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I SEMESTER

UNIT STARTER

Lesson 1. HOW TO LEARN ENGLISH EASILY

Objectives:
• to involve students in the learning process; to revise previously taught vocabulary; to improve students’ reading, listening and speaking skills;
• to develop students’ communicative competence; to develop students’ ability to work in pairs and groups; to promote thinking and creative imagination; to encourage cultural understanding, tolerance and enjoyment of diversity;
• to interest students in learning English; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:
• to demonstrate basic knowledge in English;
• to express their personal opinion on the topic;
• to discuss problem questions showing agreement or disagreement;
• to show the ability of reading text for the main ideas;
• to explain meaning of words.

Procedure

1. Warm-up

Do Warm Up, p. 5.

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

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

2. Reading & Vocabulary

Do ex. 1, p. 6.

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

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

If you agree, say: If you disagree, say:

| I agree (fully / partly agree) that... | I disagree (fully / partly disagree) that... |
| That’s right, because... | I wouldn’t say that... because... |
| Certainly, because... | Absolutely not that... because... |

Do ex. 2a, p. 7.

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

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

Do ex. 2b, p. 7.

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

Grammar, spelling, pronunciation, vocabulary, reading, writing, speaking, listening
Find out the best way of learning English for you. Say which is more useful for you and why. Start like this:

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

3. Speaking
Do ex. 3, p. 7.
In pairs, ask and answer the questions. Prepare to tell about your partner to the class.
1. How do you organise your learning process?
2. How much time do you need to do English tasks?
3. Are you a motivated learner or you are forced to learn English?
4. How often do you speak English outside the classroom?
5. How often do you write in English?
6. How often do you read in English?
7. Have you got any chance to watch English video?

4. Reading & Speaking
Do ex. 4a, p. 7–8.
Read the article quickly. In pairs, refer the paragraphs (1–S) to the headings (A–E) on p. 8.
Key: 1 B, 2 E, 3 D, 4 A, 5 C.
Do ex. 4b, p. 8.
Read the article again and discuss the questions in groups.
1. What does the author mean saying that learning English is like learning to swim?
2. Do you have any opportunity to speak English?
3. What do you prefer — to read or speak English?
4. What does it mean “to acquire the ability to use a language automatically”?
5. What does it mean “the process of habit formation”?
6. What does the author mean saying that “language is not to be taught, language is to be learnt”?

5. Speaking
Do ex. 6, p. 11.
Scan the scheme in the text-book and complete the sentences:
1. English is considered as ...
2. Studying foreign languages is very ... because ...
3. English is very popular because ...
4. A lot of people all over the world study English because ...
5. They use their skills in / for ...
6. As for me ... . is the most useful.
In groups, speak on why you want to learn English. Use the scheme. Then, exchange your opinions.
Read your results to the class. Compare your answers.

8. Summary
Do ex. 7, p. 11.
In groups of three or four, in a minute, try to find as many words which are identical in English and your own language (for example radio, lift) as you can. The winner is the group with the longest list. Keep a time limit.

8. Homework
Do ex. 5, p. 9–10; choose one of the courses and write a brief paragraph why you prefer these ones.
Lesson 2. IMPORTANCE OF LEARNING ENGLISH

Objectives:
- to motivate students to the learning activity; to enlarge student’s vocabulary; to improve students’ reading and speaking skills;
- to develop students’ communicative skills; to promote thinking and creative imagination; to encourage cultural understanding and tolerance;
- to promote positive attitude to studying a language; to develop self-esteem and mutual-esteem, and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:
- to express their personal attitude to learning English;
- to skim and scan the text while reading;
- to ask and answer the questions in a role-play;
- to compare their results with other students’ answers;
- to remember how to write letters.

Procedure

1. Warm-up
Do ex. 8a, p. 11–12.
Skim the short article in one minute. Which of the following sentences describes the main idea of the text? Individually, choose the correct sentence. Then, in pairs, compare your answers. Explain your mistake if there were any.
1. It is important to speak English if you want to be successful in business.
2. Most of the world’s mail is written in English.
3. English is the most widely used language in the world.

Key: C.
Do ex. 8b, p. 12.
Look at the numbers below the text and find out what they refer to. Match them and explain your choice.
Key: the amount of world business done in English is over 50 %; the amount of mail written in English is over 70 %
Do ex. 8c, p. 12.
Scan the text again to check your answers.

2. Speaking
Do ex. 1, p. 13.
In pairs, match each question (1–6) with the appropriate answer (a–f).

Key:

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

3. Vocabulary
Do the Useful Language box, p. 13.
Read the words and word-combinations. Try to find out their definitions from the previous exercise and explain them. Make up your own sentences using these words and word-combinations.

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

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

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

4. **Reading & Speaking**


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

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

5. **Writing & Speaking**

Do ex. 3a, p. 14.

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

Do ex. 3b, p. 14.

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

The teacher proposes students to use the phrases:

Absolutely correct! / That’s right. I fully agree... or It’s a pity! You are wrong... / I feel sorry, but you are mistaken...

6. **Speaking**

Do ex. 5, p. 16.

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

7. **Summary**

Do ex. 4a, p. 15.

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

8. **Homework**

Do ex. 4b, 4c p. 15–16.
UNIT 1. BEING A STUDENT

Lesson 3. LEARNING STRATEGY

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

Outcomes: by the end of the lesson students will be able:
• to express their personal opinion on the topic;
• to speak about importance of autonomous learning;
• to define the text main ideas and specific information.

Procedure

1. Warm-up

Do “Warm up”, p. 17.
First, in four groups, students describe four classrooms in their school according to the example.
Then, in pairs, ask and answer the three last questions. Students have to read the questions and ask them to their partner; then, listen to the answers (or write down if necessary) and retell the information about his/her partner to the class comparing with him/herself. Find another words for “satchel”.
For example:
1. Alex / Maria has in his / her handbag (pack back) ... But I have ... .
   There are ... in his / her pencil case (pencil box) but there are ... in mine.
2. Alex’s Maria’s favourite subject is ... because ... but I prefer ... because.
   He / she is very good at ... because he / she finds it ... and I’m good at ... because I think it ... .
3. Alex / Maria prefers ... because ... And I’d like to ... because ...

2. Speaking

Do ex. 1a, p. 18.
Students, individually, read the task, think and say who is the best in the following subjects in their class:

<table>
<thead>
<tr>
<th>Start like this:</th>
<th>Biology</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think</td>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>In my opinion</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>It is believed that (name) is the best in Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m sure</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>I can’t say exactly but rather</td>
<td>Physics</td>
<td></td>
</tr>
</tbody>
</table>

Music

Do ex. 1b, 1c, p. 18.
In small groups, students interview each other to find out what helps them to achieve good results in a certain subject. Then, students make a common decision for their group and share ideas with other groups. Use the items from the textbook.
Don’t forget to use the expressions (cards for each group):
• From our point of view...
3. Reading
In pairs, students read the magazine article. Choose the paragraph which best suits each gap (1–7). There is an extra paragraph. After discussing in pairs, students exchange their answers with the other pairs and check them.

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

4. Reading & Vocabulary
Do ex. 3, p. 21.
Students scan the article one more time to find out the meaning of the words and word-expressions. After scanning, students check and explain their answers.

**Key:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Autonomous</td>
</tr>
<tr>
<td>2</td>
<td>Access</td>
</tr>
<tr>
<td>3</td>
<td>A target</td>
</tr>
<tr>
<td>4</td>
<td>To get exposure</td>
</tr>
<tr>
<td>5</td>
<td>Favoured</td>
</tr>
<tr>
<td>6</td>
<td>A resource</td>
</tr>
<tr>
<td>7</td>
<td>To take responsibility (for)</td>
</tr>
<tr>
<td>8</td>
<td>A strategy</td>
</tr>
<tr>
<td>9</td>
<td>Precisely</td>
</tr>
<tr>
<td>10</td>
<td>Memorable</td>
</tr>
</tbody>
</table>

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

Start like this:
- To be an autonomous learner...

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

- Would you like to be an autonomous learner?
  Explain your pros and contras. Do you think the statements are good for you?

If not / yes, why?

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

Above all, enjoy your studies.

7. Homework
Do ex. 4, p. 21.
Complete and broaden the sentences. Use the words and the tips from the lesson.
Lesson 4. **DEVELOP YOUR VOCABULARY. BUILD UP YOUR GRAMMAR**

**Objectives:**
- to introduce and practise the new grammar point; to revise previously taught vocabulary; to improve students’ vocabulary and grammar skills; to focus students on using Conditionals I and II;
- to develop students’ grammar competence; to broaden students’ vocabulary; to activate the ability to think logically;
- to encourage understanding and tolerance to others; to develop self-esteem and mutual esteem.

**Outcomes:** by the end of the lesson students will be able:
- to use words and phrases in accordance with the context;
- to explain the definitions of the words;
- to understand the difference between Conditionals I and II;
- to use conditional sentences in oral and written speech;
- to describe real situations with predictions, future results, promises, etc.

**Procedure**

1. **Warm-up**
   Do ex. 1, p. 22.
   In pairs, students read the phrases and organise them according to the headings. Then share their answers with the other pairs.
   
   **Key:**

<table>
<thead>
<tr>
<th>A good teacher (is)...</th>
<th>A good student (is)...</th>
</tr>
</thead>
<tbody>
<tr>
<td>good at explaining smth</td>
<td>(to) make good progress</td>
</tr>
<tr>
<td>(to) use modern methods</td>
<td>a good listener</td>
</tr>
<tr>
<td>(to) concern about the students</td>
<td>(to) mark homework on time</td>
</tr>
<tr>
<td>to pay attention in class</td>
<td>to work hard</td>
</tr>
</tbody>
</table>

2. **Vocabulary work**
   Do “Vocabulary Links” box p. 22.
   Study the information in the box and explain the use of the words.

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

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

**Key:** 1 taking, 2 passed, 3 take, 4 passed; 5 find out, 6 know, 7 knew, 8 find out; 9 studying, 10 learn, 11 learn, 12 teaches.
Do ex. 2, p. 22.
In pairs, students have to match the words and their definitions. Check the results.
Key: 1 b, 2 d, 3 c, 4 a.

4. Grammar
Do ex. 1a, p. 23.
Study the sentences and say where the 1st and the 2nd Conditional are.
Do “Grammar Links” box p. 23.
Study the box and say what words can we use to start conditional sentences?
When do we have to put the comma sign?

5. Grammar practice
Do ex. 1b, p. 23.
Students have to refer each sentence to the correct type of Conditionals (I or II).
Key: 1 — II, 2 — I, 3 — I, 4 — II, 5 — II, 6 — I.
Do ex. 2, p. 23.
Key: 1 if, 2 unless, 3 even if, 4 even if, 5 unless.

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

<table>
<thead>
<tr>
<th>The I CONDITIONAL SENTENCE</th>
<th>The II CONDITIONAL SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conditional clause</strong></td>
<td><strong>Main clause</strong></td>
</tr>
<tr>
<td>Any of present tenses even though it refers to a future event:</td>
<td>Any of future tenses, structure going to, or Present Simple / Present Continuous in future meaning:</td>
</tr>
<tr>
<td>Present Simple:</td>
<td>Future Simple:</td>
</tr>
<tr>
<td>We’ll have a barbecue</td>
<td></td>
</tr>
<tr>
<td>Present Perfect:</td>
<td>Future Perfect:</td>
</tr>
<tr>
<td>I’ll cook you something</td>
<td></td>
</tr>
<tr>
<td>Present Continuous:</td>
<td>Future Continuous:</td>
</tr>
<tr>
<td>If you’re doing your homework when I arrive,</td>
<td></td>
</tr>
<tr>
<td>Present Perfect Continuous:</td>
<td>Future Perfect Continuous:</td>
</tr>
<tr>
<td>He’ll be tired when he gets home</td>
<td></td>
</tr>
<tr>
<td>going to:</td>
<td></td>
</tr>
<tr>
<td>I’m going to scream</td>
<td></td>
</tr>
<tr>
<td>Present Continuous:</td>
<td></td>
</tr>
<tr>
<td>The plane arrives at three</td>
<td></td>
</tr>
</tbody>
</table>

7. Summary
Do ex. 3, p. 24.
Key: 1 are working, 2 haven’t seen, 3 has been waiting, 4 have been.

8. Homework
Grammar box, p. 25.
Do ex. 4, p. 24–25.
Do ex. 5, p. 25.