMENTS: KEY WORDS

1) Definite link: smoking and bronchial troubles, heart disease, lung cancer.
2) Governments hear, see, smell no evil.
3) A few governments: timid measures.
4) E.g. Britain: TV advertising banned; nation’s conscience appeased; cancerous death.
5) Official reactions to medical findings: luke-warm.
7) A short-sighted policy.
8) Enormous sums spent fighting the disease; lives lost.
9) Smoking should be banned altogether.
10) We are not ready for such drastic action.
11) But governments, if really concerned, should conduct aggressive anti-smoking campaigns.
12) The tobacco industry spends vast sums on advertising.
13) Advertising: insidious, dishonest.
14) Never shown pictures of real smokers coughing up lungs, only virile young men.
15) Smoking associated with great open-air life, beautiful girls, togetherness. Nonsense!
16) All advertising should be banned; anti-smoking campaigns conducted.
17) Smoking should be banned in public places.
18) Young people should be warned, dire consequences.
19) Warning, death’s head, included in every packet.
20) Governments should protect us from ourselves.
THE COUNTER-ARGUMENTS: KEY WORDS

1) There are still scientists who doubt smoking/cancer link.
2) People who don’t smoke should keep quiet.
3) Smoking brings many psychological benefits: relieves stresses of everyday life: provides constant consolation.
4) E.g. we smoke when taking exams, worried, bereaved, etc.
5) Associated with good living; social contacts easier.
6) Smoking is very enjoyable: relaxing, e.g. with a cup of coffee; after a meal, etc.
7) It’s absurd to suggest we ban it after so many hundreds of years.
8) Enormous interests involved: governments, tobacco growers, tobacco industries, retail businesses.
9) Tax apart, important source of income to many countries: e.g. the USA, Rhodesia, Greece, Turkey.
10) People should be free to decide, not bullied by governments: banning is undemocratic.
11) The tobacco industry spends vast sums on medical research.
12) Improved filters have resulted; e.g. Columbia University.
13) Now possible to smoke and enjoy it without danger.

Achievement, p.145 Text “What’s Your Poison?” (alcohol drinking)

TEXT “ALCOHOL ADDICTION – NATURAL SOLUTIONS”

When we think of alcohol abuse, we often think of Skid Row drunks, not our friends and neighbours. Yet those on Skid Row make up only 5% of alcoholics. The rest are less visible, yet suffering. About 10% of the population are chemically addicted to alcohol and another 30% drink too much. Men outnumber women alcoholics three-to-one.

Called everything from “the nectar of the gods” to “demon rum”, alcohol affects us all. We pay higher insurance and health premiums because of alcohol-related traffic accidents, injuries, absenteeism and chronic illnesses. Other social costs include crime, broken families, suicide, incest, eating disorders and other compulsive behaviours.

Dr Ray Baker, who runs Health Quest Clinic in Vancouver and established the addiction medicine curriculum at the University of British Columbia, says that 10-20% of the population are at increased risk due to genetic predisposition and biochemical trauma, and social and dietary factors. Studies of twins adopted at birth by different families have borne this out, says Baker.

Certain ethnic groups such as First Nations and the Japanese show less tolerance for alcohol because they haven’t experienced the centuries of drinking common to most European cultures. Many alcoholics are born with malfunctioning neurotransmitters that send garbled messages to the body. Consequently, addictive personalities lack natural stimulants (catecholamines) and relaxants (endorphins), and seek alternatives to these through addictive substances.

“Alcohol dependency is very complex,” says Dr Baker. “Addictions are a continuum of problems and many alcoholics have psychiatric and emotional problems that their addictions mask. But alcohol addiction is highly curable, with a 45% cure rate in the first year – significantly higher than cancer.”

When you take a drink, the alcohol is broken down in the body gradually by being absorbed through the small intestine. From there, it goes through the liver to the brain, hence the expression “that drink went right to my head”. From the brain, alcohol affects the central nervous system, causing intoxication and depressing inhibition, coordination and judgement.

Dr Colin Mangham, director of the BC Prevention Resource Service, says the body can handle about one ounce of alcohol an hour, depending on a person’s weight, eating habits and general health. Long-term, heavy drinking causes cirrhosis of the liver, vitamin B deficiencies,
pancreatitis, gastrointestinal disorders, including ulcers, hypoglycemia (which can cause brain damage), anemia and cardiac myopathy.

Mangham says quitting drinking is crucial but “it’s one baby step. The pathology is still there and it can take a lifetime to reconstruct a way of thinking and reacting to stressful situations.”

Baker emphasizes that, no matter how out of control someone’s drinking is, treatment is available. “Combination therapy such as drug therapy with psychotherapy and self-help groups like Alcoholics Anonymous and Rational Recovery are a good option,” he says, “and there is strong neurobiological research to back it up.” Baker takes a holistic approach to treatment, believing that the mind, body and spirit must be treated simultaneously for long-lasting results.

Dr Tom Farnsworth, a naturopathic physician in North Vancouver, focuses on diet and blood sugar stabilization, incorporating vitamin and herbal regimens, exercise and psychotherapy to treat his alcoholic patients. Visualization exercises promote relaxation and coping skills.

“I treat the whole person,” says Farnsworth, who encourages his patients to adopt a healthier lifestyle. “Then I suggest supportive therapies to deal with the psychological and spiritual reasons for their alcohol abuse.”

Dr Brian Martin, a Vancouver naturopath, advocates a wholesome diet and behavior modification techniques such as hypnosis and visualization. “Strength comes from making the positive choice and staying away from alcohol because it feels good,” he says. “Even alcoholics with genetic markers can overcome their addiction, but they have to work harder.”

Baker says relapse is part of the recovery process but stresses that two years of carefully monitored treatment result in an 80% or higher recovery rate. Many of his patients – including a master brewer who has to taste beer all day, every day – negotiate a behavioral contract with immediate consequences if they drink again.

Treatment is also available for people who don’t fit the category of alcoholic with the accompanying black-outs, withdrawal symptoms, chronic illnesses and catastrophic losses in family and career. Wilma Dixon runs Control Counseling Programs in Vancouver and treat “over-drinkers” who wake up with fuzzy minds and a feeling of remorse about what they might have done the night before. Her one-on-one counseling is based on cognitive behavioral therapy.

“The focus is on controlled drinking, but if clients choose moderation and it doesn’t work for them, they have to move to abstinence,” Says Dixon. “I only treat people who have a signed declaration from their doctors that they are healthy and haven’t been told to cease drinking.” As in Baker’s practice, the success rate ranges from 80 to 90%. “I’ve seen over 5,000 patients in 12 years and very few people are able to quit on their own, no matter how hard they try,” says Baker. “I like to use the acronym CARESS for recovery. C is for coping, A for accountability, E for education, S for social support and the final S for spirituality. That sums up the recovery process for most people.”

**HOLISTIC OPTIONS FOR ALCOHOL DEPENDENCY**

Alternative treatments for alcohol dependency range from traditional First Nations practices such as the medicine wheel, healing circle and sweat lodges to a huge variety of self-help groups, pharmacology and nutritional therapies. Vitamin regimens and injections usually include B1, B12, B5 and folic acid, and a good multivitamin and mineral complex.

Herbal remedies used are taurine, ginseng and tryptophan for anxiety, depression and increasing serotonin uptake; acidophilus and glutamine (an amino acid) reduce craving for alcohol, improve mental alertness and clarity.

Acupuncture points on the liver and ear purify the liver and calm the nervous system. Visualization and hypnosis can also be effective.

Ayurvedic medicine diagnoses and treat body types accordingly.

Aromatherapy may also be helpful, with the use of fennel rose, rosemary and juniper oils.

The regular practice of meditation yields a 90% sobriety rate after two years, in conjunction with other therapies.

Hydrotherapy, such as steam and immersion baths and sauna, help rid the body of toxins.
Homeopathic remedies include sulphur, berberis, nux vomica and lachesis.

Achievement, pp.146 - 148 Texts “Forbidden Things Are Often Tempting” (drug taking), “The War Against Drugs”
p.149 Text “Stress. A Human Concern”
pp.149 - 152 Ex. 4, 5, 7, 8, 11
p.152 Class Discussion
p.153 The Stress Test (with scores)

TEXT “MEAN AND MOODY”

Some days you wake up feeling low without knowing why. Coping with mood swings is difficult but understanding your feelings will help beat the blues.

Losing interest in life can be a sign of depression. You feel that there is no reason to get through today or be excited about tomorrow. When you are depressed, you may have problems sleeping, or you may feel tired all the time. You may lose your appetite, or you may over-eat. Everything looks hopeless and bleak. Your family and friends may simply tell you to cheer up. They don’t like to see you so unhappy. You feel angry and frustrated with yourself for not being able to snap out of it.

Feelings of rage, self-hate and anxiety, kept aside, can make you very depressed. Depression isn’t just a grown-up problem – nowadays more and more teenagers are suffering from real depression, often aggravated by modern problems of drugs, alcohol, pressure with examinations or the break-up of the family. There are physical reasons for depression as well. Sometimes a chemical imbalance in the body can cause it.

Any depression that lasts longer than a few weeks should be taken seriously. Don’t be discouraged from getting treatment by someone who shrugs it off as nothing and says: “You’ll get over it. It’s not really a problem.” This is bad advice. It is a real medical problem and should be treated as such. Effective medications are available for treating depression.

If you think you are under stress, do two things straight away. Talk to somebody about your problems and put some time into each day to relax. You need to feel that you are in charge of your life. You may need to accept that there are some things you are not able to do. Perhaps, you don’t have time, or perhaps some activities are taking up more time than they should. Sort out what’s most important, and make decisions.

Have you heard the saying: “A problem shared is a problem halved”? If you keep your problems to yourself, they can seem a great deal worse than they really are. If you talk to somebody about your problem, you can come to see it in a different light. Maybe it’s just arranging an emotion into words and then saying it out loud which does this. Sometimes you will find that the person you talk to can convince you that there is really nothing to worry about at all.

Problems can mount up. You may have a lot of work to do at school which is worrying you. You may have trouble at home. You may be having an argument with your brother or sister that’s lasting for days. Taken on their own, all these things may not amount to very much. But when you are worrying about all of them at the same time, you can feel weighted down with cares and troubles.

Different people can help you with different problems, so if you want to share a worry, decide who would be the best person to talk to about it. Your parents would probably like to feel that you were able to go to them with your worries. After all, they’ve known you all your life so they know you really well. If you can talk to a parent about your problems, they will feel pleased that you are able to take them into your confidence. And it will also help them understand what sorts of pressure you are faced with and what your life is like outside home. There may be things you take for granted they know nothing about, or which have been puzzling them. You can fill them in.

At first, your parents may be angry and upset if you are telling them you’ve done something wrong. But give them time. When they realize that you need their help, and want to put things
right, they’ll start to think positively about what to do. Your parents may be able to deal more calmly and diplomatically with people in authority than you can. They’ve had more experience!

*Your brothers and sisters* have one main advantage over all your friends put together – you share the same parents. Problems with parents are often best discussed – an laughed about – with brothers and sisters.

*A close uncle or aunt* may be the person to talk to if you are having trouble at home. Remember that they’ve known your parents longer than you have and have a personal store of knowledge on their strengths and weaknesses. They might just be able to give you advice on how best to get your message across.

*Your teachers* know you pretty well. You may think that they only see the side of you that you show at school. But teachers are trained to see more than that and most can be very sympathetic and helpful. Perhaps you are not getting on with your parents, or maybe your parents are not getting on with each other. It can be hard to talk directly to them about these sorts of things. Some schools have a member of staff who is especially qualified to counsel on problems, but if not, try talking to a teacher you like and respect, and see if they can offer any help.

Most people talk to their *friends* about their problems. Friends of your own age are going through many of the same experiences and they will readily understand what you are talking about. Choose whom you tell your problems to with care. It must be a friend whom you can trust and whose opinion you respect, and someone who will not gossip about your business to other people. And don’t forget that if you are in need of a sympathetic adult, *your friends’ parents* may be worth talking to. They’ll probably know you already. Also, if they have a child of your age, they may already have met the problem, or one like it, and will know what to do.

Sometimes you may feel that you have a problem that’s so private, you don’t want to discuss it with anybody who is close to you. It’s more than likely you don’t want anyone to know about it. *Doctors* will respect your confidentiality, and this may make it easier to talk openly to them. Doctors can be helpful even if your problem isn’t strictly a medical one. If they can’t solve your problem, many work with counselors or therapists who can help.

When you are worried and under stress, it helps a lot if your friends and family are supportive. This works in reverse, too. If one of your friends or family members is under stress, you can be very helpful by showing this person you really care. That’s the most important kind of support there is.

It may seem difficult to do when you are down, but make a list of all the things you really enjoy in life. At first you may think there’s nothing to write down. Persevere and you’ll probably surprise yourself. Give yourself something to look forward to every day – little things, like visiting a good friend and having a chat, watching a favourite video or buying a good magazine.

Don’t wish your life away making impossible plans for your future. Grand plans are fun, but not really helpful if you can’t achieve them. And don’t let other people pressure you into trying to achieve things you know are not possible. You’ll only worry about achieving them and that will trigger a whole host of new anxieties. Set yourself realistic goals, and aim to achieve them one step at a time. Remember that life is precious and you need to live in the present as well as hold on to your dreams for the future.

**Achievement, pp.155, 156 Revision and Consolidation (Ex. 1 – 5)**

**Test “Healthy and Happy”**

1. Why don’t you make an appointment with the surgeon?
2. I could not stand his insulting remarks.
3. There were some sleeping tablets left on the table.
4. It is extremely important.
5. He has medical examinations regularly.
6. The death rate in this country exceeds the birth rate.
7. At first it seemed a slight illness.
8. The water here lacks fluorine.
9. Regrettably, his first patient died.
10. I won’t have any new medicine tested on my doggie.
11. The dentist checks my teeth regularly.
12. We shall remove your tooth in no time!
13. He lost consciousness.
14. The doctor says it is a nasty cold.
15. Nell has been overworking this term.
16. It is an infectious disease.
17. Is there a remedy for asthma?
18. In no circumstances should we agree to go on our own.
19. It will take you quite a while to get over the cold.
20. This should relieve the pain.
21. It is not easy to kick the habit.
22. Ann felt an acute pain in the shoulder.
23. Everybody was relieved when the boy regained consciousness.
24. Both his parents died in the accidents and it makes me sad.
25. He was breathing heavily.
26. You can take my car only if you keep it in your garage.
27. The child fell ill with mumps.

II. Give the opposite of the following. Use word-building elements.

1. curable
2. harmful
3. mortal
4. painful
5. fit (adj)
6. inhale
7. comfort (n)
8. complicated (adj)
9. conscious
10. patient (adj)

III. Give the opposite of the following. Use a different word.

1. come round / around / to
2. take up
3. sharp / acute pain
4. be / feel worn out
5. do smb good
6. apply a dressing to a wound
7. severe injury
8. come / go down with
9. feel well
10. keep an appointment
11. have a high fever
12. reduce
13. be in condition
14. get out of the habit of doing smth / break the habit

IV. Match the word from columns A and B to make compound words.

A
1. X
2. operating
3. pain
4. in
5. drug

B
6. consulting
7. check
8. breath
9. sick
10. tooth
B
ache
killer
leave
patient
ray

room
store
taking
theatre
up

V. Match the words from columns A and B so as to make collocations. Supply the missing articles or pronouns.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. X-ray</td>
<td>ward</td>
</tr>
<tr>
<td>2. persistent</td>
<td>factor</td>
</tr>
<tr>
<td>3. to sound</td>
<td>shivers</td>
</tr>
<tr>
<td>4. medicinal</td>
<td>surgery</td>
</tr>
<tr>
<td>5. mortal</td>
<td>sick-leave</td>
</tr>
<tr>
<td>6. surgery</td>
<td>therapy</td>
</tr>
<tr>
<td>7. surgical</td>
<td>chest</td>
</tr>
<tr>
<td>8. risk</td>
<td>hours</td>
</tr>
<tr>
<td>9. critical</td>
<td>injures</td>
</tr>
<tr>
<td>10. cough</td>
<td>examination</td>
</tr>
<tr>
<td>11. to fill</td>
<td>prescription</td>
</tr>
<tr>
<td>12. to dress</td>
<td>appointment</td>
</tr>
<tr>
<td>13. to break</td>
<td>mixture</td>
</tr>
<tr>
<td>14. to be granted</td>
<td>complications</td>
</tr>
<tr>
<td>15. open-heart</td>
<td>wound</td>
</tr>
<tr>
<td>16. medical</td>
<td>condition</td>
</tr>
<tr>
<td>17. bout of</td>
<td>habit</td>
</tr>
<tr>
<td>18. to regain</td>
<td>cough</td>
</tr>
<tr>
<td>19. to fix</td>
<td>consciousness</td>
</tr>
<tr>
<td>20. to avoid</td>
<td>herbs</td>
</tr>
</tbody>
</table>

VI. Choose the best word to complete the sentences.

1. She is dying / dyeing / dieing her new sweater black.
2. He avoided complications after a serious illness / problem / malady.
3. He has launched several complains / appeals / complaints to the boss.
4. I think I have just heard him cough / cuff / calf.
5. He was suddenly taken sick / ill / hurt with measles.
6. Is this disease / illness / aliment catching.
7. The medicine was given to the sick / ill / patient man on time.
8. I would definitely prefer medical / remedial / medicinal herbs to pills.
9. I ached / hurt / swelled all over for nearly two weeks after this exercise.
10. The rats were injected / infected / vaccinated with the disease for research purposes.
11. It will take you some time to heal / cure / recover from the stroke.
12. I wish we could prescribe / proscribe criminals.
13. I am afraid I have got a sore / soar throat.
15. Jane’s cheek swallowed / swelled up / was injured after the bite.
16. He is now recovering / recuperating / healing at a nursing home.
17. He suffered a mild attack / case / disease of rheumatism.
18. We take this cough mixture to treat / cure / do away with / relieve the symptoms.
VII. Supply the missing articles.
1. She is on sick-leave.
2. My doggie caught cold.
3. Margot was laid up with flu.
4. I have got toothache.
5. I could see bruise on her leg.
6. He had ulcer in his mouth.
7. Head manager had heart attack.
8. Bronchitis is treated with antibiotics today.
9. After diphtheria Jane fell very weak.
10. Child had boil on his hand.
11. He died of stroke last Monday.
12. I am heading for nervous breakdown.
13. Jenkins was diagnosed with appendicitis.
14. Martha was cured of gastric ulcer.
15. Asthma is common disease nowadays.
16. His eyes inflamed by infection were red.
17. Mathew suffered from headache since early morning.
18. Janet took breath and dived into sea.
19. She lay motionless in dead faint.
20. The patient lay with bout of shivers.

VII. Supply the missing prepositions.
1. In his sixties Uncle James looked as fit as a fiddle and died … his boots.
2. No wonder he can’t keep a cool head: he has been … stress for months.
3. The water in Belarus is deficient … iodine.
4. The deficiency … fluorine can cause tooth decay.
5. You can borrow my bike … condition that you change the tires.
6. Where does he go … his regular check-up?
7. What she did was an abuse … her position as manager.
8. He is much addicted … drink.
9. What can she be allergic … ?
10. Interviews are … appointments only.
11. Humans take in oxygen and breathe … carbon dioxide.
12. We stood breathless … terror.
13. What did he complain … ?
14. He complained … his boss.
15. Why don’t you consult … your GP.
16. Everybody was worried as the patient started coughing … blood.
17. Vitamins will help to build … your strength.
18. I can’t get … … the habit of reading myself to sleep.
19. George was diagnosed … whooping cough.
20. I am trying to cut … … the amount of salty foods my family consume.
21. She was cured … a cold.
22. Is there a cure / remedy … laziness.
23. This syrup will cure … your cold.
24. No wonder he feels run ….
25. Don’t you see your doggie is … breath?
26. No matter how hard the doctors tried he would not come ….
27. You can go … flu. There is a lot of it about.
28. Isn’t Jane a bit … colour today?
29. What did he die …?
30. He died … neglect.
31. He applied a dressing … the wound himself.
32. He is recovering, but still … drugs.
33. They examined him … tooth decay.
34. He fainted … pain.
35. Take an aspirin whenever you feel … the weather.
36. After the accident she didn’t feel … driving.
37. This herbal tea is sure to fight the infection ….
38. They work … fits and starts.
39. Is John fit … work after his long illness?
40. I am sure he will get … his mumps in a week or so.
41. He gets … at least two bottles of mineral water every day.
42. Eventually the kid got … the habit of brushing his teeth regularly.
43. His life is hanging … a thread.
44. This diet won’t cause any harm … your stomach.
45. The wound healed ….
46. All of a sudden the child was taken ill … pneumonia.
47. His ear inflamed … infection was sore … the touch.
48. This herb can’t be used … medicinal purposes.
49. He is… the mend.
50. They operated … her …arthritis.
51. Where did you have this prescription made ….
52. The suffered a slight injury … his leg.
53. He suffered … dizziness.
54. The wounded animal screamed … pain.
55. At seeing a syringe Ron passed ….
56. You could have picked … this germ … Sarah.
57. He was prescribed aspirin … his headache.
58. I will have the prescription filled … at a nearest drugstore.
59. It took him some time to recover … surprise.
60. It is time he recovered … his strength.
61. The audience shivered … horror.
62. His jaw swelled … toothache.
63. The medicine failed to bring the temperature ….
64. What is he treated ….
65. My GP put me … a different treatment.
66. This method of treatment was not tried … animals.
67. When the effect of anesthetic wore … the pain seemed to be unbearable.
68. Being overweight is a risk factor … heart disease.
69. After taking so much exercise I am aching all ….

IX. Give the English equivalents of the following.
1. записаться на прием к врачу
2. сильный кашель
3. задыхаться
4. делать рентген стопы
5. заняться бегом трусцой
6. быть наркоманом
7. быть склонным к простудам
8. здоров как огурчик
9. выписать рецепт
10. измерять давление
11. сдавать анализ крови
12. совершенно безболезненное удаление
13. в глубоком обмороке
14. выздороветь чудом.

X. Translate into English.
1. Я заразился малярией от моего товарища.
2. Зуб реагировал на холодное и горячее.
3. Ты должен дважды в год проверять состояние своих зубов.
4. У меня рука онемела.
5. Поздравляю, у вас здоровые зубы.
6. Тома бросало в жар / лихорадило.
7. Случаи заболевания оспой становятся редкими.
8. Врачи изучили его историю болезни и обнаружили, что у него аллергия ко всем антибиотикам.
9. Я страдаю от головокружения.
10. В приступе истерии она выбросила таблетки в окно.
11. Она взяла шприц и ввела ему болеутоляющее в руку.
12. В результате аварии они серьезно пострадали.
13. Злоупотребление алкоголем – одна из болезней нашего общества.
14. Ни мазь, ни горчичники, не помогли облегчить его сильный кашель.
15. Его глаза все еще воспалены.
16. Прием больных с 9.00 до 10.00.
17. Операция длилась три часа.
18. Я восхищаюсь его жизнеспособностью.
19. Больной не поддается лечению.
20. Неужели она так плохо переносит полет?
21. Его жизнь висит на волоске.
22. На что жалуешься?
23. Люди, злоупотребляющее наркотиками, едва ли доживут до 100 лет.
24. У меня все болит.
25. У ребенка была аллергическая сыпь после того, как он съел вторую плитку шоколада.
26. Он в полном сознании, но не в состоянии говорить.
27. Вам необходимо много терпения для того, чтобы излечиться от этого заболевания.
28. В нашей жизни все больше и больше не хватает эмоций.
29. Недавно ему поставили диагноз – ветрянка.
30. Время лечит.
31. Ой, больно!
32. Ее репутации был нанесен смертельный удар в результате скандала.
33. Студенты проследовали за профессором в операционную.
34. Почему бы тебе не принять это замечательное домашнее средство от боли в горле.
35. Было очевидно, что он болен: он постоянно кашлял и чихал.

**Vocabulary to the Unit (pp.157 – 171)**
UNIT VI. FIT AND WELL!

SUBUNIT 1. WHY NOT TAKE UP SPORT?

FOCUS VOCABULARY  (Achievement, p.172)

Sport (n) (professional ~, amateur ~) – sports (adj) (~ ground, ~ shirt, ~ car) – sports (n)
To go in for sports
To take up sport
To play a game (e.g. to play football / tennis)
To do / = to practice (a lot of / a bit of) sport
Indoor sports
Outdoor sports
Winter sports
Intercollegiate sports (BrE)

Some popular sports

Archery
Artistic gymnastics
Calisthenics
Boxing
Car / motor(cycle) racing
Cycling
Diving
Fencing
Figure-skating
Gliding
Glider (to fly a ~, to launch a ~, a ~ flies / glides)
Gymnastics
Hang gliding
Mountaineering
Rowing and canoeing
Skating = figure skating + speed skating + short-track
Skiing (alpine ~, cross-country ~, freestyle ~)
To ski(ed)
Ski-jump
Skydiving / parachuting
Swimming (breast-stroke, butterfly, crawl; back-stroke)

Weight-lifting
Windsurfing
Surfing
Waterskiing
Jet-skiing
Wrestling
Arm-wrestling
Yachting
Athletics = track-and-field (running + jumping + throwing)
Discus / hammer / javelin throwing
High / long / triple jump (a sports event in which the competitor jumps from one foot and lands on it, then jumps from one foot and lands on the other, and finally jumps with both feet)
Hurdle races (to take the hurdle)
Marathon
Pole vault
Shot-putting
Steeplechase

Some popular games
Open air games (outdoor games)
Badminton
Basketball
Cricket (BrE)
Football = soccer (AmE)
American football
Golf
Hockey (ice ~, field ~, lawn ~)
Netball (BrE) (a team game similar to basketball, played mostly by women)
Polo (a game, similar to hockey, played on horseback using long-handled mallets (polo-sticks) and a wooden ball)
Rugby (BrE) (colloq. rugger)
(Lawn) tennis
Volleyball
Water polo (a game played in water by 2 teams of 7 swimmers in which each side tries to throw or propel an inflated ball into the opponents’ goal)
Bowls (AmE = lawn bowling)

**Indoor games**

Chess

Draughts

Squash (a game for 2 or 4 players, played in an indoor court with a small rubber ball and light long-handled rackets. The ball may be hit against any of the walls but must hit the facing wall at a point above a horizontal line)

Table tennis

Tenpin bowling (AmE = tenpins)

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**Competition sites**

Gym (gymnasium)

Playground

Stadium (the playing area + the area around for the crowd)

Court (tennis ~, basketball ~, volleyball ~, squash ~, badminton ~)

Course (golf ~)

Field (baseball ~, hockey ~)

Pitch (hockey ~, football ~, rugby ~, cricket ~; synthetic ~)

Ring (boxing ~, wrestling ~)

Rink (skating ~)

Track

**Sporting equipment**
Arrow
Bow
Bat (table-tennis ~, cricket ~, baseball ~)
Club (golf ~)
Cue (snooker, pool, billiards)
Dart(s)
Oar (rowing ~)
Paddle (canoeing ~, kayak ~)
Puck (hockey ~)
Racket (badminton ~, tennis ~, squash ~; to string a ~, to swing a ~)
Rod / line (fishing)
Stick (hockey ~)
Shuttlecock
Mallet (polo ~)
Bowl
Dumbbells
Rings
Rifle

NB
In tennis, volleyball and badminton there is a net across the middle of the court. There is also a net around each goal in football.

Things you can do with a ball: throw, pass, hit, head, kick, catch

Participants
Crew (used for sportsmen rowing or sailing a boat)
Team (home ~, visiting ~, opposing ~)
National / Olympic / college team
Captain
Goal-keeper
Defender
Forward
Coach (basketball ~) = manager (football ~)
Umpire / referee / judge
Umpire (baseball, cricket, field hockey, netball, rowing, tennis)
Referee (football, American football, handball, basketball, boxing, billiards, snooker, fencing, figure skating, ice hockey, hockey, rugby, volleyball, wrestling)
Judge (rowing, rugby, figure skating)
Line judges (tennis – to decide if the ball is “in” or “out”)
Sportsman = athlete
Sportswoman = athlete
Sports people
Opponent = rival
Participant = competitor = contestant

NB
-er can be used for many sports, e.g. footballer, swimmer, windsurfer, high-jumper, cricketer, golfer, etc. Player is often necessary, e.g. tennis-player, snooker-player, darts-player; we can also say football-player, cricket-player. Some names must be learnt separately, e.g. canoeist, cyclist, mountaineer, jockey, archer (not archerer), gymnast.

Competitions
Championship
Competition (chess ~, a knock-out ~) = contest
Cup (final ~, semi-final ~)
Games (Olympic ~)
Match (an organized game)
Tournament (chess ~)
Final (quarter-~, semi-~)

Audience
Spectator
Supporter = fan (colloq) = sports enthusiast = tifosso (tifosi)
To follow = to support = to shout for

Scoring system
Best / record / fastest time
To lead (to describe the position of the teams and players when the game is still in progress)
To beat = to defeat = to win
Winner
Victory
To lose
Loser
Loss
To draw = to finish / to end in a draw
Goal (football, hockey; to score a ~) = point (basketball, table tennis) = score (close ~, latest ~ (when the game is still in progress))
Result
To score
Record (to set (up) a ~, to hold a ~, to break a ~, to beat a ~)
Runner-up
Half-time (at ~)

NB – the scoring system, and the way we describe it, is different from game to game:

FOOTBALL

Spain 0-0 France (we say nil-nil)
Spain 1-0 France (one-nil to Spain)
Spain 1-1 France (one-all)
Spain 1-2 France (two-one to France)
Spain 2-2 France (two-all)
If the final score is 2-2 in a cup match, you may have to play extra time. And if the score is still 2-2 at the end of extra time, there is a penalty shoot-out.

**TENNIS**

15-0 (fifteen-love)
30-0 (thirty-love)
30-30 (thirty-all)
40-40 (deuce) [pronounced like ‘juice’]

If the score reaches 6-6 you have a tie-break to decide the set.

**NB**

In many sports, players and teams play every week in a league (the player/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.

1) All branches of athletics are beneficial. – Все виды атлетики полезны.
2) Football is good for general fitness. – Футбол подходит для поддержания формы (для общего физического развития).
3) Jogging exercises legs. – Бег трусцой тренирует ноги.
4) It’s a splendid sport to follow with your children. – Это вид спорта, которым хорошо заниматься вместе с детьми.
5) Sport is a national obsession. – Нация одержима спортом.
6) Football is one of the major spectator sports. – Футбол – один из видов спорта, которые собирают наибольшее число зрителей (зрелищный спорт).
7) She is a good sprinter. [fast over short distances] – Она - хороший спринтер (хороша в беге на короткие дистанции).
8) He is a great long-distance runner. [e.g. 5000 metres, marathon] – Он – отличный бегун на длинные дистанции.
9) The score stood (at) 5 to 3. – счет был 5-3.
10) How does the score stand? – Какой счет?
11) We won by a lopsided score. – Мы победили всухую.
12) They scored 5 points against the visiting team. – Они выиграли у команды гостей с перевесом в 5 очков.
13) She scored 10 points for her team. – Она принесла 10 очков своей команде.
14) Spain beat (defeated) France 3-2. = France lost to (were defeated by) Spain 3-2. – Испания выиграла у Франции со счетом 3-2.
15) Spain won the match (= Spain were the winners). – Испания победила.
16) France lost the match (= France were the losers). - Франция проиграла.
17) To be sufficient in smth – иметь необходимое количество чего-либо (чего-то хватает)
18) To be deficient in smth = to lack smth – испытывать недостаток в чем-либо (чего-то не хватает)
19) To be proficient in smth – быть опытным, искусным в чем-либо

Highlights (book 2), pp.270, 271 Ex. 6, 7

**TEXT “SPORTS AND GAMES”**

Sports are very good for active relaxation and are important for our physical and mental health.

There are lots of types of sports and games. We can practice outdoor and indoor sports, in water or anywhere we want. Outdoor sports are as follows: golf, skiing (cross-country, down-
hill, slalom, ski-jump), windsurfing, marathon-running, fishing, climbing, hiking or tourism, **mountaineering**, horse riding, rallies.

Indoor sports include table tennis, gymnastics, and chess. Ball games, athletics (sprint, high jump, long jump, javelin throw, etc.), tennis, shooting, skate-boarding and skating (figure-skating, speed skating and roller skating) may be practiced both outdoors and indoors.

There are also **aquatic sports** – water skiing, swimming, diving, water polo, yachting, kayaking, canoeing, rowing. People all around the world go in for sports. Ball games are popular with lots of people. They are basketball, volleyball, football (called soccer in America), tennis, handball. Many people go to the hills or mountains where there are **adapted slopes** and downhill runs for skiing. Rugby and especially baseball are very popular in the United States.

Millions of people like to attend matches, watch them on TV or listen to them on the radio and keep their fingers crossed for their favourite teams.

Many sports have their origins in Britain that is why Britain is sometimes called the cradle of sports. Two types of rugby, hockey, cricket, darts, tennis and boxing were invented in England. Golf has its origins in Scotland. Here are the major sports events in Britain – Wimbledon (the Grand Slam Tennis Tournament), the British Open Golf Championship, the Grand National (it is the best known **horse-racing steeplechase**).

There are other very important sports events. The Olympic Games (the Olympics for short) are the most famous. They are held every four years. They have their summer and winter parts, which change once every two years. Other important sports events are the World and European Championships and Cups in various sports.

At school we have our physical training (PT) lessons two or three times a week. When the weather is good, pupils can go out to the stadium where they can play football, **softball**, volleyball or practice **track-and-field athletics**. During the winter we usually go to a sports hall or a gym where we practice gymnastics and some other sports and games.

Each of us can be a sportsman but not everyone can be a good one. A good sportsman must be healthy (though now there are also sports events for the handicapped) and a non-smoker. He must train very hard, have a fair character and listen to his coach. All his leisure time should be devoted to his sports.

**Comprehension Check (answer the questions)**

1) Are there any games or sports that you watch but don’t play? If so, what are they and where do you watch them?
2) Are there any games or sports that you play / do yourself? If so, which?
3) Are there any that you are good at?
4) Are there any that you hate?
5) Are there any that are not played much in our country?
6) Which game or sport is the most popular in our country?
7) Which game or sport is the most dangerous in your opinion?
8) Which game or sport requires the most strength?
9) Which one has the biggest crowds?

**Achievement, pp.175 – 177 Ex. 1 – 8**

**p.174 Text “Why Do We Do Sport?”**

**Highlights, pp.260 – 263 Ex. 5 – 14**

**Achievement, pp.177, 178 Class Communication (Questionnaire)**

**Listening Comprehension “Physical Education”**

**Comprehension Check**

*Choose the best answer to each of the following 8 questions.*

1. What did the first person do in the schools’ cup final?
a. He scored the winning goal
b. He provided the pass for the final goal  
c. He blew the whistle at the end of the game

2. The second person felt a bit stupid after hiking through the forest because
a. the other groups had arrived before them  
b. the other groups had known how to read the map  
c. the other groups had gone by car instead of walking

3. When he was learning to swim, this person’s brother
a. shouted at the coach  
b. started in the shallow end of the pool  
c. had something attached to him

4. Which sentence is not true about the walk for charity
a. he walked quite slowly  
b. he walked a long way  
c. he was quite young at the time

5. Which sentence is not true about the cross-country run
a. the teacher made the students run in the rain  
b. the teacher ran the whole way with the students  
c. the teacher made some of the boys fall into the stream

6. His school team lost all of its matches in Germany because
a. they were all sick from the journey there  
b. they didn’t speak German  
c. the teams they played were older than them

7. Why was the final part of climbing the mountain more difficult?
af. there were lots of people in the way  
b. the dog refused to continue  
c. they had to walk over large stones

8. What was surprising about what happened to the person’s cousin?
a. he wasn’t hurt  
b. he fell a long way  
c. his parachute didn’t open

Achievement, p.179 Different Sports (speak about advantages and disadvantages of each sport)
p.180 Class Communication  
p.180 Text “The Village Sports”
pp.181, 182 Ex. 9, 10 (+ write your own 10 sentences or a short story using words and expressions in bold type from the text)
pp.182, 183 Class Improvisation (Wishes, Congratulations)

Exercise 1. Name the other piece of equipment necessary to play these sports apart from the item given.

1) Archery: bow, . . .  
2) Badminton: racket, . . .  
3) Hockey: stick, . . .  
4) Baseball: bat, . . .  
5) Darts: darts, . . .

Exercise 2. Make sure you know which sports these places are associated with.

1) Court  
2) Course  
3) Ring  
4) Pitch  
5) Rink
6) Alley
7) Piste

Exercise 3. Write down:
1) games where you can hit the ball (with various kinds of equipment).
2) games where you can pass the ball.
3) games where you can catch the ball.
4) games where you can kick the ball.
5) game where you can head the ball.

Exercise 4. True or false? If false, correct the sentence to make it true.
1) The people who watch a football match are the audience.
2) The official who gives the score in tennis is the umpire.
3) Athletes wear shorts.
4) You need a stick to play hockey.
5) Boxers wear gloves.
6) Tennis is played on a pitch.
7) The referee in football has a whistle.
8) Women wear trunks for swimming.

Exercise 5. Give 3 forms of the following verbs.
To win, to lose, to beat, to lead, to catch, to draw

Exercise 6. How do we say these scores?
1 Football: 0-0; 2-1; 4-4
2 Tennis: 15-0; 40-30; 40-40

Exercise 7. Fill the gaps in with suitable words or phrases.
In the World Cup Final of 1994, Brazil … Italy 3-2 in a … shoot-out. After ninety minutes the … was 0-0; and it remained the same after thirty minutes of …, but then Italy … 3-2 in the penalty shoot-out after Baresi and Baggio both missed. This was the fourth time that Brazil had … the World Cup.

Exercise 8. True or false? If false, correct the sentence to make it true.
1) Brazil won the football World Cup in 1994.
2) Football has an umpire.
3) A set in tennis is always decided on a tie-break.
4) If two teams have the same score at the end of the game, it is a draw.
5) Golf is played on a course.
6) If someone gives you the latest score, the game has finished.
7) Sticks are used in skiing and hockey.
8) In a knock-out competition, you can lose one or two games but still win the competition.

Exercise 9. Which sport is being described in each sentence? (The underlined words are key words and you can look them up to increase your vocabulary in different sports.)
1) He scored the winner with a beautiful free kick from just outside the penalty area.
2) He served fifteen aces and not one double fault.
3) The coach called a time out with just 45 seconds left and two points between the teams.
4) He crashed into the car in front with just two laps remaining.
5) First he was booked (=the yellow card) for a bad tackle, and then he handled the ball inside the penalty area, so the referee had to send him off (=the red card).
6) In the 200 metres freestyle, he overtook the Russian on the final length to win the race.
7) She sprinted away from the rest of the field on the final lap and won easily.

**TEXT “THE SPORTING SPIRIT”**

I am always amazed when I hear people saying that sport creates good will between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn’t know from concrete examples that international sporting contests lead to orgies of hatred one could deduce it from general principals.

Nearly all sports nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise; but as soon as the question of prestige arises, as soon as you fell that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in a school football match knows this.

At the international level sport is frankly mimick warfare. But the significant thing is not the behavior of the players but the attitude of the spectators; and behind the spectators, of the nations who work themselves into furies over these absurd contests and seriously believe, at any rate for short periods, that running, jumping and kicking a ball are tests of national virtue. As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don’t intervene physically they try to influence the game by cheering their own side and rattling opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence; in other words, it is war minus the shooting.

I do not, of course, suggest that sport is one of the main causes of international rivalry; big-scale sport is itself, I think, merely another effect of the causes that have produced nationalism. Still, you do make things worse by sending forth a team of eleven men, labelled as national champions, to do battle against some rival team, and allowing it to be felt on all sides that whichever nation is defeated will lose face. There are quite enough real causes of trouble already, and we need not add to them by encouraging young men to kick each other on the shins amid the roars of infuriated spectators.

**Achievement, p.184 Text “How Sporting Are the British?”**

**p.184 Ex. 12**

**Video “Sport is Great” (Parts 1, 2)**

**TEXT “THE AGE OF SPORT”**

**Pre-reading tasks**

Task 1.
What sports are these people renowned for? Why, do you think?
- Australians
- Brazilians
- African-Americans
- Chinese
- Kenyans
- Russians

Task 2.
Who is the most highly-paid sportsperson in our country? In the world?
Is he/she in …?
- motor-racing
- football
- golf
- athletics
- boxing
- baseball

**Task 3.**

What are the biggest sporting events in our country? In the world?

*Sport used to be like fresh fruit and vegetables. Football had its season, then it ended, and you had to wait a while to get some more. Tennis was an explosion of Wimbledon at the end of June, Flushing Meadow in September and the Australian Open in January, and that was that. Now, just as you can get fresh strawberries all year round, there are major championships for every sport taking place somewhere in the world all of the time.*

**Sport is everywhere**

Sport is ubiquitous. Sky TV has at least thirteen sports channels. Throughout the world there is a proliferation of newspapers and magazines totally dedicated to sport. Sports personalities have become cultural icons, worshipped like movie-stars and sought after by sponsors and advertisers alike. Where sport was once for fun and amateurs, it is now the stuff of serious investment.

Of course, sport has always mattered. But the point is that in the past sport knew its place. Now it invades areas of life where previously it had no presence: fashion, showbiz, business. It is a worldwide obsession.

**Why this obsession with sport?**

What is it that makes sport so enjoyable for so many?

First, we seriously believe that sport is something we can all do, however badly or however well. Tens of thousands set off on the London and New York Marathons. Amateur football matches take place all over the world every weekend. Sport is a democratic activity.

Second, sports stars are self-made people. Sport is dominated by athletes from ordinary backgrounds. This is why it is a classic means by which those from the poorest backgrounds can seek fame and fortune.

Third, we enjoy watching sport because we like to see the supreme skill of those who act like gladiators in the modern arena. There is the excitement of not knowing who is going to win. No rock concert, no movie, no play can offer that kind of spontaneous uncertainty. This experience can be shared with a crowd of fifty round a widescreen TV in a pub, or a thronging mass of 100,000 live in a stadium.

**The role of television**

Television has been absolutely crucial to the growing obsession with sport. It gives increased numbers of people access to sporting events around the globe. With this, certain sports have accumulated untold riches via advertising, sponsorship and fees. Television changes sport completely, nearly always for the worse. We are saturated with football nearly every night of the week with the same top clubs playing each other again and again. TV companies dictate tennis players’ schedules. The most important matches must take place at a time when most people are at home, even if this is late at night. Only in this way are the highest advertising fees commanded.

**Sport as big business**

The growing importance of sport is reflected in the money that surrounds it. Sky TV’s sports channels are worth over &8bn. Manchester United football club is a public limited company worth around &1bn. It has even formed a superclub with baseball’s New York Yankees, so that they can package themselves collectively.

The rise of sport has been accompanied by the growing prominence of sports stars. They have become public figures, hence in great demand for TV commercials. For advertisers, they convey
glamour, success, credibility and authenticity. The rise of the sports star is mirrored by the rise of sports companies such as Nike and Adidas. Along with pop music, the Internet, and multinational companies, sport is one of the key agents of globalization.

**Sport the global unifier**

“Sport probably does more to unify nations than any politician has ever been capable of.” So said Nelson Mandela. The only truly global occasions are the Olympics and the World Cup, watched by thousands of millions across the world. These great sporting events bring together players and athletes from different races like no other. Not only that, but sport provides just about the only example of global democracy where the rich do not dominate: on the contrary, Brazilians have long been supreme at football, the Kenyans at middle-distance running, and black Americans at boxing.

**The ultimate risk**

However, there are signs of disquiet in this vast, global industry. The sheer volume of sport is reaching bursting point for all but the most besotted fan. In football, the president of FIFA has suggested staging the World Cup every two years instead of four, and overpaid tennis players and golfers fly endlessly in personal jets from one meaningless tournament to the next. Sport risks killing itself through greed and over-exposure. The danger is that we will all become satiated and ultimately disillusioned.

*Achievement, pp.185 – 187 Ex. 13 – 17*

**TEXT “EXTREME SPORTS”**

Extreme sports are about exhilaration, skill and danger. Reaching new heights, pushing more boundaries and achieving new challenges are all things that can bring a great rush of adrenaline.

**May, Belgium**

I think that the extreme sports are very exciting and dangerous but if people want to risk their lives it's their problem.

**Frank, China**

I think it is very exciting. I'd like to watch them on TV but never want to try it.

**Oshada, Sri Lanka**

I think extreme sports are cool as long as the people taking part are not killed regularly. You just have to make sure that you have the proper training and temperament to do it. I just think that doing something, even extreme sports, beats being a couch potato.

**Jithmi & Senuri, Sri Lanka**

Extreme sports are very exciting, but it's too risky and scary. We don't know how people do such stuff risking their own lives. Also we need courage and determination to engage in such activities. It's worth trying, but we don't fancy trying, besides in Sri Lanka we don't have extreme sports much.

**Alexandre, Brazil**

Sport is an important ingredient in leading a healthy life. But we must not confuse risk with enjoyment. Although I haven’t yet tried my hand at these spine tingling sports I would not mind a little bit of danger with heaps of fun.

**Manuel, Spain**

The best achievement in the world is being healthy. So many people just do sports for that. Doing sports is ok. But you must be careful about them. Facing a risk and winning is just cool. I personally like to face risky sports. Extreme sports are risky sports. People put their lives in danger. People must try these but without putting their lives in danger.

**Françoise, Belgium**

I think extreme sports must be really exhilarating for the devotees. My 14 year old son Philippe has the nasty habit of practicing dual mountain bike and may become champion of Belgium this year. He likes racing down mountains and this is worth doing because on the one hand he gets his kicks and on the other hand his life really has a meaning. However this is not always funny
for the parents ... My husband had to become a specialist to repair his bike and when he takes part in a race we are both sick worried. He has visited the intensive care unit of the nearby hospital several times...But in spite of the risks, this seems to be definitely worth it (when you see his face struggling and enjoying himself). So JUST DO IT!!! But be careful and don't forget to train hard and regularly!!!

TEXT “TUMBLING”

Have you ever thought that the English are mad? Of course you have. And after today’s podcast, you will know that it is true.

But first we must meet the English verb “to tumble”. “Tumble” means, simply, to fall down. For example, if you are coming down some stairs and you trip, you might tumble to the bottom. You would fall, perhaps you would roll over, and two seconds later you would be on the ground at the bottom of the stairs, wondering whether you had broken any bones. We can use “tumble” in a figurative way too. We can talk about a stream tumbling down the side of a mountain. Or if a supermarket reduces its prices, it might put notices in the window saying “Prices tumble throughout this store!”

Now for the story in today’s podcast. Last week, we read in the newspaper that an important sporting event will not take place this year. It is not a football match or a horse-race. It is much more important than that; it is the great Cooper’s Hill Cheese Rolling event.

Cooper’s Hill is not far from the town of Gloucester. It is a very steep hill, covered in grass and trees. Every year at the end of May there is a cheese rolling at Cooper’s Hill. About 15 competitors stand in a line at the top of the hill. Many of them wear batman suits or other fancy dress. A man with a big hat, called the Cheese Master, throws a 3 or 4 kilo cheese down the hill. The competitors run after the cheese. The rules say that if one of the competitors catches the cheese, he or she can keep it. In practice, no-one ever catches the cheese, because it goes too fast. And the competitors do not run after the cheese, because the hill is too steep. Instead, they fall, they roll, they slide on their bottoms – they tumble, in fact.

At the bottom of the hill, there is a line of stewards. They catch the competitors before they can tumble all the way to the M5 motorway. And there is a line of ambulances too, for those competitors who break their ankles on the way down.

There are several races, some for men and some for women, and for the really crazy there are some uphill races too (though, obviously, the cheese cannot go uphill). After the races, those competitors who are not actually in hospital gather at a local pub to drink beer and tell stories of the heroic events of the day.

Obviously, for an important event like the Cooper’s Hill Cheese Rolling, you could not use just any sort of cheese. The cheese is of a type called Double Gloucester. It is made locally by a lady called Diana Smart. She is 83 years old. The cheese rolling is an important part of her business. She is fed up that it has been cancelled this year.

So, why has it been cancelled? For hundreds of years, the only people who came to watch the cheese rolling were local people. But the event is now internationally famous, and lots of people want to come. Last year there were 15,000 spectators, from many different countries. The police and organisers of the event are worried about the safety of the spectators, and about car-parking, and about the fact that there are no toilets, and other problems of having so many people. The organisers think that they can solve the problems for next year, so the Cheese Rolling should take place again in 2011.

My own proposal is that cheese rolling should become an Olympic Sport. Then it could be included in the London Olympic Games in 2012. We could build a super stadium on Coopers Hill, with room for 50,000 spectators, lots of toilets and a car park for thousands of cars. The stadium could have a roof in case it rains. But this year you will have to find a hill in your own country, and throw a cheese down it, and tumble after the cheese. Happy cheese rolling!

Achievement, p.188 Class Discussion “Vicious sports should be banned”
p.188 Ex. 18
p.189 Writing (A 2)
In 2004 the Olympic Games returned to its home in Greece, where it began around 3000 years ago. The first recorded Olympic festival took place in 776 BC. Similar festivals had been organised for at least two or three centuries prior to this, but 776 BC saw the start of a regular festival which was to take place every Olympiad, or four year period.

In ancient Greece citizens of different city states could not always travel freely around the country, but during the Olympics the various rulers agreed truces so that their citizens could attend the Olympics without problems. Sport was only one part of the festival; there were also ritual sacrifices, poetry readings, exhibitions of sculpture and trade fairs. It was a festival which celebrated on the one hand the Greek gods, and on the other hand the abilities of the Greek people.

The early athletic competitions were only running races, but later other sports such as boxing and wrestling came to be included. It was not simply a matter of professional athletes arriving and entering the competitions; for one thing, there were no professional athletes! All the competitors were ordinary Greek citizens who felt that they were among the best in their chosen sports. Anyone wishing to compete had to arrive four weeks early, and undergo a full month of training. It wasn’t only physical training, either: would-be competitors had to prove that they were morally and spiritually suitable to compete. Even if someone was physically fit enough, they couldn’t compete unless the judges thought they were of the right moral fibre. Curiously, all sportsmen competed nude – it was widely believed that wearing clothes slowed an athlete down!

At the start of the games, every competitor had to swear an oath that they were a free citizen of Greece who had committed no sacrilege against the gods. In today’s Olympics, one athlete takes an oath on behalf of all the competitors, although of course it is a little different to the ancient Greek oath. Today, competitors promise that they shall abide by the rules of the games, will act in an honourable and sportsmanlike manner, and not use any performance-enhancing drugs. Cheating, though, is almost as old as the games itself: records of the ancient Greek games are riddled with tales of athletes paying off their competitors, and of boxers fixing the results of their fights. In ancient Greece, though, there weren’t many ways an athlete could cheat in a race: maybe take a shortcut, or borrow a horse.

By the time of the St Louis Olympics in 1904, more modern means were available. The original “winner” of the 1904 Olympic marathon, Fred Lorz, was disqualified after it was revealed that he had travelled half the distance in a car. The man later declared the official winner, Thomas Hicks, wasn’t much better: he was carried across the finishing line by two of his trainers. Hicks’s trainers had tried to enhance his running ability by feeding him a mix of egg whites, strychnine and brandy. This early attempt at a performance-enhancing drug was rather unsuccessful, as it left Hicks drunk and incapable. The trick of having two men carrying him, though, seems to have worked.

The motivation for cheating hasn’t changed much at all. Today, athletes compete primarily for the honour of being awarded a gold medal, but also for the enormous amounts of lucrative corporate sponsorship bestowed upon top sportspersons. Similarly, while ancient Greek athletes were officially only competing for the honour of being awarded a symbolic olive branch, winners were usually sponsored by their city state, receiving a large sum of money, or a new home, or a lengthy tax holiday.

As mentioned earlier, the connection between sport and business hasn’t changed much. Even in the earliest Olympics, sporting competition went alongside trade fairs and business deals. This was acknowledged in 19th century Greece when the first modern attempts were made to revive the Olympics. The “Zappian Olympics”, as they became known after wealthy organiser Evangelos Zappas, were the bridge between the ancient and modern Olympics, and took place in Greece between 1859 and 1875. It was the first real international sporting competition, but officially it was about far more than sport. Greek politicians of the time felt that nations were no longer competing primarily in sport, but in agriculture and manufacturing. It was decided, then,
that these new Olympics ought to be as much about competing in industry as in sport. The sports events were highly popular, but in terms of funding and regularity were of a lower priority than the commercial side, which concentrated on the demonstration of agricultural and industrial inventions.

However, the sporting side of the games was hugely popular with the public, and the level of support meant that, in Athens in 1896, the Olympics as we know them began. Despite the occasional shambles of the sort we saw in St Louis in 1904, it has continued from strength to strength since then.

In 1896 the International Olympic Committee was set up. It is the central policy-making body of the Olympic movement. It is formed by the representatives of all countries which take part in the Olympic Games. The International Olympic Committee decides upon the programme of the games, the number of the participants and the city-host for the Games. Over one hundred and fifty countries are represented in the International Olympic Committee now. Besides, each country has its National Olympic Committee.

Summer and Winter Games are held separately. There are always several cities wishing to host the Games. The most suitable is selected by the International Committee. After that the city of the Games starts preparations for the competitions, constructs new sports facilities, stadiums, hotels, press centres. Thousands of athletes, journalists and guests come to the Games, and it takes great efforts to arrange everything. There is always an interesting cultural programme of concerts, exhibitions, festivals, etc., for each Games.

Russia joined the Olympic movement in 1952. Since then it has won a lot of gold, silver, and bronze medals. In 1980 Moscow hosted the Twenty-Second Olympic Games. Russian sportsmen got medals for their records in many sports events.

One of the great fears of Olympic organizers is that after all the investment and planning, everything they’ve built for the Olympics will never be used again once the two magical weeks are over.

**TEXT “THE WINTER OLYMPICS”**

The Olympic Motto is 'Citius, Altius, Fortius', (or faster, higher, stronger), and when you hear the words "The Olympics", you may see mental pictures of tanned men and women athletes in brightly coloured sportswear, trying hard to live up to the motto, while keeping to the Olympic ideals of friendship, unity, fair play and peace.

The Winter Olympics, on the other hand, might bring to mind very different images. Perhaps scenes of outlandish figures dressed in alien costumes, using strange and complicated pieces of equipment to take them at terrifying speeds down frozen landscapes, or street-wise kids surfing their way down man-made waves.

The Winter Olympics have been held since 1924. They feature the usual mixture of ice and snow events, with an opening ceremony featuring popular groups and artists.

Here is a quick guide to some of the more colourful sports on offer at the games.

**Snowboarding**

Snowboarding was first introduced at the last (1998) Winter Olympics. Snowboarders compete in two events: the half-pipe and the parallel giant slalom. In the half-pipe, competitors use a semi-cylindrical pipe cut into the snow to jump into the air and do tricks, while the giant slalom is a race between two boarders at a time. Snowboarding is associated with a certain lifestyle which doesn’t always sit easily with the Olympic ideal - being a member of a team in such an individualistic sport can be problematic for boarders, and even wearing a uniform can be a touchy subject. “We had the most hideous outfits: pegged jeans that go above your belly button, cheesy cowboy hat, burgundy old-lady pumps,” remembers Sharon Dunn, a bronze medallist in Nagano.

**Ski Jumping**

In the ski jumping event, competitors launch themselves from a 90 or 120 metre hill, and are judged on the length and style of their jump. In the last (1998 Winter Olympics in Nagano, two Japanese ski jumpers, Masahiko Harada and Takanobu Okabe, won the gold and silver medals.
after both of them jumped 137 metres, the longest ski jumps ever seen at the games. Ski jumping can look more like a test of bravery than a sport, and in 1988 Eddie the Eagle Edwards won the affection and admiration of millions when he competed for Britain, despite having jumped only a handful of times before the event. 'Eddie the Eagle' gave me my favourite moment from the Winter Olympics. Showing more guts than any of his critics Eddie went flying down that massive slide and floated out into the unknown. Although nowhere near as professional as the experts that day, 'Eddie the Eagle' showed what raw courage is made of.

Mal Walker, Australia

Curling

The Nagano Olympics saw the debut of curling. The game is played on an ice rink, where two teams of four players slide 'stones' across the ice, trying to get as close as they can to the center of a target (the 'tee'). Team mates can sweep the ice in front of the stones to help their progress over the ice. Curling does however have its critics - "Since when did sweeping the floor become an international sport?" asks one person who was not impressed.

Andrew Stevenson from New Zealand

The Skeleton

Perhaps the most unusually named event, which hasn't been seen at the Winter Games for over 50 years, is the skeleton, a race very similar to the luge. In the skeleton and the luge, competitors slide down a track made of ice at speeds of around 140 km/h, with nothing between them and the ice except a sled with two metal runners. The participants race head first on their stomachs in the skeleton, while in the luge they travel down the track on their backs, with their feet in front of them.

Figure skating

Figure skating is a traditional favourite at the Winter Olympics. There are four events, the mens' singles, the womens' singles, the pairs and the ice dancing competition. Fans of the event still remember the 1988 Winter Games, where British figure skaters Jayne Torville and Christopher Dean (Britain) were given maximum points in the ice dancing event, for their artistic interpretation of Ravel's Bolero.

TEXT “HOW SPORTING ARE THE BELARUSIANS?”

Sport is a complex of different physical activities which help people to keep fit, to be healthy, to enjoy themselves in the circle of friends. As sport is always governed by a certain number of rules and customs, it provides people with good characteristics, willpower and matureness. Thus, some physical activities may help people to become a well-trained not only in physical way. For how a person is well-trained we can consider how he is grounded for everyday’s life.

Nowadays is has become a fashion to be sporting. Many people all over the world take up different sports activities, attend various sports clubs, etc. And the main goal for all that is to be beautiful, to keep oneself in a good shape and follow a healthy way of life.

Today we know about such great international competitions as Olympic Games where different countries compete each other in order to find out who is the best. Almost every nation participates in it. Our country is not an exception. Belarus grows a big amount of young sportsmen. We have a good base to train a new generation of ones in different kinds of sport. Every 4 years, when it happens to be another Olympic games we do our best to win first places. And we do sometimes.

But answering the question “how sporting are the Belarusians”, I can’t say we take the first place in the world in all kinds of sport. If I judge by the results in different competitions, I can’t say that we are too sporting. But when judging by the efforts our country makes to provide all people who want to go in for sports with necessary opportunities to fulfill their dreams, I think that the Belarusians can name themselves people with a strong sporting will.

Achievement, pp.190 – 192 Revision and Consolidation (Ex. 1 – 5)
Test

I. Paraphrase the underlined fragments using synonyms or synonymous expressions.
1. Who **scored** the goal?
2. Does this sport **interest** you?
3. He is a keen **fan** of **Arsenal**.
4. Has there ever been a more gifted **sportsman**?
5. His ambition is to **break** a world record.
6. I am looking for a new **trainer** for our club.
7. Have many **contestants** entered for the **competition**?
8. You are welcome to **take part** in the discussion.
9. The fans were there to **support** their team.
10. Unfortunately, our team **was defeated**.
11. The **Referees** outnumbered the spectators.
12. Their **competition** is not always sporting.

II. Give the opposite of the following.
1. eventful
2. fair (*adj*)
3. win (*v*)
4. indoor games
5. lag / fall / remain behind
6. well-trained
7. long-distance
8. appealing (*adj*)
9. act honestly
10. bad loser

III. Match the words from columns A and B to form compound words.
1. record
2. chess
3. record
4. yachts
5. chess
6. breaker
7. holder
8. man
9. player
10. man
IV. Match the words from columns A and B to form collocations. Supply the articles or pronouns where necessary.

1. to treat | match
2. athletics | spirit
3. tennis | point
4. to beat | record
5. to beat | record
6. competitive | record
7. to draw | coach
8. to score | spirit
9. to hold | opposing side
10. sporting | club
11. sports | events
12. to support | toss
13. team | sports
14. all-time | field
15. athletic | meeting
16. to win | fairly

V. Choose the best word to complete the sentence.

1. The spectators / audience cheered the team.
2. They arrived at the sports / sport ground on time.
3. Tennis players seldom argue with the referee / umpire / judge.
4. The crowd went wild when he beat / scored the winning goal.
5. You should exercise more to keep fine / fit.
6. The championships are conducted / held every year.
7. The team / crew were rowing hard.

VI. Supply the missing articles.

1. He has stamina to become outstanding athlete.
2. They are in competition for prestigious trophy.
3. The match ended in draw.
4. My dream is to score winning point in finals.
5. He held record from Moscow Olympics.
6. We need win to become champions again.
7. Fans were eager to do it in support of their team.
8. Why did you go into training under new coach this season?

VII. Complete the sentences below with a preposition where necessary.

1. We are not competition anybody.
2. The team won three points.
3. Does he have a rival the Olympiad?
4. Winter sports do not appeal me.
5. The attack was beaten me.
6. Several teams are competing the trophy.
7. He never cheats sports.
8. I am afraid he cheated the little kid.
9. He is coaching an amateur team … the coming competition.
10. The boxer is hoping to win his title ….
11. It won’t be easy to win the Cup … them.
12. Who holds the record … the 100 metres?
13. He used to coach champions … gymnastics.
15. On Saturdays he indulges … long walks to the nearest park.
16. They lost … a stronger side.
17. He could not keep … other athletes in the race.
18. We won the game … 12 points … 3.
19. I will never set … a record in any sport.
20. Our team are … strict training … the match.

VIII. Give as many English of the following as you know.
1. выиграть, победить
2. выиграть с легкостью
3. соперники
4. команда соперников
5. спортивный клуб
6. забить гол
7. постоянный, преданный болельщик
8. соревноваться
9. соревнования по легкой атлетике
10. участники соревнований

IX. Translate into English.
1. Мы хотели поиграть в шахматы, но не хватало нескольких шахматных фигур.
2. Сколько на сегодняшний день у вашей команды побед и поражений?
3. Ни одной из команд не удалось открыть счет / забить гол.
4. Матч закончился вничью.
5. Вы подали заявку на участие в этих соревнованиях?
6. Они забыли о диете и сделали себе поблажку.
7. Он послал мяч выше ворот.
8. Он умеет / не умеет проигрывать.
9. Этот судья оценил выступление наших фигуристов на 5,8.
10. Занятия каратэ требуют большой выносливости.
11. За какую команду вы болеете?
12. У нее самый высокий результат теста.
13. У нас в офисе новый практикант.
14. Программа Олимпиады включала соревнования по различным легкоатлетическим дисциплинам.
15. Ее балуют родители.
16. Мы проиграли по очкам.
17. Победим ли, проиграем ли, а команда будет делать все, что от нее зависит.
SUBUNIT 2. LIFESTYLE AND FITNESS

FOCUS VOCABULARY (Achievement, p.193)

Diet (calorie controlled ~)
Low fat food
Slim
Weight control
To gain / to lose weight
Fit
Fitness
Shape (streamline ~)
Habits (eating ~, drinking ~, sleeping ~, bad posture ~)
Lifestyle (active ~, sedentary ~)

Achievement, pp.193, 194 Texts “Vitamin X”, “Magic Steps To A Healthy Weight”, “How fit are you?”
p.194 Ex. 1

HEALTH AND FITNESS QUIZ

How healthy and fit are you? How healthy and fit could you be?

How true are these statements for you?
5 – always
4 – often
3 – sometimes
2 – rarely
1 – never

1) I start the day with a sensible breakfast.
2) I tend to have 4 or 5 smaller meals a day.
3) On an average day, my diet would include 5 portions of fruit and vegetables.
4) Less than 30% of my daily calorific intake is fat.
5) I regularly take food supplements of vitamins and minerals.
6) Fried foods don’t feature in my diet.
7) I don’t eat red meat.
8) I make sure I drink 6-8 glasses of water a day.
9) My sugar consumption is generally low.
10) I don’t have more than 2 alcoholic drinks (for men, 1 for women) a day.
11) I exercise aerobically at least 3 times a week.
12) I work out with weights or exercise machines twice a week.
13) As well as a proper lunch break, I take a couple of breaks during the working day.
14) I get about 7-8 hours of sleep at night.
15) I actively cultivate relationships and interests outside of work.
16) I probably break into laughter about 20 times a day.
17) I allow myself adequate time off for holidays.
18) I meditate, pray, or practice some form of relaxation technique daily.
19) I feel in charge of my health and take full responsibility for it.
20) I generally have a positive mental attitude.

Check your answers to each question. To score your profile, add up the numbers.

Your total score is: ...
If your total score is:
100-80 – you have excellent health habits (great job, keep up the good work!)
79-70 – you have good health habits (good, but let’s work on it a little)
69-60 – you need special attention (let’s go to work on it now)
59-0 – is a red alert! (do something about it now!)

Decide on your top three priorities for action from your lowest scores in the quiz.

Achievement, pp.194, 195 Ex. 2, 3
p.195 Class Discussion + Complimenting People
pp.197, 198 Revision and Consolidation (Ex. 1, 2)
Vocabulary to the Unit (pp.199 – 203)
2.1 ПЕРЕЧЕНИ ТЕМ ПРЕЗЕНТАЦИЙ

UNIT V. HAPPY & HEALTHY
1) Smoking
2) Alcohol
3) Drugs
4) Stress
5) AIDS

2.2 ТЕСТЫ ПРОМЕЖУТОЧНОГО КОНТРОЛЯ ЗНАНИЙ

VOCABULARY TEST ON “IT TAKES ALL SORTS”

I. Match the words below with correct definitions.

1. Wedding a. a man about to be married or recently married;
2. Bride b. a marriage ceremony with a party after a church service;
3. Husband c. an unmarried man who may never get married;
4. Bachelor d. a woman about to be married or recently married;
5. Bridegroom e. the man to whom a woman is married;
6. Best man f. an unmarried girl who helps the bride at a wedding ceremony;
7. Sibling g. a male person whose father or mother has married one’s mother or father;
8. Stepbrother h. the woman to whom a man is married;
9. Wife i. the man who helps the bridegroom at a wedding ceremony;
10. Bridesmaid j. a brother or a sister.

II. Insert prepositions.

1. Nick fell … love … Helen … first sight.
2. Mary is engaged … a teacher.
3. His parents don’t approve … her.
4. John married … Kate two years ago.
5. Fill … the application form, please.
6. Your grades aren’t good enough … admission to the university.
7. She is … the age when kids are ashamed … their parents.
8. I think I much closer … my mother.
9. My parents always tell me … if I do anything wrong.
10. I always argue … my father … staying … late at night.

III. Give a synonym (a phrasal verb).

1. To raise a child, to look after a child until it is an adult;
2. To respect and admire someone, to have a very good opinion of someone;
3. To resemble a member of your family in appearance or character;
4. To become adult and mature;
5. To succeed in making someone understand the meaning of what one is saying;
6. To avoid having to do something;
7. To reprimand, to speak severely to someone;
8. To persuade someone to let you do or have something by flattering them;
9. To escape being punished for something;
10. To think about something that happened in the past.

**IV. Say what relation is:**

1. Your mother’s sister to you;
2. Your sister’s son to you;
3. Your aunt’s son to you;
4. Your sister’s husband to you;
5. Your grandparents’ parents to you;
6. Your brother’s wife to you;
7. Your husband to your parents;
8. Your husband’s brother to your children;
9. Your sister to your uncle;
10. Your sister’s daughter to you.

**V. Translate from Russian into English.**

1. Вчера Том сделал предложение Анне.
2. Церемония бракосочетания прошла в ЗАГСе.
3. В Британии каждый третий брак заканчивается разводом.
4. Они обручены шесть месяцев.
5. Пол и Линда собираются пожениться в следующем году и сразу планируют завести детей.
6. Я не уживаюсь со своим братом, мы постоянно ссоримся.
7. Я ругаю своих детей, когда они делают что-то не так.
8. В день свадьбы Линда — невеста — была спокойна, а Джо — жених — нервничал.
9. Они отправились в свадебное путешествие в Италию.
10. Ольга мой дальний родственник — кажется, троюродная сестра.

**VOCABULARY TEST ON “HOME, SWEET HOME”**

I. Give synonyms to the following words.
1. amenities
2. handy for
3. lounge
4. to overlook
5. to live on one’s own
6. to share a room

II. Give antonyms to the following words.
7. convenient
8. neglected
9. out-dated
10. above

III. Give explanations to the following phrasal verbs.
11. to put smth in
12. to put smth up
13. to take smth out
14. to do smth up
15. to talk over

IV. Fill in prepositions where necessary.
I decided to rent a flat (16)... my own and to become more independent (17)... my parents.
I looked (18)... advertisements (19)... flats (20)... the newspaper.
He is getting (21)... my nerves, I can’t put (22)... (23)... the constant noise of his stereo system.
I found a room (24)... an agency.
Our flat is (25) the second floor (26) a new block (27) flats.
There is a piano (28) the left (29) the table and a small table (30) a telephone (31) it (32) the right.
I’m pleased (33) my flat, it is close (34) the centre.
We have to pay a deposit (35) the front-door key and to keep (36) particular house-rules.
I share the room (37) a friend (38) mine.
We pay (39) the room $70 a month, it’s hard to find a lodging (40) a lower price.
V. Complete each sentence with the correct form of “make” or “do”.
41. He … a big mistake.
42. Why does it take you so long to … decisions?
43. He … so much noise that he woke her up.
44. Who … shopping in your family?
45. This way they will never … a fortune.
46. An old gentleman comes twice a week to … the gardening.
47. Who is … the speech at the meeting?
48. Mr.Brown … his living as a taxi driver.

VI. Translate into English.
49. Мне нужно тщательно обдумать твое предложение.
50. Мы решили выложить стены в ванной плиткой, а потолок покрасить в светло-голубой цвет.
51. Крыша течет, стены потрескались, и вообще, состояние дома оставляет желать лучшего.
52. Двухкомнатная квартира, которую мы снимаем у знакомых по очень приемлемой цене, находится на окраине города.

VOCABULARY TEST ON “WHATEVER MONEY CAN BUY”
I. Translate the following sentences from Russian into English.
1. Я купила эти запонки по низкой цене.
2. Цены снова поднялись!
3. Дисконтная карта дает возможность покупать товары с 10% скидкой.
4. Микстуру от кашля можно купить без рецепта.
5. Не люблю, когда люди влезают без очереди.
6. Я не могу позволить себе делать покупки в этом магазине. (там очень дорого)
7. В нашей стране наркотики запрещены. Их можно купить только нелегально.
8. Поросенок Фунтик собирал деньги на домик для бездомных поросят.
9. Я не боюсь воров. У меня дома нет ничего ценного.
10. Когда продавец выбил чек, я понял, что меня хотят обсчитать.

VOCABULARY TEST ON “DO WE EAT TO LIVE OR LIVE TO EAT?”
I. Choose the right variant.
1. We have three … a day: breakfast, dinner and supper. A) foods b) meals c) dishes
2. I prepared a French … yesterday. A) meal b) dish c) course
3. At a party we usually start our dinner with … A) appetizer b) dessert c) snack
4. … are nuts. A) almonds b) marrows c) oatmeals
5. … are fish. A) cloves b) sprouts c) sprats
6. … potatoes are very good with dill. A) new b) fresh c) young
7. I would like a … eggs. A) drop b) dozen c) clove
8. I like … with cinnamon. I find it delicious! A) liver b) yeast c) roll

II. Give synonyms to the following words.
1. Biscuits
2. Aubergines
3. Entrée
4. A bite
5. Cottage cheese

III. Translate the following sentences into English.
1. Пожалуйста, дайте мне кочан капусты и два баклажана.
2. Черника в этом году очень дорогая.
3. Что тебе больше нравится: консервированный тунец или свежий?
4. Не ешь так много пончиков! Они полнят!
5. Арбузы – это пища для бедняков!
6. Положите себе еще салата, не стесняйтесь, пожалуйста.
7. Может, поделишься рецептом такого вкусного торта?
8. Что у вас сегодня в меню?
9. Давай закажем сегодня что-нибудь в китайском ресторане для разнообразия.
10. Я просто умираю с голоду!
11. Я не пойду туда ни за что на свете!
12. Он ел исключительно здоровую пищу.
13. Дайте мне добавки!
14. Мне пришлось угостить его выпивкой.
15. Я не ем то же самое два дня подряд.
16. Пожалуйста, расставь тарелки.
17. Он мало ест (он плохой едок).
18. Она любит плотно завтракать.
19. Вообще-то она на диете, но сегодня она съела обед из четырех блюд.
20. Давай разрежем эту буханку хлеба пополам.
22. В этом магазине всегда только черствый хлеб.
23. Остатками от нашего ужина можно было накормить десяток голодных людей.
24. Мне всегда плохо от морепродуктов.
25. Вы уже что-нибудь выбрали?
26. Если хотите похудеть, помните: клетчатка насыщает лучше всего.

VOCABULARY TEST ON “HEALTHY AND HAPPY”

Variant 1

I. Choose the best variant.
1. Can you recommend some medicine for a dry…. .
   a. cold    b. headache    c. sneeze    d. cough
2. I’m sure his illness was caused by… .
   a. overwork    b. stamina    c. fitness    d. health
3. He went on a diet because of his high blood ….
   a. tension  b. pressure  c. poisoning  d. inflammation
4. I’m a bit … so could you speak a little louder?
   a. dumb  b. deaf  c. blind  d. lame
5. I’m … tomatoes. They bring me out in a rash.
   a. allergic to  b. polluted by  c. wounded by  d. suffering from
6. If my toothache continues, I’ll see my ….
   a. optician  b. vet  c. dentist  d. surgeon
7. We’re going to … you with a different kind of drug which we hope will be more successful.
   a. cure  b. treat  c. intoxicate  d. heal
8. After his heart … he was told to relax more.
   a. turn  b. attack  c. ache  d. break
9. If you’ve got a sore throat, you should … with salt water.
   a. gargle  b. giggle  c. gurgle  d. guzzle
10. The nurse wrapped a … round my head.
    a. bandage  b. plaster  c. cream  d. pain-killer
II. Match the formal sentences (a-e) with an everyday explanation (1-5).
   a. She fractured her arm 1. She was resting to recover from being ill.
   b. She vomited 2. She couldn’t sleep.
   c. Her condition deteriorated. 3. She was drunk
   d. She was convalescing. 4. She got worse.
   e. She suffered from insomnia. 5. She broke it.
III. Match the words below with the correct definitions.

| 1. diabetes | a. poor health caused by not eating enough food or by not eating enough of the right kinds of food; |
| 2. a heart attack | b. is a doctor whose job is to perform operations; |
| 3. an allergy | c. is a person who has been injured or killed in an accident, a fire or a war; |
| 4. concussion | d. a mild, very common illness which makes you sneeze a lot and gives you a sore throat and a cough; |
| 5. a pathologist | e. a disease in which there is too much sugar in your blood and you have to inject insulin every day; |
| 6. a casualty | f. a serious medical condition, sometimes fatal, in which your heart begins to beat irregularly or fails to pump your blood properly; |
| 7. a surgeon | g. a mild illness which can give you a slight fever, a headache and your body might shake; |
| 8. malnutrition | h. an injury to the brain caused by a blow to your head; |
| 9. a chill | i. is a doctor who examines a dead body to find out how the person died; |
IV. Complete the gaps.

1. He is running a _____, with a ____ of over 40. Look at the ____., and you can see for
yourself.
2. I feel ____. I shouldn’t have eaten so much. – You should be more careful. You’ve
only just recovered from a serious ____.
3. My throat’s _____. It hurts to swallow. But I don’t ____ at all, even though I smoke
fifty cigarettes a day.
4. He ____ his back when he fell. He was more frightened than ____.
5. My nose is running and I can’t stop ____. I’ve also got a very high _____. – It’s
probably _____. There’s a lot of it about.

V. Give the Russian equivalents for the following words:

1. a remedy; 6. motion sickness;
2. to heal; 7. to swell;
3. to gargle; 8. indigestion;
4. injury; 9. painful joints;
5. rash; 10. inflammation;

VI. Give the English equivalents for the following words:

1. неизлечимая болезнь;
2. острая боль;
3. мозоль;
4. сильная головная боль;
5. чувствовать себя неловко;
6. гипс;
7. язва желудка;
8. ревматизм;
9. бессонница;
10. вспышка болезни;
11. костыли;
12. обезболивающее средство;
13. рентгеновский снимок;
14. мазь;
15. сделать укол.

Total: 62 points.

VOCABULARY TEST ON “HEALTH”
Variant 2

I. Choose the best variant.

1. She’s … from a nervous breakdown.
   a. healing       b. fainting       c. suffering       d. itching
2. There was an … of cholera after the disaster.
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a. upset  b. infection  c. input  d. outbreak
3. I’ve got a … headache and all I feel like doing is going straight to bed.
a. beating  b. drumming  c. splitting  d. hammering
4. The new discovery was an important … in the fight against cancer.
a. daybreak  b. break-away  c. outbreak  d. breakthrough
5. Now that I’ve discovered that I’m … strawberries, I make sure I never eat them.
a. allergic against  b. allergic from  c. allergic to  d. allergic with
6. You can only get this medicine on … .
a. description  b. inscription  c. subscription  d. prescription
7. She … a muscle while lifting some furniture.
a. broke  b. pulled  c. fractured  d. cut
8. He went on a diet because of his high blood … .
a. tension  b. pressure  c. poisoning  d. inflammation
9. The surgeon operated … his leg yesterday.
a. on  b. with  c. for  d. in
10. You should take an aspirin or something to help … the pain.
a. lighten  b. calm  c. relieve  d. rid

II. Match the formal sentences (a-e) with an everyday explanation (1-5).
a. She fainted.  1. She was expecting a baby.
b. She was pregnant.  2. She felt a bit funny.
c. She was depressed.  3. She passed out.
d. She was intoxicated.  4. She was sick.
e. She was unwell.  5. She was feeling low.

III. Match the words below with the correct definitions.

| 1. asthma       | a. a condition associated with many illnesses 
|                | where you develop high temperature; |
| 2. cancer      | b. is a doctor trained in general medicine who 
|                | treats people in a certain local area for all 
|                | kinds of illnesses; |
| 3. a fever     | c. a sudden and severe illness which affects 
|                | your brain and which can kill you or make 
|                | you paralyzed in one side of your body; |
| 4. inflammation | d. is a person who has to visit a hospital 
|                | regularly for treatment while still living at 
|                | home; |
| 5. a nervous breakdown | e. a serious disease which may cause death; 
|                | in which the cells in your body increase 
|                | rapidly producing abnormal growths; |
| 6. rheumatism  | f. a painful swelling and soreness of part of 
|                | the body which is often red and hot to the 
|                | touch; |
| 7. a stroke    | g. is a doctor who is qualified to prepare and 
|                | sell medicines; |
| 8. an out-patient | h. an illness where you suffer from deep 
|                | depression, worry and tiredness; |
| 9. a pharmacist | i. a long-lasting chest disease which at times 
|                | makes breathing very difficult; |
| 10. a general practitioner | j. an illness that makes your joints or muscles |
IV. Fill the gaps.
1. My mother feels very ____ after eating at that new restaurant. She has had terrible ____ for twenty-four hours. – Oh, no! That’s the third person who’s suffered from ____ after eating at that place.
2. I had this ____ in my hand last week. It was very deep and the wound wouldn’t stop ____. Now it’s very painful again. – I expect you’ve picked up some kind of ____.
3. At the match yesterday, Tom felt very ____ and nearly fell out. He said he had a terrible ____ in his chest. – Oh, no! He didn’t have a ____ ____ did he?
4. You must be bored, lying here with a broken leg. When are they going to take the ____ off? – Next week.
5. I have a ____ throat – Let me see. Yes, some ____ in your throat. That’s a touch of ____.

V. Give the Russian equivalents for the following words:
1. a malady; 6. influenza;
2. concussion; 7. malnutrition;
3. a bruise; 8. a stroke;
4. dizziness; 9. be at ease;
5. feverish; 10. cough;

VI. Give the English equivalents for the following words:
1. превысить дозу;
2. психические болезни;
3. побочный эффект;
4. инфекционное заболевание;
5. слечь в постель, заболеть;
6. глотать;
7. испытывать тошноту;
8. костыли;
9. хирург;
10. акушерка;
11. успокаивающее средство;
12. выписывать рецепт;
13. растянуть мышцу;
14. повязка (на руку);
15. выздоравливать.

Total: 63 points.

VOCABULARY TEST ON “FIT AND WELL!”

I. Translate into English:
1. Участник соревнования, занявший второе место;
2. Участник соревнования;
3. Перетягивание каната;
4. Утешительный приз;
5. Избавиться от напряжения;
6. Выносливость;
7. Заниматься спортом;
8. Зрители;
9. Отражать, отбивать;
10. Шахматная фигура.

II. Fill in the prepositions:
1. To be overtaken … the line;
2. To be good … smth;
3. … the other hand;
4. To be connected … smth;
5. To lead … smth;
6. … an amateur level;
7. To play … a draw.

III. Translate into English:
1. Это была легкая победа.
2. Кто забил этот гол?
3. За какую команду ты болеешь?
4. Если ты побьешь этот рекорд, ты нанесешь поражение всем своим соперникам.
5. Бокс идеально подходит для того, чтобы выпустить пар.
6. Его отправили на скамью запасных.
7. Эта площадка для гольфа одна из лучших в стране.
The list of prepared talking points
for the winter exam in English speech practice.

1. Speak about your family.
2. Describe a friend of yours.
3. British and Belarusian families: do they have much in common?
4. Everything must be beautiful in a person, or what is more important: character or appearance.
5. Home, sweet home.
6. Houses people live in.
8. Finding a home.
11. Ways of doing shopping (great department stores and local shops).
12. The customer’s rights.

The list of unprepared talking points
for the winter exam in English speech practice.

1. What makes an ideal parent?
2. What are the advantages and disadvantages of being an only child?
3. What do you like and dislike in your appearance?
4. What sort of person are you? Tell about your habits, likes and dislikes.
5. What do you think the expression “It takes all sorts to make a world” means? Express your opinion on this point.
6. What is your idea of an ideal home?
7. What are the advantages and disadvantages of living away from home when you are a student?
8. What are the advantages and disadvantages of rooming together?
9. Do you agree that it is better to live in a house than in a flat?
10. Do you prefer shopping at your local small shop or at a big supermarket? Give reasons.
11. What type of shopper are you – a fun shopper, a practical shopper, a reluctant shopper, or a spendthrift? Explain why.
12. Do you consider yourself fashionable? Why / why not?

Перечень экзаменационных тем
для студентов I курса специальности «Современные иностранные языки»
по дисциплине «Практика устной и письменной речи»
Летняя экзаменационная сессия

The list of prepared talking points for the summer exam in English speech practice.

2. Traditional English cuisine and its reputation abroad.
3. The table manners.
4. Junk food and modern lifestyle of people (vegetarianism).
5. Public health service establishments.
7. Alternative ways to treat ailments.
8. Alcohol is no answer to the problems.
9. Forbidden things are always tempting (drugs).
10. Smoking – one of the major maladies of the 21st century.
11. Why do we do sports?
12. The Olympic Games – now and then.
1. Speak about your family.

2. It is better to live in a house than in a flat. Do you agree?

3. Translate into English card № 1.

Загадчык кафедры ____________________ Выкладчык ____________________
Дата зацвярджэння _30.11.2016_ пратакол №4 ____________________
3.1 УЧЕБНАЯ ПРОГРАММА

ПОЯСНITЕЛЬНАЯ ЗАПИСКА

Данная учебная программа по дисциплине «Практика устной и письменной речи» предназначена для студентов 1 курса специальности «Современные иностранные языки» (по направлениям) дневной формы обучения факультета социокультурных коммуникаций БГУ и рассчитана на 1-й и 2-й семестры обучения, она предполагает 200 часов практических занятий и 244 часа самостоятельной работы студентов. Текущий контроль представлен в форме двух экзаменов в зимнюю и летнюю сессии с учетом рейтинга.

Основная цель дисциплины заключается в формировании у студентов иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Это достигается, согласно типовой учебной программе, посредством взаимосвязанного обучения активным видам речевой деятельности в рамках тематики, определенной программой, а также овладения технологиями языкового самообразования.

Требования к овладению активным видам речевой деятельности:

Устная речь

Устная речь рассматривается как единство говорения и аудирования. Предметное содержание устной речи на первом курсе обучения складывается из социально-бытовой, социально-культурной и социально-вербальной тематики.

Устное общение в социально-бытовых ситуациях включает следующую примерную тематику:
- личность человека;
- внешность, характер, межличностные отношения;
- семья, семейное положение, родственные связи;
- жилье: дом, квартира, студенческое общежитие;
- обязанности по дому;
- питание, основные продукты питания;
- приготовление и прием пищи;
- общественные места питания;
- прием гостей;
- правила хорошего тона за столом;
- особенности и традиции питания в странах изучаемого языка;
- питание и здоровье;
- покупки;
- магазины и основные отделы;
– выбор и совершение покупок;
– здоровье, посещение врача,
– болезни XXI века: болезни, связанные с состоянием окружающей среды; социальные болезни (алкоголизм, наркомания, курение, СПИД);
– сохранение здоровья.
Устное общение в социально-культурных ситуациях включает следующую примерную тематику:
– спорт, виды спорта, состязания;
– Олимпийские игры;
– спорт для здоровья.
Устное общение в ситуации социально-вербального поведения включает следующую примерную тематику:
– Знакомство, представление. Интервью. Пожелание удачи. Сочувствие. Одобрение. Согласие/несогласие. Отказ. Похвала. Благодарность. Поздравление. Приглашение. Обмен впечатлениями. Успех и неудача. Назначение встречи, Прощание. Телефонный разговор.
Говорение осуществляется в форме диалогической и монологической речи.
Студент должен знать:
– условия и принципы речевого общения;
– основные функциональные типы диалогического высказывания и их структуру: диалог-расспрос, диалог-обмен мнениями, диалог-волоселизъявление, диалоги комбинированного типа (расспрос + обмен мнениями и т.п.), полилог (в дискуссии, споре, дебатах, тематической беседе);
– основные функциональные типы монологического высказывания и их структуру (сообщение, описание, повествование, рассуждение, аргументирование);
– лингвистические особенности коммуникативно-ситуативных модально-прагматических разновидностей устной речи, в том числе особенности фонетической вариативности характерной для связной устной речи;
– особенности процесса восприятия устной речи, обусловленные его взаимодействием с продуцированием речи;
– семантико-синтаксические особенности словарного состава языка в соответствии с названными сферами общения;
– социокультурные реалии;
– основные особенности межкультурного общения.
Студент должен уметь:
– использовать иностранный язык в коммуникативной, когнитивной, экспрессивной и других функциях;
использовать иностранный язык в качестве инструмента профессиональной деятельности;
осуществлять общение на иностранном языке с представителями других культур;
оценивать и интерпретировать текстовую информацию, представленную в устной и письменной форме, как средство постижения духовной и материальной культуры;
строить монологическое высказывание, реализовать аналогическое речевое взаимодействие в ситуациях официального и неофициального общения в пределах тематики курса, адекватно реализуя коммуникативное намерение;
adекватно воспринимать на слух аутентичную речь различных коммуникативно-ситуативных и модально-прагматических разновидностей.

Письменная речь:
Студент должен знать:
– особенности словарного состава и синтаксической организации письменного текста, обусловленные его функционально-стилистической принадлежностью и коммуникативной направленностью;
– основы коммуникативно-ситуативной и жанрово-стилистической вариативности письменной продуктивной речи.
Студент должен уметь:
– выражать мысли в письменной форме, пользуясь речевыми формами «описание» и «повествование» с элементами рассуждения на основе лексического и грамматического материала 1 курса;
– структурно и стилистически правильно строить письменное высказывание: формальное/неформальное письмо (поздравление, приглашение, жалоба и др.); эссе (повествование, описание, рассуждение).

Данная программа предусматривает тесную связь с программами «Практика устной и письменной речи» для 2 курса специальности «Современные иностранные языки» (по направлениям) дневной формы обучения факультета социокультурных коммуникаций БГУ.
ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Unit 1. It Takes All Sorts (people). / Раздел 1. Все люди разные (человек).

Unit 2. Home, Sweet Home (home). / Раздел 2. Дом, милый дом (жилье).


Unit 4. Do We Eat to Live Or Live to Eat? (meals) / Раздел 4. Мы едим, чтобы жить или живем, чтобы есть? (еда)
Особенности и традиции питания в разных странах мира. Правила поведения за столом (этикет). Общественные места питания. Традиционные рестораны и рестораны быстрого питания. Правильное питание. Генетически модифицированная еда. Органическая еда. Вегетарианство.

Unit 5. Healthy And Happy (health). / Раздел 5. Здоровый и счастливый (здоровье).

Unit 6. Fit And Well! (sport) / Раздел 6. В хорошей форме! (спорт)
### УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

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# СПИСОК УЧЕБНОЙ ЛИТЕРАТУРЫ

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<tr>
<td>4.</td>
<td><strong>Дополнительная</strong></td>
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