



Смаглий Т. А.

Resource Pack for 1st year students

Костанай, 2021

Министерство образования и науки Республики Казахстан
Костанайский региональный университет имени А.Байтурсынова
Кафедра иностранной филологии

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Учебное пособие

Костанай, 2021

ББК 81.43.21

С 50

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С 50 Resource Pack for 1st year students: Учебное пособие. – Костанай: КРУ имени А. Байтурсынова, 2021. – 67 с.

В учебное пособие включены разработанные упражнения для отработки навыков по темам: Семья, Повседневная жизнь, Еда/ Пищевые привычки/Здоровое питание. Все упражнения составлены на основе аутентичных тематических аудио, видео и текстовых материалов. Предназначено для студентов языковых специальностей.

ББК 81.43.21

С50

Утверждено и рекомендовано к изданию Учебно-методическим советом Костанайского государственного университета имени А. Байтурсынова,

20 г., протокол № .

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Введение

Данное учебное пособие предназначено для студентов 1 курса очного отделения специальностей 6В02303 – Иностранная филология (английский язык), 6В02302 – Переводческое дело (английский язык), а также может быть использовано на занятиях по английскому языку в средних и старших классах в школах с углубленным изучением английского языка. Учебное пособие составлено в соответствии с действующей рабочей программой по дисциплине «Базовый иностранный язык» для студентов специальностей 6В02303 – Иностранная филология (английский язык), 6В02302 – Переводческое дело (английский язык).

Основной целью учебного пособия является повышение исходного уровня владения иностранным языком. Содержание учебного пособия направлено на формирование представлений об английском языке как о языке международного общения и средстве приобщения к ценностям мировой культуры и национальных культур; на развитие всех компонентов коммуникативной компетенции: лингвистической, социолингвистической, социокультурной и предметной. Для достижения данной цели были поставлены следующие задачи: расширить и закрепить словарный запас по изучаемой тематике, развить навыки восприятия англоязычной речи на слух, навыки монологического и диалогического высказывания, письма и чтения.

В качестве учебного материала в пособии были использованы аутентичные видеотрекеры, выступления спикеров в формате TEDx, разноплановые аудиоподкасты, современные тексты различного жанра: статьи и рецепты из англоязычных газет и кулинарных книг, тематические рассказы и истории. Тематические тексты, разнообразные лексические и речевые упражнения и диалоги сгруппированы вокруг актуальных для повседневного общения тем. В пособии представлены следующие темы: Семья, Повседневная жизнь, Еда/ Пищевые привычки/Здоровое питание. Структурное построение каждой темы максимально способствует активизации различных видов речи в разнообразных коммуникативных условиях. Речевые упражнения разных типов направлены на создание спонтанной реакции и прочного запоминания лексики и фразеологии. Многие упражнения носят репродуктивный или творческий характер. Их цель – максимально стимулировать развитие устных навыков у обучающихся и вырабатывать у них быструю языковую реакцию. Учебное пособие содержит большое количество дополнительных лексических единиц по каждой из предложенных тем, что способствует накоплению словарного запаса обучающихся. Упражнения на закрепление лексических единиц носят преимущественно творческий характер и способствуют их прочному усвоению и применению в различных речевых ситуациях монологического и диалогического характера.

Настоящее пособие может быть использовано в качестве дополнительного материала непосредственно на практических занятиях по практике устной и письменной речи и для организации самостоятельной работы студентов под руководством преподавателей.

FAMILY

VOCABULARY SECTION

Complete the following sentences using your list of family vocabulary.



Your brother or sister is your _____.

Your mother and father are your _____.

Your mother's sister is your _____.

Your daughter's husband is your _____.

Your sister's son is your _____.

Your brother's wife is your _____.

Your sister's daughter is your _____.

Your father's brother is your _____.

Your aunt's or uncle's children are your _____.

Your father, mother, sister and brother are your _____.

Your husband's mother is your _____.

Your daughter's son is your _____.

A person who has no brothers or sisters is called an _____.

Your mother's new husband (not your father) is your _____.

A child whose mother and father are dead is an _____.

An unmarried man is called _____ or a _____.

A woman whose husband has died is a _____.

Your mother's parents are your _____ grandparents.

Your father's parents are your _____ grandparents.

A child who you have legal custody of, but is not your biological child, is your _____ child.

Roles in the family

Types of family

traditional family, unconventional family, nuclear family,
extended family, blended family, single parent family, international family,
single sex family, close knit family

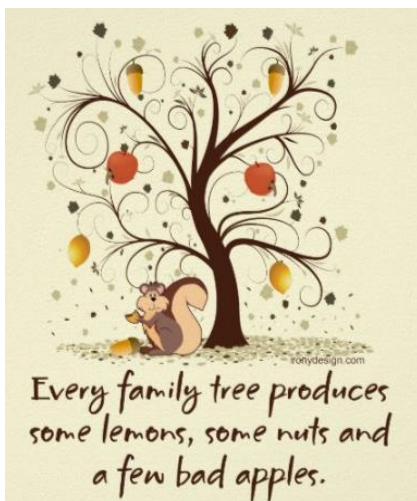
Discuss the following questions with a partner:

- What are the advantages and disadvantages of traditional families?
- What are the advantages and disadvantages of traditional family roles?
- Do you or any of friends have unconventional families?
- Are you close to your extended family?
- To what extent can you rely on your extended family?

Roles in the family:

homemaker, housewife, the heart of the family, househusband, stay at home mum/ dad,
breadwinner, provider, leader, wears the trousers, rules the roost,
father figure, role model, the black sheep, the apple of my eye

To what extent do you agree with the following statements? Explain why.



- There's a black sheep in every family.
- One parent should stay at home and look after the children.
- Bad behaviour in schools is being fuelled by 'overindulgent' *parents* who don't know how to say no to their children.
- A nanny can never play the part of a mother.
- Divorce is damaging to children.
- Now that divorce is so easy, do the words "Til death do us part" mean anything?
- Marriage is outdated.
- Spanish families are very close knit.
- Your family is your social safety net.
- You can never be lonely if you have a large family.
- It's healthy for families to argue.
- Household tasks should be shared equally between husband and wife.
- Parents raise sons and daughters differently.
- My parents have always set a good example.

Roles in the family: Idioms match up

Student A

<p>1. The apple doesn't fall far from the tree. He's a chip off the old block. It runs in the family. He takes after his mother. Birds of a feather flock together.</p>	<p>A. The rest of the family like him</p>
<p>2. They're my own flesh and blood.</p>	<p>B. Children are similar to their parents</p>
<p>3. She rules the roost. She wears the trousers in our house.</p>	<p>C. He likes spending time with his family.</p>
<p>4. He's a family man.</p>	<p>D. Religion unites a family.</p>
<p>5. There is bad blood between them. They hate each other's guts They are at each other's throats They fight like cat and dog.</p>	<p>E. The rest of the family don't like him.</p>
<p>6. He's the apple of their eye. He's their blue-eyed boy.</p>	<p>F. She's the boss.</p>
<p>7. He's the black sheep of the family.</p>	<p>G. We're related.</p>
<p>8. The family that prays together stays together.</p>	<p>H. The family members fight/argue/aren't happy with each other</p>

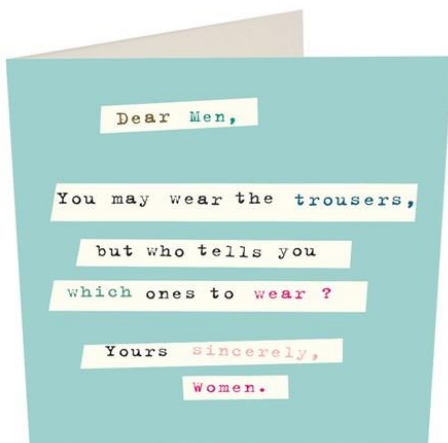
Student B

<p>1. Blood is thicker than water. Families stay together through thick and thin.</p>	<p>A. The sadness experienced by a parent when their children leave home.</p>
<p>2. Empty nest syndrome</p>	<p>B. Family members take priority over other people. / Family members support each other.</p>

3. Tie the knot. Get hitched.	C. A family who get on well and see each other a lot.
4. You can choose your friends but you can't choose your family.	D. Get married.
5. Cut the apron strings.	E. A couple who are perfect for each other.
6. The sins of the father shall be visited upon the son.	F. You have to accept the family that you have.
7. A close knit family	G. To become independent from your mother.
8. A match made in heaven	H. Children often suffer because of their parents' mistakes.

Discuss the following questions in pairs.

When do you think you'll tie the knot?



Anna & Noah
December 2, 2012

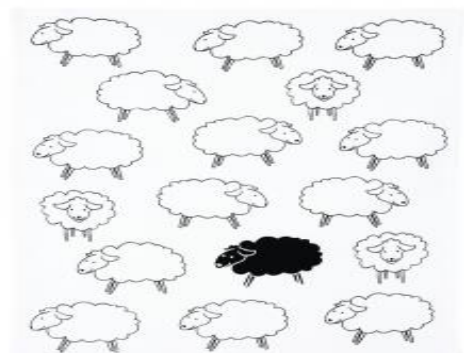
Who wears the trousers in your house?

Is your family very close knit?

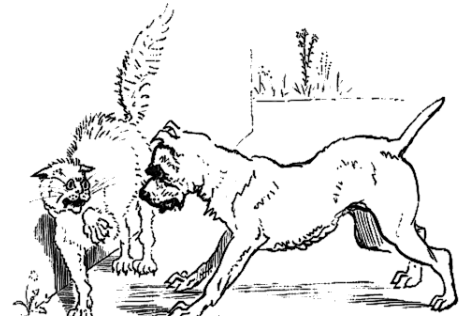
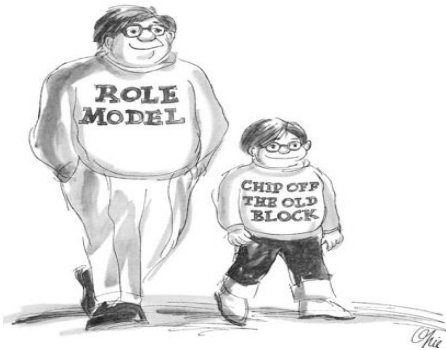
Are your parents a match made in heaven?

Who's the black sheep in your family?

Who's the apple of your father's eye?



Are you a chip off the old block?



Do any of your family members fight like cat and dog?

Is blood thicker than water?

Did your parents suffer from empty nest when you left home?



Language – Vocabulary, Idioms and Expressions

infant – a baby, a young child during the first year of life

toddler – a young child between about one and three who has learned to walk but is not yet very steady on his/her feet

adolescent – someone between about 12 or 13 and 18; teenager; someone between childhood and adulthood

peer – someone of the same age group or social status

senior citizen – an elderly person; usually refers to someone over 65

baby of the family – the youngest child in a family

baby boom – population explosion which took place after World War II

baby boomer – a person born between about 1946–1960

generation gap – the differences in values, beliefs, and attitudes between different generations – ex. between parents and children

sandwich generation – the people who are at the age when they have to look after their children and their elderly parents at the same time

to be named after – to be given the same first name as someone, usually a family member

to take after – to be similar to an older member of your family in physical appearance, or personality, or natural talent

Find Someone Who.....

Find someone in the class who / whose...

gets along well with his/her mother-in-law.

has a toddler.

is a bachelor.

is an only child.

maternal grandmother is still living.

has two brothers.

is a baby boomer.

has twins in his/her family.

has adolescent children.

is the baby of his/her family.

is named after his father or mother.

takes after his/her mother.

is the oldest sibling in his/her family.

who has all four grandparents still living.

READING SECTION

A TYPICAL FAMILY

It is difficult to describe a typical family nowadays. Depending on the country and the culture, families can range from a large extended group of relatives living together in one home to a single parent family with only one child. While large extended families were once common in North America and many western countries, nowadays, it is unusual for grandparents, uncles, aunts, and cousins to all live together in one home.

In Canada and United States, children are encouraged to be independent. Many young adults live by themselves or with roommates while going to university and most move out of the family home permanently when they have completed their education. They choose their own careers and their own spouses. Arranged marriages are not part of the western culture. Most young married couples choose to live apart from their parents and many even end up living in different cities.

Western society also emphasizes the independence of the elderly. When senior citizens become too old to live independently, they often move into special care facilities or nursing homes. People from other cultures may find this aspect of western society very strange because in their cultures they are used to caring for their elderly parents in their own homes.

Another major change in the structure of the family results from the increase in

divorce and remarriage in our modern society. Nowadays, blended families are becoming more and more common. Many households now include stepparents, stepbrothers and sisters, and half-brothers and sisters. The number of single parent homes is also increasing rapidly.

Questions For Discussion

1. How is family life here different from family life in your country?
2. At what age do children usually leave home?
3. Do young adults often live with roommates when they leave home?
4. Do married couples often live with their parents?
5. Are arranged marriages common in your country?
6. Are there many single parent families in your country?
7. What is the rate of divorce in your country?
8. If parents are divorced in your country, who usually gets custody of the children?
9. Do you think joint custody is a good idea?
10. Who looks after elderly parents in your country?
11. What are the advantages and disadvantages of living in a multi-generational family?
12. What are the advantages and disadvantages of being an only child?
13. Do grandparents play an important role in raising grandchildren in your country?
14. Do most married women work outside the home in your country?
15. In your country, do husbands help with the housework and care of the children?

GENERATION GAP

My parents had a very different upbringing to what I have today... it's like we grew up in parallel universes. They were from Ireland, and grew up in secure homes, in the middle of the countryside with no cares in the world. I live in inner-city Birmingham, and with peer pressure, school stress and lots of other things to deal with, I think that I have a much tougher life than **they** had.

Times have definitely changed. We have a lot of responsibility as teenagers, and we have to act like adults. It depends on where you have grown up and who you hang around with, but I think most people start drinking alcohol around the age of 13 and lose their virginity around the age of 14. There isn't a definite age that most people try drugs. I am nearly 16 years old and I have never tried any, but I know plenty of people who have. This really depends on who you hang around with and how much will-power you have to say no.

I think that a lot of teenagers are discriminated against wrongly by adults. A few days ago I was on my way home in a rush because I was late, it was very dark and I was running. I ran past a middle-aged woman, and as I went past I brushed her shoulder. She let out a scream and grabbed a tight hold of her handbag. I found this really funny; **she** thought I was going to mug her.

Most teenagers have part-time jobs, which creates responsibility and the premature need to behave in an adult way. I've been working since I was about 13 (I look older than I am, and can lie about my age) but most teens start at around 15.

We need to have a certain level of trust put in us. We need to feel wanted and important, and not constantly targeted and victimized by the media. After all, if the media is constantly attacking teens and branding them as thugs, then that is the way we will act.

Are these sentences true or false? Justify your answer.

1. Kate thinks that her life is much easier than that of her parents.
2. Getting addicted to drugs depends on the people you befriend and your determination.
3. Kate believes that teens will behave according to the way the media describes them.

Complete the following sentences from the text.

1. Kate feels her life is difficult because...
2. Part-time jobs not only create responsibility in teens but also...
3. The middle-aged woman let out a scream when Kate run past her because she...

What do the underlined words in the text refer to?

1. they (paragraph 1): _____
2. she (paragraph 4): _____
3. us (paragraph 5): _____

A. Find in the text words that mean almost the same as:

1. sheltered (paragraph 1): _____
2. hurry (paragraph 4): _____
3. confidence (paragraph 5): _____

FAMILY MATTERS

Warm-up (Pair Work)

- 1) What is the best environment to raise a family in (e.g. apartment, village, etc)?
- 2) What was the worst thing you did as a child? Did you get caught?
- 3) Is there anything funny or different about your family?
- 4) Does someone in your family maintain a family tree? How far back can you trace your family history?

Family Matters - Key Vocabulary in Context

The *nuclear family* is the traditional family structure in the West. This term, originating in the 1950s, describes families consisting of a father, a mother, and their **offspring**. Under this structure, the family is seen as the basic unit in society; the father functions as the **breadwinner** and the mother as the homemaker. Nowadays, alternative family types are becoming more **prevalent**, such as single-parent families, families headed by same-sex parents, and extended families where families live with their **kin**, which may include several generations. Extended families are less common in North America, where it is not uncommon to place grandparents in retirement homes.

A Social Trends survey in 2009 reported radical changes in child **rearing** and marriage practices in the United Kingdom. Figures showed that while 30 percent of women under thirty had given birth by the age of 25, only 24 percent had **tied the knot**. This marked the first time childbirth had become the first major **milestone** in adult life, ahead of marriage. In 1971 in the U.K, 3/4 of women were married by the age of 25 and half were mothers.

Judging by the high rates of divorce and the increasing number of children born out of **wedlock**, it would appear that the family as an **institution** is in decline. American sociologist Stephanie Coontz believes so too, but for different reasons. Coontz points out that marriages are no longer arranged for political or economic reasons, and children are no longer required to contribute to the family income. Marriages nowadays are founded on love. She believes this shift towards love and free choice has actually weakened both the family by making it optional and the **bond** between the husband and wife by making it **contingent** on emotional fulfillment.

Follow-up Questions

1. What is a nuclear family?
2. What other types of families described in the article? How do they differ from nuclear families?
3. Why does the article claim that the family institution is in decline nowadays?
4. How has marriage and raising children changed in the U.K. since 1971?
5. Why does Stephanie Coontz believe the institution of the family has weakened?
6. Do you agree or disagree with the ideas in the article?

Match the words with their meaning as used in the article.

1. offspring	a. a very important stage in the development of sth
2. breadwinner	b. bring up and care for a child until it is fully grown
3. prevalent	c. the income-earner of a family
4. kin	d. the state of being married
5. rear (verb)	e. children
6. tie the knot (phr. v)	f. your family or your relatives
7. milestone	g. widespread; common
	h. relationship; link

8. wedlock	i. a custom or system that has existed for a long time
9. institution	j. get married
10. bond	k. subject to change; dependent on other
11. contingent	circumstances

Connect the below ideas to make a sentence.

government / crush / uprising	e.g. The government plans to crush the uprising.
bond / offspring	
prevalent / nowadays	
breadwinner / rear	
kin / gifts	
tie the knot / regret	
milestone / life	
born / wedlock	
institution / in decline	
contingent / feelings	

Define: What is the appropriate English term for ...

- your sister's daughter? -----
- your sister's son? -----
- your grandmother's mother? -----
- your brothers and sisters? -----
- your wife's brother? -----
- the son of your mother's new husband? -----

Discuss with a partner what you should do when...

- your six year-old child asks where babies come from.
- your child fails his English test.
- your 13-year old gets a tattoo on his back of a tarantula.
- your child won't eat his/her vegetables at dinner.
- your 12-year old daughter says she's dating a high school student.
- your child won't stop screaming because you won't buy him candy in the grocery store.
- your child tells you that he or she is gay.
- your marriage becomes stale.
- your child graduates university.

Role-play

Student A:	Your parent (Student B) is 98 years old and lives with your family. He/she is completely dependent on you. This is having a bad affect on your personal life and career. He/she never goes out. You have decided to put him/her in a retirement home, where he/she can be with other seniors and get the care he/she needs. Tell him/her your plan.
Student	You live with Student A, who is your daughter/son, in a house you

B:	built with your own hands in 1930. You are old now. Your daughter/son says she/he wants to speak with you about something.
----	--

Discussion Questions

- 1) **Violence:** Is it ever okay to hit a child? What is the custom or law in your country?
- 2) Due to population growth and environmental problems, should families have fewer kids?
- 3) What is the ideal number of children to have?
- 4) Is it tradition in your culture for women to adopt their husband’s last name? Is this fair?
- 5) In your country, are mothers allowed maternity leave (from work)? What about paternity leave for fathers?
- 6) What is a *mid-life crisis*? How can one be avoided?
- 7) When are children old enough to move out of the house?

WATCHING/LISTENING SECTION

5 DANGEROUS THINGS YOU SHOULD LET YOUR KIDS DO *by Gever Tulley*

https://ed.ted.com/best_of_web/MIRn8Y10

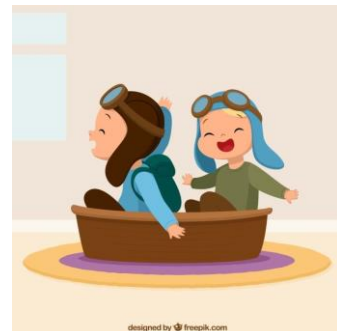
WARM-UP

1. Finish the sentences connected with childhood and discuss them with your partner.

- My earliest recollection of childhood is
- What I can remember as if it was yesterday is
- I will never forget
- With hindsight, I would/wouldn't
- When I was a child I dreamed of being
- As a child I used to hate/love

2. Discuss questions in pairs.

- a. At what age could you go places by yourself?
- b. Could you play on the streets?
- c. What was the most dangerous thing you did when you were a kid?
- d. Would you say that your parents were overprotective?
- e. What are things that you could do as a child, but you wouldn't let your



children do now? Why?

f. Why are today's parents so overprotective?

VOCABULARY

3. Study the sentences and complete the definitions below with the underlined words and phrases.

- I take anything she says with a grain of salt.
 - She bruised her leg quite badly when she fell.
 - We had to figure out the connection between these events.
 - He played a pivotal role in the negotiations.
 - One fan was stabbed to death in a fight between gangs.
 - Our goal is to empower everyone on our staff.
- a) _: to be able to understand something or to solve a problem
b) _: to regard something as exaggerated; to believe only part of something
c) _: to give someone more control over their life or more power
d) _: to kill or hurt someone by pushing a knife or other sharp object into their body
e) _: extremely important
f) _: to cause a mark to appear on someone's body by hitting it

VIDEO & DISCUSSION

4. The title of the talk is "5 dangerous things you should let your kids do". What do you think the speaker has in his mind?

Discuss the questions:

- What 5 things does the speaker actually mention
- Which of these things did you do when you were a child?
- Would you let your children do these things? Why/why not?
- Should we take the speaker's words with a grain of salt?

5. Look at the statement by Hanna Rosin and complete each gap with one word only. Then, answer the questions.

HANNA ROSIN: *What I mean, is that we _____ become so preoccupied _____ safety, that we're basically robbing our children _____ the chance to take risks, the kind of physical risks, emotional risks, the kind of risks they need _____ become independent adults, basically. And so I tried to explore _____. Why did that happen? How did we change _____ one generation so drastically the norms of childhood.*

Do you agree with her? How can we empower our children so that they can still become independent adults?

THE BENEFITS OF PATERNITY LEAVE

1. Complete expressions with the verbs given below.

walk *sweep* *take* *organize* *buy*
prepare *empty* *make* *fold* *take* *load*

..... and..... the dishwasher wash, and put away clothes
..... groceries and pay bills
..... the bed and vacuum floors
..... the dog out the trash
..... meals care of the kids

In pairs, talk who does the chores from exercise 1 in your house.

1. Read the quiz and tick your answers: *a*, *b* or *c*. Then watch a **video** <https://www.youtube.com/watch?v=oPjtoZJAJi4> and check if you are right.
2. Most countries allow up to months of maternity leave.
a) 2 b) 3 c) 5
3. In Denmark more than of dads take more than a fortnight-long paternity leave.
a) 70% b) 80% c) 90%
4. Research showed that of Danish men continue playing with their children after their paternity leave.
a) 71% b) 77% c) 17%
5. In Denmark, daughters do well at school if their had taken time off [parental leave].
a) moms b) dads c) dads and moms

4. Watch the video again and write down 3 benefits of paternity leave.

.....
.....
.....
.....
.....
.....
.....
.....

5. For points 1-7, read the text below and decide which answer (a, b, c or d) best fits each gap.

Dads in Spain Started Getting Paternity Leave— and Wanted Fewer Kids

While moms, on the other hand, started wanting more

By Evann Gastaldo, Newser Staff, Posted May 9, 2019

An interesting thing happened after Spain introduced a national policy that gave most new dads two weeks of fully paid paternity leave: Men in the country aged 21 to 40, when surveyed, said they wanted fewer children than before the policy took effect.

The researchers who have been studying the effects of the 2007 policy say there's no way to (1) "sweeping conclusions" from one single data point, per Quartz, but they suggest that, having gotten up close and personal with the process of parenting, the men became more aware of the time, effort, and cost of adding kids to one's household. (2), the researchers suggest, the men perhaps "shifted their preferences from child quantity to quality." They found that families who were eligible for the paternity leave were 7% to 15% less likely to have another child two years later and were still less likely to have more kids by six years later.

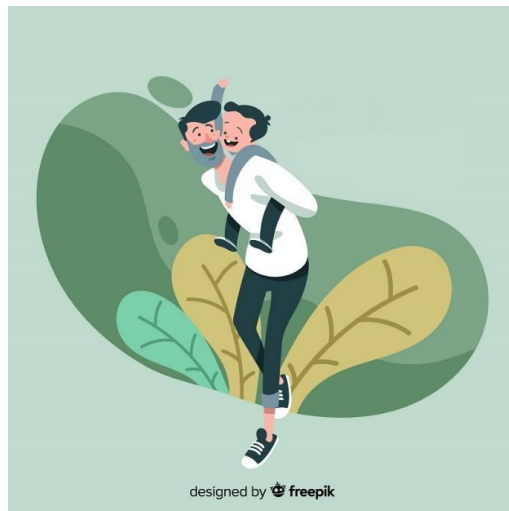
Women in the country, on the other hand, (3) the opposite way, expressing a desire for (4) more children than previously, which researchers suggest could be due to the fact that larger families became more desirable to them when they had more help from their spouse. Since the 2007 policy took effect, Spain has (5) the paternity leave to five weeks, and by 2021 it will have increased to 16 weeks, per El Pais. Among the researchers' other findings: Men who were eligible for paternity leave were just as likely to continue working (6)as men who weren't eligible, but they also continued to be more engaged in caring for their children after they went back to work. Their partners were more likely to return to work as well. But an outside expert notes that since the study was carried (7) just in Spain, he's "hesitant to believe that these same impacts would apply elsewhere."

- | | | | |
|----------------|-------------|-----------------|--------------|
| 1. a) draw | b) dispute | c) decide | d) declare |
| 2. a) Once | b) Thus | c) However | d) Yet |
| 3. a) expanded | b) walked | c) changed over | d) shifted |
| 4. a) slightly | b) bit | c) some | d) to have |
| 5. a) widen | b) expanded | c) shortened | e) escalated |

6. a) after b) afterward c) afterword e) lastly
 7. a) away b) on c) off d) out

6. Work in pairs and discuss the questions below.

- *Would you like your partner or yourself to take paternity leave?*
- *What's your opinion on paternity leave? Is it a useful social benefit?*
- *What disadvantages does paternity leave have for young families?*
- *Spain introduced a national policy that gave most new dads two weeks of fully paid paternity leave. Do you think men in Spain were eager to take that leave? Would it work in your country?*



7. In small groups, prepare a list of arguments against and in favour of the statement below. Talk with another group and decide whether you agree or disagree with the statement.

Equal paternity/maternity paid leave should be mandatory

PROS

AND

CONS

PENELOPE IN THE TREE HOUSE

https://www.youtube.com/watch?time_continue=3&v=B1l26Lh966I

Pre-watching

The film is called “Penelope in the treehouse”
Penelope, the main character, is a teenage girl.
Why do think she might live in the treehouse?
What do you think her family is like?



True/False.

Correct the sentences which are wrong

1. Penelope used her own money to buy Gro Kwik.

2. Penelope does not see any alternative to living in the tree.

3. Penelope likes living together with her mum and her new husband but she is strongly against his kids.

4. Eric has triplets.

5. Penelope’s mother is excited about Eric’s idea of starting a garden.

6. Penelope is jealous of her mum but she is ready to share her mum with other kids.

7. The best birthday gift for a girl, from Penelope’s point of view, is not being surrounded by the people she doesn’t like.

8. According to the programme on TV, the tree can be reached only by a helicopter.

9. Penelope understands that she is unhappy only when she starts starving.

10. Eric and his kids say that they are ready to welcome Penelope into their close knit and unique family.

11. Penelope is happy in her new family.

Discussion

What do you think a garden can be a symbol of?

What is the role of Gro Kwik in the story?

What does the story teach us about the relationships in the family?

What can be the downside of living in a blended family?

What can be good about living in a blended family?

Extra activity

Tell the story from the point of view of Eric, mum, Eric's kids

24 HOURS

VOCABULARY SECTION

Match the words in each column to make a sentence.

1. I don't like to wash and dry	fire alarm batteries. <input type="checkbox"/>
2. My husband always washes	the car on Saturday. <input type="checkbox"/>
3. We dust	the dishes. <input type="checkbox"/>
4. She sweeps and mops	the furniture once a week. <input type="checkbox"/>
5. Please vacuum	the floor every day. <input type="checkbox"/>
6. It's time to pay	ironed. <input type="checkbox"/>
7. Next week I'll change the	the carpet. <input type="checkbox"/>
8. Use this brush to clean	the toilet. <input type="checkbox"/>
9. I need to run	the bills. <input type="checkbox"/>
10. This shirt needs to be	the dishwasher.

Discuss in small groups

- *How are these household chores shared by the members of your family?*
- *What household duties are you personally responsible for? How frequently do you do them?*
- *Do you mostly do housework willingly or reluctantly? Why?*
- *How do you discipline yourself not to procrastinate with doing housework? Does it always work out well?*

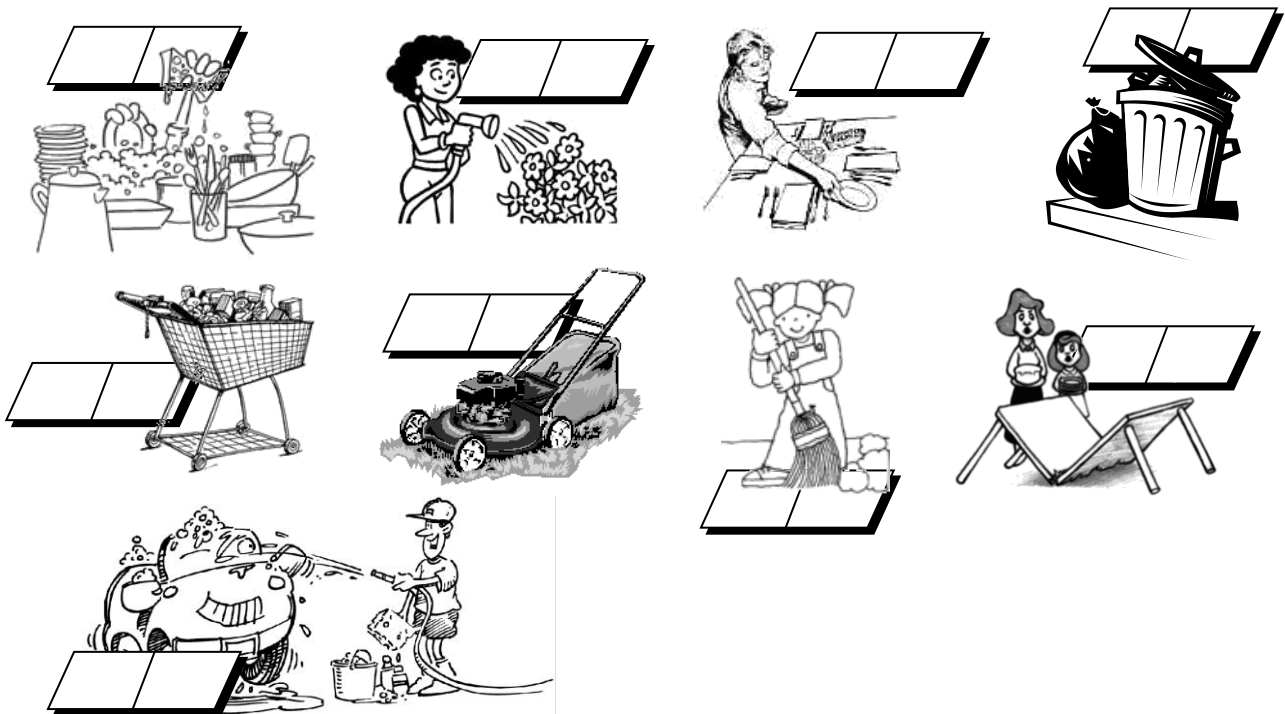
FAMILY CHORES

Read about Adam's and Sally's family chores.

A. Hi my name is Adam. I live with my family in a big house. I have two sisters and one brother. We share many chores with our parents. My brother and I take the garbage out. We also wash our father's car twice a week. Every Friday, I weed the garden and my brother waters the plants. I also make my bed in the morning. My sister, Emily, sweeps the floor every evening and washes the dishes after dinner. She also helps Mom with shopping every Thursday. My mother cooks for us and washes our clothes. My father fixes anything broken at home.

B. Hi my name is Sally. My family is small, my father, my mother, my sister Joanna and Me. We live in a flat in a tall building. I help my family with the chores. I make my own bed. I set the table for dinner while mom cooks. Every Tuesday my parents go shopping for food and I take care of my sister Joanna and help her with homework. My father fixes things in the house. My mother cooks our meals and sweeps the floor every night. When Mom or Dad are tired I bring water for them.

Write (A) next to Adam's chores, (S) next to Sally's chores, and (A|S) next to chores they share.

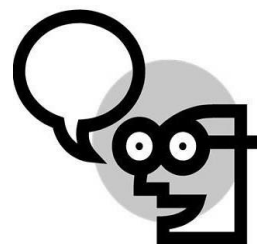


Write a short paragraph about the way you and your family members share household chores.

TOPICS DISCUSSION

HOUSEHOLD CHORES

Student 'A'



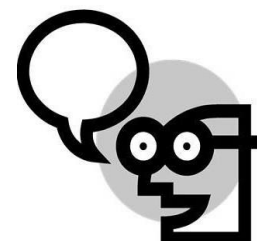
Discuss the questions below with your partner.

1. How often do you cook dinner?
2. Is your bedroom messy?
3. Do you think it's dangerous to cut grass? Why? / Why not?
4. Do you have a pet? If 'yes', what kind? How often do you feed it?
5. Did you make your bed this morning? Why? / Why not?
6. When was the last time you swept a floor?
7. What will happen if you forget to take out the trash?
8. Are there dirty dishes in your kitchen right now? Why? / Why not?
9. How many plants do you have in your home? How often do you water them?
10. Which household chore do you enjoy doing the most? Why?

TOPICS DISCUSSION

HOUSEHOLD CHORES

Student 'B'



Discuss the questions below with your partner.

1. When was the last time you cooked a meal?
2. How often do you clean up your room?
3. Do you ever do the laundry? Why? / Why not?
4. Why do people iron clothes? Is it an important chore? Why? / Why not?
5. Do you think it's important to make your bed? Why? / Why not?
6. Is it better to sweep a floor - or to vacuum it? Why?
7. When was the last time you washed the dishes?
8. Are the windows in your home clean or dirty? Why?
9. Which household chore do you hate doing the most?
10. How can you get children to do household chores (like cleaning up their room)?

READING SECTION

WHY YOU SHOULD START WORK AT 10 AM

WARM UP

Answer the questions.

- How many hours of sleep do you think you need?
- Do you get enough sleep?
- What would be the ideal time to you to start work/school?

VOCABULARY

Fill the gaps in the sentences using these key words from the text.

*sensible cognitive stagger diabetes obesity synchronized
ingrained*

1. If you _____ working hours, you arrange for them to start at different times.
2. A _____ process is related to recognizing and understanding things.
3. _____ is a serious medical condition in which your body does not produce enough insulin to reduce the amount of sugar in the blood.
4. _____ is a feeling of being extremely unhappy.
5. _____ is a condition in which someone is too fat in a way which is bad for their health.
6. A _____ decision is one that is reasonable and practical.
7. If an attitude, belief or habit is _____, it has existed for a long time and cannot easily be changed.
8. An _____ is someone who works for a particular company, usually for low wages, in order to learn the type of work they do or acquire a particular skill.
9. If things are _____, they happen at the same time.
10. An _____ experience makes you feel happier or more hopeful.

Find the following information in the text as quickly as possible.

1. What is the biological wake-up time for children aged around ten?
2. What is the biological wake-up time for children aged around 16?
3. What is the biological wake-up time for young people aged around 18?
4. How much sleep do people aged between 14 and 24 typically lose each night?
5. How much sleep do people aged between 24 and 30 to 35 typically lose each night?

6. At what age is your sleep in tune with your natural rhythms again?

Why you should start work at 10am (unless you're in your 50s)

Emine Saner, 9 September, 2015

1 Many of us know we don't get enough sleep but imagine if we could fix it with a fairly simple solution: getting up later. In a speech at the British Science Festival, Dr Paul Kelley of the Sleep and Circadian Neuroscience Institute at Oxford University said schools should stagger their starting times to work with the natural biological rhythms of their students. It would improve cognitive performance, exam results and students' health (lack of sleep can cause diabetes, depression, obesity and immune system problems).

2 In 2014, he published a paper in which he noted that, when children are around ten, their biological wake-up time is about 6.30am; at 16, this rises to 8am; and, at 18, someone you may think is just a lazy teenager actually has a natural waking hour of 9am. The normal school starting time works for 10-year-olds but not for 16- to 18-year-olds. For the older teenagers, it might be more sensible to start the school day at 11am or even later. "A 7am alarm call for older teenagers," Kelley and his colleagues wrote in the paper, "is the equivalent of a 4.30am start for a teacher in their 50s."

3 He says the solution is not to persuade teenagers to go to bed earlier. "The body's natural rhythm is controlled by a particular kind of light," says Kelley. "The eye contains cells that report to a part of the brain that controls our circadian rhythms over a 24-hour cycle. It's the light that controls it. It's like saying: 'Why can't you control your heartbeat?'"

4 But it isn't just students who would benefit from a later start. Kelley says the working day should be more linked to our natural rhythms. Describing the average sleep loss per night for different age groups, he says: "Between 14 and 24, it's more than two hours. For people aged between 24 and about 30 or 35, it's about an hour and a half. That can continue up until you're about 55 when it's in balance again. The 10-year-old and 55-year-old wake and sleep naturally at the same time."

5 This might be why, he adds, the traditional nine to five is so ingrained; bosses control working hours and many of them are in their mid-50s and older so "it is best for them". So, should workplaces have staggered starting times, too? Should those in their 50s and above come in at 8am, while those in their 30s start at 10am and the teenage apprentice be encouraged to start at 11am? Kelley says that synchronized hours could have "many positive consequences. The positive side of this is people's performance, mood and health will improve. It's very uplifting because it's a solution that will make people less ill, and happier and better at what they do."

6 There would probably be fewer accidents because drivers would be more alert, he says. It could mean the end of rush hour as people staggered their work and school-run times. A later start to the day for many, says Kelley, "is something that would benefit all people, particularly families. Parents go and try to wake up

teenagers who are waking up three hours too early. It creates tensions for everybody.”

7 So, what time does Kelley start work? “I am 67 so that means I’m like a 10-year-old and I get up just after six. I wake naturally.” And, yes, he says he finds the start of his working day much easier now than he did when he was younger.

READING COMPREHENSION

Are these statements true (T) or false (F) according to the text?

1. Persuading teenagers to go to bed earlier would solve the problem of lack of sleep.
2. The body’s natural rhythm is controlled by a particular kind of light.
3. Only students would benefit from a later start.
4. Bosses keep the traditional nine to five because it’s the best solution for all their workers.
5. Staggered hours would lead to more accidents.
6. Staggered hours would be of particular benefit to families.

Find the following words and phrases in the text.

1. an adverb meaning quite (para 1)
2. a two-word noun phrase meaning the process in your body that protects you against diseases (para 1)
3. a two-word noun phrase meaning a noise that wakes you up at a particular time (para 2)
4. an adjective meaning relating to a period of 24 hours and especially to the changes in people’s bodies that happen during this period (para 3)
5. a noun meaning a series of events that happen again and again in the same order or at the same time (para 3)
6. an adjective meaning able to think in a clear and intelligent way (para 6)
7. a two-word noun phrase meaning the time of day when there are most cars on the road because people are travelling to and from work (para 6)
8. a two-word noun phrase meaning the journey by car to school each morning and back each afternoon (para 6)

Match the words in the left-hand column with those in the right-hand column to make phrases from the text.

- | | |
|---------------|------------|
| 1. starting | a. results |
| 2. biological | b. day |
| 3. exam | c. loss |
| 4. age | d. time |
| 5. working | e. group |
| 6. sleep | f. rhythm |

DISCUSSION

Discuss these statements.

- It's crazy to suggest that schools should have different starting times for different age groups.
- All working people should have flexible hours. As long as they work the contracted number of hours per week, it doesn't matter when they start or finish work.

DO YOU REALLY ENJOY BEING A COUCH POTATO?

WARM UP

Answer the questions.

What are your favorite hobbies and pastimes? (Make a list of favorite hobbies and pastimes on the blackboard)

Do you have enough time to pursue the pastimes you really enjoy?

Read the article "Do You REALLY ENJOY BEING A COUCH POTATO?" and do the tasks below.

Give the definitions to the following words and phrases:

leisure

hobby pastime socializing roller

coasting orienteering letterboxing

Answer the following questions:

- What are the top 5 leisure activities among Americans?
- What are 3 of the more unusual and interesting popular hobbies?
- Why are they all so popular?

Do You REALLY ENJOY BEING A COUCH POTATO?"

A husband and wife come home from work exhausted and stressed out. They don't feel like preparing a real dinner, so they pop something in the microwave. Then they sit down on the couch for an evening of being mesmerized by the TV set. Hours later, after having fallen asleep, they wake up and stumble off to bed. Each day they continue to do the same thing: get up, go to work, come home, grab a bite and vegetate in front of TV. Does this sound like you? If so, are you satisfied with your existence? Isn't there more to life than being a couch potato?

Some people apparently don't think so. In their recent book *Time for Life*, researchers John Robinson and Geoffrey Godbey state that the average amount of time that people in the United States have to devote to **leisure activities** is actually increasing. While this may sound unlikely.

Robinson and Godbey claim that Americans now spend almost forty hours a week doing **leisure-time activities**, and something similar may be true all over the industrialized world. Here's what Robinson and Godbey say are the top five leisure activities among Americans: **Watching television**, at 15.0 hours a week, is by far the most popular. Number two on the list is **socializing** – 6.7 hours a week. Number three, at 4.4 hours weekly, is **home communication**. **Reading**, at 2.8 hours a week, ranks number four. And number five on the list, **engaging in hobbies**, comes in at 2.7 hours a week. Judging from these statistics, we might conclude that many Americans seem to enjoy being couch potatoes. Now, if you want to spend your **leisure time** channel surfing, that's your choice. There are, however, many rewarding pursuits out there. With all the **extra leisure time** that we supposedly have, it behooves us to know how to spend it interestingly. Here are three of the more **unusual and interesting popular hobbies**.

Roller coasting has become so popular that there's even an organization called ACE (American Coaster Enthusiasts) that is dedicated to preserving, appreciating, and enjoying roller coasters. The precursors of roller coasters originated in Russia as ice slides built high into the air, and the first actual mechanical roller coasters were also constructed in Russia. From there the idea migrated to Paris, where a kind of roller coaster with wheels was built in 1804.

Eventually the roller coaster made its way to the United States, with more and more coasters being built until Depression times. Then they began to fall out of fashion, and many were torn down. It was not until the 1950s, with Walt Disney's opening of the first Disneyland, that roller coasters began to make a comeback. Now they're being built at breakneck speed. Marie Miller, a member of ACE now in her eighties, is a major enthusiast. She figures she's ridden on most of the roller coasters in the United States, Canada, and Mexico, but I can't keep up with them. One thing's certain: I'll never stop riding until I'm in my grave."

Another **fascinating pastime** is **orienteering**, a combination of map reading and cross-country skiing or running. Orienteers are given a map that shows where a set of "control points" are located. They try to follow the map by interpreting it carefully and using a compass to plot their course. Each time they succeed in finding a control point, they stamp a card that validates their having completed that part of the game. The sport is competitive: Participants get a starting time and have a prescribed time period for locating all of the control points.

Orienteering has become extremely popular. Why? There are several reasons. It's interesting and healthy. You get the chance to enjoy the outdoors. Best of all, it taxes both your physical strength and your mental acumen.

Then there's **letterboxing**, a hobby that is like a combination of orienteering and treasure hunting. It began in England in 1854, when an English gentleman put his calling card (a little like today's business card) into a bottle and left it on the bank of a pond. Someone else found

it and contacted him, and from this the hobby sprang up. What happens is this: People put a notebook and a rubber stamp in a bottle (the letterbox) and they provide special clues for finding the bottle. Participants have to follow the clues by

hiking in certain sections of the English countryside until they finally locate the letterbox and stamp their notebook. For some aficionados, letterboxing is so enjoyable that it's become a way of life.

These are just three examples of captivating pastimes. Why are they all so popular? One principal reason is that they're basically active, not passive. Aficionados of these hobbies get out and act rather than passively sitting in front of the TV screen. Suppose that at some future time we start engraving, on our tombstones, not only the names and the dates of people's births and deaths but also their hobbies and accomplishments. Which would look better on a gravestone: JOHN L DOE, COUCH POTATO, or JOHN L. DOE, ORIENTEER?

READING COMPREHENSION

Compare your definitions with those given in the dictionary.

Leisure – 1) freedom from the demands of work or duty; 2) time free from the demands of work or duty, when one can rest, enjoy hobbies or sports, etc.

Hobby pastime – something that serves to make time pass agreeably; a pleasant means of amusement, recreation, or sport

Socializing - associating or mingling sociably with others

Roller coasting – spending time at a small gravity railroad, esp. in an amusement park, having a train with open cars that moves along a high, sharply winding trestle built with steep inclines that produce sudden, speedy plunges for thrill-seeking passengers.

Orienteering – a competitive sport, originating in Sweden, that tests the skills of map reading and cross-country running, in which competitors race through an unknown area to find various checkpoints by using only a compass and topographical map, the winner being the finisher with the lowest elapsed time.

Letterboxing – a combination of orienteering and treasure hunting.

Answer the following questions:

- What are the top 5 leisure activities among Americans? What do Robinson and Godbey say?

#1 on the list is ... at 15.0 hours a week #2 on the list

... 6.7 hours a week

#3 on the list ... 4.4 hours weekly #4 on the list ...

at 2.8 hours a week #5 on the list ... at 2.7 hours a week

- What are 3 of the more unusual and interesting popular hobbies?
- Why are they all so popular? What does the article run?

Continue:

- one principle reason is that they're basically active, not passive
- ...
- ...

What do you think? Continue

- ...
- ...

DISCUSSION

Work in groups of three or four. Make a list of:

- a) the top 5 leisure activities

Are they similar or different in comparison with those given in the article?

№	Leisure activities	Description
1		
2		
3		
4		
5		

- b) 3 of the more unusual and interesting popular hobbies.

Are they similar or different in comparison with those given in the article?

№	Popular Hobbies	Description
1		
2		
3		

Compare your lists of preferences with the lists of the other groups. Are they similar or different? Why are they all so popular?

WRITING

Write a few paragraphs about yourself. Tell about your interests and hobbies.

Keep in mind the following issues:

- your top leisure activities
- some more unusual and interesting popular hobbies.

WATCHING/LISTENING SECTION

A TYPICAL EVENING

WARM UP

What is a typical evening of different people like?

- A typical evening of a student
- A typical evening of a workaholic
- A family person
- A typical evening of a housewife

VOCABULARY

place a lot of importance on – consider something to be very important (pay a lot of attention to smth)

tend to (usually do)

running gear (clothes for running)

pick up – to get

do research (заниматься исследованием)

comes along with – to accompany smb

do laundry – to wash clothes

LISTENING 1

Who among speakers...

does a lot of housework and homework?

goes in for sport and doesn't eat home-cooking?

is a workaholic?

thinks that her typical evening is boring?

lives with a girlfriend and likes having nice dinner?

either does exercise or spends time with a family?

spends time with his pet and a wife?

LISTENING 2

Listen and fill in the columns with activities the speakers do in the evening

Name	Activities
Simon, Canada	
Ruth, England	
Todd, The United States	
Martin, The United States	
Greg, The United States	
Asako, Japan	

--	--

DISCUSSION

Whose typical evening is similar to yours? Why?

Whose evening is exciting (boring, interesting, tiring, relaxing, amazing)? Why?

What is your idea of a perfect evening?

AN EARLY BIRD OR A NIGHT OWL?

WARM UP

Answer the questions.

- ✓ What is a biological clock?
- ✓ To what extent is a biological clock of an early bird different from the one of a night owl?
- ✓ What category of people (early birds or night owls) do you belong to?

VOCABULARY

Explain the meaning of the following words and word-combinations

Stay up all night

Painful

Current

Manage to do smth

Productive

To feel refreshed

Exhausted

To function best (speaking about person's productivity)

Now and then

By and large

Part-time (full-time) job

Repetitively

Complain

LISTENING 1

1. Listen to several people telling about their biological clock, write E (an early bird) or N (night owl) next to each name.

1. Jeannie, The United States
2. Jim, England
3. Kate, New Zealand
4. Martin, The United States.
5. Nitya, India
6. Rina, Canada

LISTENING 2

2. Listen again and complete the table below.

	<i>Does he/she have a nap? Why?</i>	<i>How does he/she feel in the morning?</i>	<i>How does he/she feel in the evening?</i>	<i>What time does he/she get up and go to bed? Why?</i>
<i>Jeannie</i>				
<i>Jim</i>				
<i>Kate</i>				
<i>Martin</i>				
<i>Nitya</i>				
<i>Rina</i>				

VOCABULARY AND SPEAKING

Paraphrase the following sentences with essential vocabulary. Discuss the questions in pairs.

- ✓ Is it always **difficult (hard)** for you to get up early in the morning, even when you go to bed early?
- ✓ **Are you able** to do your housework and homework in time? What housework do you do?
- ✓ What part of the day do you feel **more energetic (ready to work hard)**? Why?
- ✓ Do you like **going to bed late** or do you have to do it? How do you feel the next day?
- ✓ Are you **an early morning person**? Why do you think so?
- ✓ Do you usually **have a short sleep during the day**? If not, would you like to have one? Why?
- ✓ What can make you feel **well-rested and ready for a new day**?
- ✓ What do you usually do not **to feel very tired (unable to do anything)**?

SLEEP MORE, YOUR BRAIN NEEDS IT

<https://clck.ru/P7gED>

WARM-UP

1. Choose the word you think completes the idiom:

- a) When was the last time you slept like a *log/block*?
- b) Do you tend to sleep *soundly/clearly* or do you rather wake up a lot at night?
- c) Do you ever crash *in/out* on the sofa? Why?
- d) Do you know anyone who is a *soft/light* sleeper and wakes up at the slightest sound?
- e) What types of music or films *send/bring* you to sleep?
- f) Do you think taking a short *nap/cap* can make you more productive?



2. Take turns to answer the questions in pairs. To what extent are your sleeping habits similar/different to/from your partner's ones (what in particular do you have in common/absolutely differs)?

VIDEO & DISCUSSION

3. Watch the video and answer the questions:

- a) What are we addicted to in our lives?

- b) How many hours should we sleep to feel better according to the speaker?

- c) How can sleep be beneficial for us according to the speaker?

- d) What can we do to have a better sleep? List the ideas from the video.

Discuss these questions:

- How many hours are you used to sleeping? Would you like to sleep more?
- Could you get used to leaving electronic devices like your mobile phone outside the bedroom?
- Have you ever tried meditation? Do you think it can make you feel better?
- Why nowadays do so many people brag about how little sleep they get?
- Are there more and more people who suffer from insomnia because of stress at work?

I FEEL TOO BUSY. HOW CAN WE GET OUT OF THIS BUSYNESS TRAP?

<https://clck.ru/P7hHm>



pet hate / pet peeve

something that
you dislike very
much, or that
makes you
extremely angry

WARM-UP

1. In pairs, answer the questions below:

- a) What **really annoys** you when you are in a shopping centre?
- b) Who from your family or friends often **drives you mad** and why?
- c) What kinds of sounds **get on your nerves**?
- d) What small thing about your partner or best friend **drives you nuts**?
- e) What aspects of social media **drive you up the wall**?

DISCUSSION

2. Look at the list of 10 most annoying things. Use underlined phrases from ex. 1 and discuss which of these things annoy you as well.

1. Your laptop/computer freezing
2. Noisy neighbours
3. Slow Wi-Fi
4. Being stuck in traffic
5. People who take up two parking spaces
6. Public transport delays
7. Junk mail
8. Waiting on the phone for the doctors
9. When people chuck their rubbish out of the car window
10. People who don't use their indicators

Would you add anything to the list?

VIDEO & DISCUSSION

3. *Watch the video and answer the following questions.*

What is busy-bragging? Why do people do it?

What does it mean that 'life is like packing a suitcase for a trip'?

What's the idea of 'compartmentalised time'?

What's the major cause of our stress?

Do your friends tend to brag about being busy? How does it make you feel?

What are other things that people brag about?

FOOD (TASTE/COOKING)

VOCABULARY SECTION

COOKING VOCABULARY



boil	cube	mince	stew
bread	dice	mix	stir fry
broil	grill	peel	toast
brown	grind	simmer	whip

- _____ 1. To stir ingredients together with a spoon, fork, or mixer until well combined
- _____ 2. To cook in liquid that is just below the boiling point.
- _____ 3. To cook by direct heat, under a broiler or over hot coals.
- _____ 4. To brown with dry heat in an oven or toaster.
- _____ 5. To cut into to very small pieces, smaller than chopped or diced pieces
- _____ 6. To simmer slowly in enough liquid to cover.
- _____ 7. To heat a liquid to the point that bubbles break continuously on the surface.
- _____ 8. To cook on a rack over hot coals or other direct heat source that simulates coals.
- _____ 9. To reduce a food to fine particles using a blender or food processor.
- _____ 10. To coat with flour, then dip into beaten egg or milk, then coat with crumbs from crushed stale bread, cereal or crackers.
- _____ 11. To cook over medium or high heat until surface of food browns or darkens
- _____ 12. To pull away, strip or cut off the outer covering of a fruit or vegetable.
- _____ 13. To beat rapidly with a wire whisk, or mixer to lighten and

increase volume.

14. To cut into small squares of 1/8" to 1/4".

15. To cook in a frying pan or wok over high heat in a small amount of fat, stirring constantly.

16. To cut a solid food into squares of about 1/2" in size or larger.

BANANA CAKE

Can you write the recipe for this delicious banana cake?

Ingredients:

240g flour (Farine) 1 yeast (levure) 2 eggs

1 salt (sel) 2 bananas 4 milk (Lait)

200g sugar (Sucre) 1 lemon juice 170g butter (beurre)

Materials:

1 mixer 2 bowls 1 pan

Ingredients:

240g flour (Farine) 1 yeast (levure) 2 eggs

1 salt (sel) 2 bananas 4 milk (Lait)

200g sugar (Sucre) 1 lemon juice 170g butter (beurre)

Materials:

1 mixer 2 bowls 1 pan

1. Mixing flour, sugar, salt, and yeast in bowl 1.

2. Mixing eggs, milk, bananas, and lemon juice in bowl 2.

3. Combining the contents of both bowls.

4. Mixing the combined batter with a hand mixer in bowl 2.

5. Pouring the batter into a pan.

6. Baking the cake in an oven at 150° for 45 mn.

COOKING VERBS

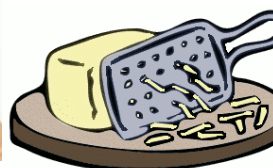
<i>Carve</i>	<i>Drizzle</i>	<i>Squeeze</i>	<i>Rub</i>	<i>Knead</i>	<i>Beat</i>
<i>Stir</i>	<i>Blend</i>	<i>Roast</i>	<i>Cut out</i>	<i>Roll</i>	<i>Zest</i>
<i>Grate</i>	<i>Add</i>	<i>Fry</i>	<i>Bake</i>	<i>Pour</i>	<i>Simmer</i>
	<i>Peel</i>		<i>Slice</i>		

Write the verbs from the box under the pictures









Christmas gingerbread men

This easy recipe for gingerbread men makes great Christmas presents or decorations - perfect for baking with children!



Ingredients:

350g/12oz plain flour, plus extra for rolling out 1 tsp bicarbonate of soda
2 tsp ground ginger
1 tsp ground cinnamon 125g/4½oz butter
175g/6oz light soft brown sugar 1 egg
4 tbsp golden syrup
To decorate: writing icing
cake decorations

Cooking steps:

(Fill in the gaps with cooking verbs, one verb is extra)

pour sift blend beat roll stir knead bake grate cut out

1. _____together the flour, bicarbonate of soda, ginger and cinnamon and _____into the bowl of a food processor. Add the butter and____until the mix looks like breadcrumbs. _____ in the sugar.
2. Lightly _____ the egg and golden syrup together, add to the food processor and pulse until the mixture clumps together Tip the dough out, briefly until smooth, wrap in clingfilm and leave to chill in the fridge for 15 minutes.
3. Preheat the oven to 180C/350F. Line two baking trays with greaseproof paper.
4. the dough out to a 0.5cm/¼in thickness on a lightly floured surface. Using cutters, cut out the gingerbread men shapes and place on the baking tray, leaving a gap between them. For decorations, use a skewer to make a small hole in the top of each biscuit.
5. for 12-15 minutes, or until lightly golden-brown. Leave on the tray for 10 minutes and then move to a wire rack to finish cooling. When cooled

decorate with the writing icing and cake decorations.

Roast fillet of beef with roasted garlic and mustard cream

A tender cut of beef is a little bit of luxury and this is a perfect main course to cook for a gathering of friends at Christmas.



Ingredients:

For the beef:

1kg/2.2lb middle-cut thick fillet of beef salt and pepper
2 tbsp olive oil

For the SAUCE:

2 whole heads garlic 150ml/¼ pint
mayonnaise
150ml/¼ pint full fat crème fraîche
½ tsp sugar
2 tbsp wholegrain mustard

Cooking steps:

(Fill in the gaps with cooking verbs, one verb is extra)

grate rub fry roast squeeze add blend stir carve drizzle

1. Preheat the oven to 220C/425F. _____ the fillet of beef with plenty of salt and pepper and the oil.
2. Heat a large frying pan until very hot. _____ the fillet on all sides until browned. Transfer to a roasting tin.
3. Place the fillet in the center of the roasting tin, arrange the whole garlic bulbs around the fillet _____ with a little oil. _____ for 23 minutes for medium-rare (only 20 minutes if it is a long, thin piece).
4. When the beef is cooked, remove from the oven, cover with aluminium foil and leave to rest for 15 minutes.

5. Serve hot or you can leave it to cool, and then wrap in more foil and place in the fridge to cool completely.
6. To make the sauce, cut the roasted garlic bulbs in half horizontally and _____ the garlic paste from each single clove into a bowl. _____ the mayonnaise, crème fraîche and sugar.
7. _____ to a smooth purée using a blender or food processor. _____ in the wholegrain mustard. Chill until ready to serve alongside the beef.
8. _____ the beef into thin slices just before serving.



My favourite recipe



Ingredients:

Cooking steps:

Fill in the gaps with the words and phrases from the box/ explain the meaning of these words and phrases

Student A

<i>Sprinkle with</i>	<i>Excel at</i>	<i>Dessert</i>	<i>Sweet tooth</i>	<i>Thirsty</i>	<i>Undercooked</i>
----------------------	-----------------	----------------	--------------------	----------------	--------------------

Cooks usually ___ their cakes and pastry ___ grated chocolate or walnuts.

A dish you have after the main course _____

When people are ___ they can drink gallons of water or any other liquid.

Something that is not cooked enough is _____

I adore the dishes cooked by my mother because she _____ cooking.

If you like sweets you have _____

Student B

<i>Sour</i>	<i>Allergic to</i>	<i>Treat to</i>	<i>Mouthwatering</i>	<i>For a change</i>	<i>Season</i>
-------------	--------------------	-----------------	----------------------	---------------------	---------------

I usually ___ my guests ___ something delicious.

Usually I dine in but I'm bored with it and will go to a restaurant _____.

The adjective which describes lemon is _____ .

My brother never eats spicy food because he is _____ it.

I want to wolf this roast chicken down, it looks so _____.

When you _____ the food, you add spices, herbs, salt and pepper.

Student C

Work up	Salt cellar	Overweight	Fizzy	Gain weight	Force down
----------------	--------------------	-------------------	--------------	--------------------	-------------------

Laying the table don't forget to put a ___ for salt on it.

Mineral water can be still and _____

Whenever I eat chocolate and ice-cream I _____ immediately.

If you don't want to be _____ you should count calories.

I thought we could go for a walk and _____ an appetite for dinner

I hate cheese but to be polite, I managed to _____ it _____.

TASTE AND TEXTURE

What does it taste like?

Match the foods on the left with their tastes on the right. What other foods can you think of for each adjective of taste?

- | | |
|------------------|-----------|
| 1. honey | a. bitter |
| 2. black coffee | b. bland |
| 3. white bread | c. salty |
| 4. curry sauce | d. smoky |
| 5. anchovies | e. sour |
| 6. fresh lemon | f. spicy |
| 7. smoked salmon | g. sweet |

Pleasant and unpleasant tastes

Study the adjectives and put them into the correct category below.

Appetizing **disgusting** **horrible** **mouthwatering** **nasty** **off**
rancid **scrumptious** **stale** **tasteless** **yummy** **zesty**

Positive adjectives:

Negative adjectives:

Now complete the definitions with the words above. More than one answer may be possible.

1. I bought the bread this morning, but it already tastes _____!
2. The meat has been out of the fridge for a week. If you eat it, it will taste _____.
3. This soup is a bit _____. I think you need to season it.
4. The chef uses lots of limes and lemons in his sauces. They have a very _____ flavour.
5. This is the best cake I've ever eaten. It's absolutely _____.
6. The milk tastes a bit _____. How long has it been out of the fridge?
7. This dish is _____. You really know how to cook.
8. The meal at that canteen was _____! I'm never going back there

again.

Texture

Texture is the way food feels when you touch it or eat it. Study the sentences below and complete the definitions with the underlined adjectives.

1. Yoghurt with melted chocolate on top is delicious and creamy.
2. I like to put crumbly cheese like feta into a salad.
3. French baguettes are usually soft on the inside and crunchy on the outside.
4. This pizza is so greasy — my hands are covered in oil!
5. Charlotte's cakes are usually very dry, but today she made a deliciously moist chocolate cake.
6. These oranges are a bit mushy. They must be old.
7. This steak is a bit tough. It's hard work to eat it!
8. This meat is really tender! It almost melts in your mouth!

Complete the definitions with the underlined words above.

1. (adj.): describes food that breaks into small pieces when you eat or touch it
2. (adj.): slightly wet and soft
3. (adj.): describes food that has a hard texture and makes a loud sound when chewed
4. (adj.): smooth, soft and thick
5. (adj.): very soft and wet (and usually food that is not normally so soft)
6. (adj.): describes food that tastes of oil and usually leaves oil behind
7. (adj.): describes meat that is firm and not easy to chew
8. (adj.): describes meat that is very easy to chew or bite

Describe the food

Work in pairs. Do the tasks below using adjectives from this lesson. Try to make your descriptions sound more precise and natural with qualifiers such as 'a bit', 'slightly', 'quite', 'rather', 'extremely', 'completely', 'absolutely', etc.

- a. Describe a pleasant meal, dish or food that you ate.
- b. Describe an unpleasant meal, dish or food that you ate.
- c. Have you ever eaten something very unusual? Describe its taste and texture.
- d. What kind of food do you like/dislike in general?

READING SECTION

WARM-UP

MY EATING HABITS



Work in pairs, take turns to answer the questions below and find out how healthy/unhealthy your eating habits are compared to your partner:

01. How many meals do you have a day?
02. What do you usually have for breakfast, lunch, snack and dinner?
03. How often do you eat healthy food? And junk food, do you have it very often?
04. Do you usually have fruits for breakfast?
05. Do you drink coffee every day?
06. How often do you eat out?
07. What's your favorite kind of food?
08. Do you drink alcoholic drinks? How often do you do it and what's your favorite one?
09. Do you eat vegetables for lunch? What's your favorite one?
10. What time do you usually have your last meal?

FOOD FRIGHT

Doctors in Britain are worried because British teenagers eat lots of crisps, sweets and fat food. Most teenagers don't enough fruit or vegetables and more than one million British school children are *overweight*.

Some teenagers say that they don't have time to eat good food, but kids who *have a poor diet* often have health problems when they are older.

Americans have been familiar with fast food for a long time, it was born there. American fast food is now a part of life far beyond the shores of United States. McDonald's Pizza Hut, Burger king have restaurants all over the world.

No one can deny that *the idea* of fast food at a fair price *has its place* around the world. These establishments are popular because they are *fulfilling a need* within a particular country's economy.

A steady diet of burgers, fries and soda may seem *delectable*, but it won't *nourish* your body with vitamins and minerals you need to stay healthy. Fast food lacks many important *nutrients*.

Some parents are blaming the *proliferation* of fast-food restaurants where people eat *high-calorie foods of low nutritional value*.

Now doctors are giving young people books and games about a good diet. Having *healthy, well-balanced diet* can help you feel better and live longer.

READING COMPREHENSION

True or False.

1. British doctors don't care about habits of young people.
2. A great percentage of British school children are fat.
3. Fast food restaurants are popular around the world.
4. To keep our body healthy, we need a steady diet of burgers.
5. Doctors are trying to inform teenagers about a good diet.

Match words taken from text with their synonym or explanation:

- | | |
|-------------------------------|---|
| 1. overweight | a) not enough of the healthy foods |
| 2. poor diet | b) eating various foods full of nutrients you need |
| 3. the idea has its place | c) obese, fat |
| 4. to fulfil a need | d) delicious, mouth-watering |
| 5. delectable | e) a substance that provides nourishment |
| 6. nourish | f) the idea has found support |
| 7. nutrients | g) to provide something that people need . |
| 8. healthy well-balanced diet | h) to provide (someone or something) with food and other things that are needed to live, be healthy |

Answer the questions.

1. Why are British doctors worried?
2. Do young people normally eat vegetables and fruit?
3. What kind of problems can a poor diet bring?
4. Why do so many people go to fast food restaurants?

5. Are parents happy with the appearance of fast-food restaurants? Why?
6. What should we do to have a longer and better life?

GROUP DISCUSSION

Work in small groups to respond to one of the following scenarios:

Case 1 – Scott is a Grade 12 student who appears confident, and is often loud and boisterous. Scott enjoys online gaming and spends most of his time in front of the computer. His mom works evenings, so he and his brother make their own suppers. Snack foods, such as chips, chocolate bars, and desserts, are part of his daily food intake. He eats a lot of fast foods and quickly prepared dinners. With graduation and the formal only three months away, Scott is concerned about his lifestyle, as he will be living on his own in the fall.

- *Is three months a realistic time frame for Scott to make changes before graduation day? Why or why not?*
- *What are some suggestions you could give to Scott about his eating habits?*
- *How could you encourage him to make healthier choices?*

Case 2 – Charmaine is a 15-year-old Grade 9 student. During lunch, Charmaine is looking through her social media account for the latest fashion trends. All the women in the fashion site photos look beautiful—their hair is perfect, their skin is smooth, and their bodies are tall and lean. Comparing herself to these women, Charmaine decides that her thighs and stomach are too big, so she vows to slim down by decreasing her food intake and keeping a vigorous routine of jogging, cycling, and crunches.

She begins by cutting breakfast down to a glass of juice. For lunch she treats herself to a chocolate cookie, and at dinner she eats a small portion of the food her mother prepares. After one week of these changes, Charmaine lacks energy and she's constantly in a bad mood. She finds that it's a real effort to do any kind of physical activity and she always feels cold.

- *How is her belief that she needs to control her shape affecting her eating/nutritional habits and physical activity patterns?*
- *How are her eating habits affecting her physical activity and energy levels?*
- *What healthy eating and lifestyle choices can you suggest for Charmaine?*

Case 3 – Shafiq has always been a little self-conscious about his smaller size. In Physical Education class, he has developed his own weight-training program and has maintained it for three months. Every day except Friday, he works out for an hour using the weights. Shafiq is pleased to see the increase in muscle definition in both his arms and abdominal muscles and hopes that soon he'll gain some weight too. Some of his friends recommended Creatine, a vitamin supplement, and protein

powder to help build more muscle, so he takes them faithfully every morning, with his breakfast. To build up even further, Shafiq is into the habit of buying a donut on the way to school, snacking on cookies and chips after lunch, and then buying a hamburger on the way home. After supper, Shafiq lifts his weights. He is usually so hungry after his workout that he makes himself a big cold-meat and cheese sandwich. His mom is constantly amazed at the quantity of food he eats.

- *What improvements would you recommend in Shafiq's nutrition intake?*
- *How is his belief that he needs to control his size and shape affecting his eating/nutritional habits and physical activity patterns?*

Case 4 Sandra is a Grade 10 student. She has never enjoyed the taste and texture of pork, beef, and poultry. After watching a video on Facebook, she decides that she will become a vegetarian. Sandra does not like trying new foods and eats foods from a very small number of choices. For breakfast, she often has toast or cereal or a frozen waffle. After Physical Education class, she usually grabs lunch with her friend; she often chooses French fries, or vegetarian pizza. For supper she will often have a bit of salad and rice or potatoes with her family. Sandra has never tried beans, tofu, or many grains.

- *Is it possible for Sandra to follow a healthy eating plan as a vegetarian?*
- *What vegetarian choices would improve Sandra's eating pattern?*
- *What are some suggestions you could give to Sandra about her activity pattern?*

Case 5 – Your good friend Randy is probably one of the loudest, most outgoing kids in band. He's always cracking jokes and making everyone laugh. You heard a rumour that his parents have split and notice he has been very down lately. It's so bad that other band mates have also come to you about changes in his behaviour. He never socializes with the group, at lunch he just pushes his food around and doesn't eat, and he has been showing up late to band practice, if he shows up at all. You talk to his sister and she says he just needs to cheer up! You have become concerned.

- *What do you do?*
- *What actions could you take to support Randy?*
- *What sources of support are available in your school/community?*

Share your group scenario and responses with another group, providing feedback on the selected response of the group as well as other potential responses as they see fit.

Write a blog post or zine article on the theme of healthy eating and drinking and positive body image (e.g., 5 tips for loving the person in the mirror).

A HEALTHY DIET



WARM-UP

- What do you know about the Mediterranean diet?

Read the sentences below and match the underlined words to their definitions.

1. When Joe was a student, he used to fill up on bread and eggs.
2. The benefits of doing exercise every day outweigh the drawbacks.
3. Doctors warned Mike that his intake of red meat was too high.
4. Dean was overweight so he decided to adhere to a strict diet.
5. Eating a balanced diet is good for you, regardless of your age.

- a) consumption
- b) eat (something) until you are full
- c) follow, maintain
- d) in spite of
- e) is/are more important than

You are going to read an article about a recent study on the health benefits of the Mediterranean diet. Complete the statements below.

1. Adopting a Mediterranean diet can cut your risk of developing heart disease by almost ___ per cent.
2. More than _____ adults took part in the survey.
3. The participants were aged 18 to _____.
4. The participants provided the researchers with details about their health each year from _____ to 2012.
5. During the decade almost _____ per cent of the men and 12 per cent of the women who took part in the study developed or died from heart disease.

MEDITERRANEAN DIET BETTER THAN EXERCISE AT PREVENTING HEART DISEASE, REGARDLESS OF YOUR AGE OR GENDER, STUDY FINDS

Scientists at Harokopio University in Athens are the first to track heart disease in a general population.

You've heard the evidence before but one can never be too sure — yet another study has shown that adopting a Mediterranean diet is good for your health.

Filling up on oily fish, nuts, whole grains and fruit and vegetables — and even the odd glass of red wine — could cut your risk of developing heart disease by almost half over a 10-year period.

Scientists at Harokopio University in Athens found that the benefits even outweigh those of regular exercise — and it doesn't matter whether you're a man or a woman, old or young.

The study, which will be presented at the American College of Cardiology's 64th Annual Scientific Session in San Diego later this month, reinforces previous research.

But it is also the first of its kind, in that it tracked heart disease risk in a general population. Most other studies have focused on middle-aged people.

Ekavi Georgousopoulou, a PhD candidate, who conducted the study along with Professor Demosthenes B Panagiotakos, said: "Our study shows that the Mediterranean diet is beneficial for all types of people — in both genders, in all age groups, and in both healthy people and those with health conditions.

"It also reveals that the Mediterranean diet has direct benefits for heart health, in addition to its indirect benefits in managing diabetes, hypertension and inflammation."

More than 2,500 Greek adults, aged 18 to 89, provided researchers with details about their health each year from 2001 to 2012. The participants also completed comprehensive surveys about their medical records lifestyle and dietary habits three times throughout the study: at the start, after five years and after 10 years.

During the decade almost a fifth (20 per cent) of the men and 12 per cent of the women who took part in the study developed or died from heart disease. Overall, those who most closely adhered to a Mediterranean-style diet were found to be 47 per cent less likely to develop heart disease than those who did not.

This figure was the same regardless of other risk factors such as age, gender, family history and smoking habits, all of which the researchers accounted for.

"Because the Mediterranean diet is based on food groups that are quite common or easy to find, people around the world could easily adopt this dietary pattern and help protect themselves against heart disease with very little cost," Georgousopoulou said.

According to the study, women are more likely to adopt a Mediterranean diet than men. Georgousopoulou also pointed out that although Greece is in the Mediterranean, many Greeks have adopted a more Western diet — also known as the meat-sweet diet — over the past 40 years. This diet includes large amounts of red meat, sugary desserts, high-fat foods, and refined grains.

Adapted from The Independent, ANTONIA MOLLOY, THURSDAY 05 MARCH 2015

READING COMPREHENSION

What do you remember? Put T (True) or F (False) next to each statement below.

1. The Mediterranean diet includes oily fish, nuts, whole grains, fruit and vegetables and red wine.
2. Exercise is more beneficial than diet.
3. The results of the study contradict previous research.
4. The study focused on people of all age groups, not just middle-aged people.
5. The researchers didn't take into account other risk factors such as smoking habits.
6. Anybody can adopt the Mediterranean diet.
7. Men are more likely to adopt a Mediterranean diet than women.
8. Not all Greeks adopt a Mediterranean diet.

Complete each phrase from the text with a suitable preposition.

1. take part _____ a study
2. die _____ heart disease
3. adhere _____ a Mediterranean diet
4. protect yourself _____ heart disease
5. benefits _____ heart health
6. surveys _____ their medical records

Make your own sentence for each phrase.

DISCUSSION

1. Do people in your country need to adopt a healthy diet?
2. Is your country's national cuisine healthy?
3. Do people eat healthy food in your country?
4. What in your opinion is a healthy lifestyle?

IT'S TEA O'CLOCK

As a nation, Brits are infamous for our love of tea. It is a very common - and largely accurate - stereotype of the UK.

All tea-drinkers tend to be quite particular about how they like their tea. When serving others tea, there are two important questions: "Would you like sugar in your tea?" and "How much milk do you like in your tea?". Unlike many countries in Europe, us Brits like our tea with milk. There are relatively few people who would relish a cup of black tea. Of course, when it comes to fruit teas milk is out of the question; it would be considered rather odd to add milk to a cup of fruit tea.

Adding sugar is the simple part: one cube or two does the trick for most people. Milk, on the other hand, can cause many problems. Some people, like my father, insist on putting the milk in the mug first and then pouring in the tea. My mother always complains about this way of doing it. She prefers to brew the tea, pour it into a mug and then add the milk. She says that this way she can make sure it ends up the right shade of brown. Some people like their tea very milky; others like it with very little milk. As far as I'm concerned, the true cup of tea should be a medium to dark brown - something we often refer to as a *builder's brew*.

Tea can be drunk in mugs or cups; at home, many people drink from a mug, whereas tearooms tend to serve tea in cups with saucers. Often, people will have a biscuit with their tea. Lots of people like to dunk biscuits into their cup of tea.

Tea is, of course, an essential element of the famous afternoon tea. Contrary to the stereotype, us Brits don't indulge in afternoon tea every day at 4pm. We will drink tea at any time of day, but afternoon tea is a special affair. If you're in a tearoom, it will tend to include a selection of small sandwiches and cakes with a teapot of tea. Some people opt to just have a scone (jam and cream optional) with their cup of tea.

TEA TIME

A cup of tea is almost a symbol of British culture. As a nation, we are well known for our obsession with this particular hot drink, especially if it is accompanied by some cake or biscuits. Here are some facts about tea drinking habits in the UK.

1. There is no real tea time

All around the world, everyone thinks that British people drink tea every day at 5 o'clock in the afternoon. In reality, we drink tea at every hour of the day, from the minute we get up to last thing before going to bed. Of course it's quite likely that a British person will drink tea around the middle of the afternoon, but it's also common to drink it with breakfast.

2. The perfect partner: scones

Scones are a simple kind of cake, slightly sweet and usually served with jam and cream. They are excellent with tea. In fact, if you order a 'cream tea' in the UK, you'll get a teapot accompanied by a plateful of these little treats. Delicious!

3. Milk in tea

British people nearly always put milk in their tea. This seems strange to people from other European countries, who would rather drink their tea without

adding anything to it. In Britain, people add a certain quantity of milk depending on taste and the tea ends up being opaque and brown instead of clear.

People are always shocked when I say that I prefer coffee to tea. Tea really is part of our cultural identity, whether we like it or not!

EATING HABITS

When thinking of French culture, the image of the chic, demure and svelte female never fails to spring to mind. Whilst I realise that this is a heavily idealised and overtly shallow perception of French women, which has resulted largely from years of exposure to the beautiful ladies of Chanel and Dior perfume adverts, it must also be noted that since arriving in France, I have been surprised by how many women live up to this image. Whilst not every woman effervesces the timeless elegance of Audrey Tatou, the majority of women I have seen dress not only femininely but have enviously trim figures when compared to those on the average British high street.

Evidence shows the obesity rate of England to be more than double the rate of that in France, affecting 23 % of the population in 2008. These statistics have led me to ask; how can two countries separated by, in parts, just 20 miles of the English Channel have such vastly different physiques? Since moving to France I have made certain observations which may help to answer this question. Firstly, diet. On the whole France appears to have less of a fast-food culture than England. Not only is there a smaller range of establishments, but much of the fast food there is, is often accompanied by a healthier alternative; for example the Mac Cafe's which now run alongside many MacDonalds outlets. Snacking itself also appears to be less widespread and less socially acceptable; indeed it is very rare to see somebody eating in the street, let alone eating fish and chips from a paper wrapper.

In addition in most English cities we have become accustomed to the proliferation of chains such as Starbucks offering drinks ranging from the 'Pumpkin Spice Latte' to the 'Salted Caramel Mocha Frappuccino', offered in the Italian 'Grande' size, to ease the blow of ordering such an indulgent drink in our own language. Whilst in France, the hot drink of choice still appears to be the simple Espresso; at least half the size of a standard coffee and taken without milk; effectively minimising the fat and calorific content. In essence, in despite of the abundance of croissants and baguettes in every French Patisserie in sight, the average French diet appears to be based on simplicity and small portion sizes. And it is this sense of minimalism which we British could arguably benefit from.

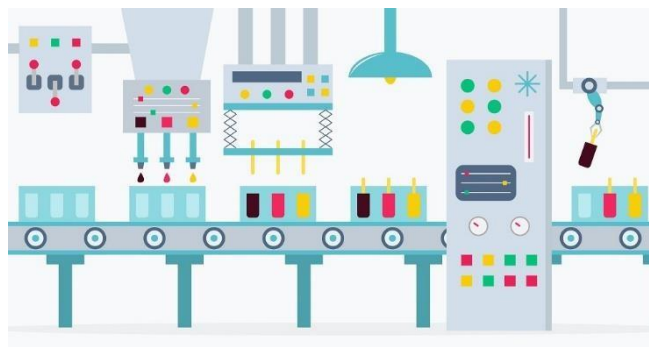
WATCHING/LISTENING SECTION

HOW BUBBLE GUM IS MADE

WARM UP

Discuss the following questions:

- Do you know how some of your food products are produced?
- What kind of machines are used in food production?
- Have you ever visited a factory where they produce food?



You will watch a [<https://bit.ly/BubbleGumProduction>] about bubble gum production. Before you watch, think:

What does bubble gum have inside?

Watch and see whether you were right!

Watch the [video](#) again and put the sentences below in the correct order.

- They pour in glucose syrup to the mixture.
- They blend the ingredients for about 20 minutes to put everything together.
- The mixture is ready when it looks like a bread dough.
- They transfer the mixture to another machine.
- The machine squeezes the mixture to create thin strips of gum.
- Another machine squeezes the mixture to the size of bubble gum.
- The gum goes to a cooling chamber for 15 minutes.
- A machine cuts and wraps the bubble gum.
- A machine weighs and packs the bubble gum into boxes which are sealed to keep it fresh.
- A gum base is poured into a mixer and color and flavoring is added.

Look at the following grammar table and choose the right answers in brackets [...].

	ACTIVE VOICE	PASSIVE VOICE
Affirmative	Somebody pours gum base into a mixer.	Gum base is poured into a mixer.
Negative	They don't use natural ingredients for bubble gums.	Natural ingredients aren't used

		for bubble gum.
Question	How do they produce bubble gum?	How is bubble gum produced?
Active form	Subject + Verb + Object Somebody pours gum base ...	
Passive form	[Subject/object] of an active sentence + IS/ARE/AM + [infinitive/past participle - 3rd form] + the rest of the sentence	
Using Passive	It [is/isn't] important to say who performs an action in a passive sentence. If you want to add an agent to the sentence you use "by + doer", e.g. "products are transferred by car".	

Transform the sentences describing bubble gum production into passive voice sentences.

Example:

They pour a gum base into a mixer and add color and flavoring.

*A gum base **is poured** into a mixer and color and flavoring **are added**.*

1. They pour glucose syrup into the mixture.
2. They blend the ingredients for about 20 minutes to put everything together.
3. They transfer the mixture to another machine.
4. The machine squeezes the mixture to create thin strips of gum.
5. Another machine squeezes the mixture to the size of bubble gum.
6. The gum goes to a cooling chamber for 15 minutes.
7. A machine cuts and wraps the bubble gum.
8. A machine weighs and packs the bubble gum into boxes which are sealed to keep it fresh.

The teacher will give each person a process. In pairs, describe each process using passive voice. The linking phrases below will help you.

First,...

Next,...

Then,...

After that,...

Finally,...

Select two of the processes below and talk through their steps using passive voice when appropriate.

- sending an e-mail
- withdrawing money from an ATM
- running a team meeting
- preparing a meal
- making a cup of coffee
- doing online shopping

- updating system
- responding to emergency
- resolving problems/issues
- applying for a bank loan

HOW TO MAKE A PERFECT OMELETTE (by Jamie Oliver)

WARM UP

Matching. Match the vocabulary with the correct definition and write a-f next to the number 1-6.

1. to tilt	a. uncooked
2. protein	b. produced naturally, without chemicals
3. raw	c. soft and smooth
4. organic	d. you'll be doing well; you'll be succeeding
5. silky	e. to hold something at an angle, not flat
6. You'll be laughing!	f. a substance in meat, cheese, egg and other foods which helps our bodies to grow and work properly

Check your understanding: multiple choice

Watch the video <https://www.youtube.com/watch?v=OOyRuOEKfVk> and circle the correct answers.

- Why does Jamie say that omelettes are very 'flexible'?
 - because they are very soft
 - because you can use many different ingredients in them
 - because they are quick to make
- What should a perfect omelette be?
 - raw and cold
 - soft and smooth
 - hard and crispy
- How can you avoid making the omelette crispy?
 - by not adding any milk
 - by cooking it on a medium heat
 - by not using much oil

4. When can you bring the egg in from the sides of the pan?
 - a. for the first 20 seconds
 - b. when it starts to change colour
 - c. just before serving

5. When should you unstick the omelette from the sides of the pan?
 - a. for the first 20 seconds
 - b. when it starts to change colour
 - c. just before serving

6. What does Jamie mean when he says 'Nine out of ten'?
 - a. That is the ninth omelette he's cooked today.
 - b. He feels like eating nine more omelettes.
 - c. He's giving himself a mark for the omelette. It's almost perfect

Check your understanding: ticking

Tick all the answers to the questions.

1. What foods does Jamie recommend putting in your omelette?
2. What foods does Jamie recommend serving with your omelette?
3. What foods does Jamie not recommend using?
 - a. mushrooms
 - b. cream
 - c. salad
 - d. crispy bacon
 - e. tomatoes
 - f. milk
 - g. cold meats
 - h. ketchup

Check your understanding: ordering

Write a number (1-10) to put these sentences in order.

- Coat the bottom of the pan with oil and butter.
- Add a pinch of salt and pepper, and whisk the eggs.
- First of all, crack three eggs into a bowl.
- Bring in the egg from the sides of the pan.
- Pour the egg into the pan.
- Turn it down to a low heat.
- Serve it on a plate and enjoy!
- Grate cheese over the omelette.
- When it starts to change colour, unstick it from the sides of the pan.
- When it starts to change colour, unstick it from the sides of the pan.
- Flip over one half of the omelette.

Check your vocabulary: gap fill – phrases with ‘of’
Complete the gaps with a phrase from the box.

a tiny bit of one of half of out of all sorts of a lot of

1. You can put _____ food in an omelette, like cheese, meat, mushrooms and tomatoes.
2. Eggs are _____ the best forms of protein.
3. Don't overcook it – _____ colour on the omelette is enough.
4. If there's _____ colour, it means the omelette's gone hard.
5. If you get any pieces of eggshell in the omelette, you can use _____ the shell to scoop them out. Don't use your fingers!
6. It's almost perfect. Nine _____ ten!

Check your grammar: multiple choice – countable and uncountable nouns

Some food items can be both countable and uncountable, but with different meanings. Circle the correct answer to fill the gap.

1. There are _____ in the fridge.
some egg
some eggs

2. Shall we have _____ for dessert?
some fruit
some fruits

3. I usually have my tea with _____ in it.
some lemon
some lemons

4. Would you like _____? I baked it this morning.
some cake
some cakes

5. Are you hungry? There's _____ left over from lunch in the fridge.
some chicken
some chickens

6. Could you pick up _____ for me when you go to the supermarket?
some potato
some potatoes

DISCUSSION

Discuss the questions in small groups.

What dishes can you cook?

Who usually does the cooking in your family? Why?

Do you like the recipe of an omlette? Why yes/no? Will you try making it by this recipe?

Have you learnt any new tips from this video?

Заключение

Настоящее учебно-методическое пособие рассчитано на тех, кто начинает изучать английский язык, продолжает его изучать и всех желающих развить навыки устной речи, а также максимально расширить свой словарный запас английского языка.

Работа по данному учебно-методическому пособию развивает следующие базовые навыки: чтение, говорение (монологические и диалогические высказывания), письмо и восприятие иностранной речи на слух.

Тестовый, видео и аудио материалы носят познавательный характер и способствуют повышению интереса к изучению английского языка.

Тематические тексты, разнообразные лексические и речевые упражнения и диалоги сгруппированы вокруг актуальных для повседневного общения тем. Автор пособия попытался структурировать учебный материал, принимая коммуникативный подход в обучении иностранным языкам, предполагающий:

- коммуникативную направленность обучения;
- взаимосвязанное обучение всем формам устного и письменного общения;
- аутентичный характер учебных материалов;
- принцип ситуативности;
- лично ориентированную направленность обучения.

Список использованных источников

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