

Куліш І.М., Королюк Г.О.



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ENGLISH

FOR “HEALTH STUDY” STUDENTS



HEALTH IS BETTER THAN WEALTH

A SOUND MIND IN A SOUND BODY

Міністерство освіти і науки України
Черкаський національний університет
ім. Б.Хмельницького

Куліш І.М., Королюк Г.О.

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FOR “HEALTH STUDY” STUDENTS

**Навчальний посібник для студентів
спеціальності «Здоров’я людини»**

Черкаси – 2016

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Навчальний посібник сформований у відповідності до програми з іноземної мови для студентів спеціальності «Здоров'я людини».

Навчальний матеріал розташовано за тематичним принципом (за циклами). Робота за темою в межах одного циклу організовується на базі декількох основних текстів, зразків усного мовлення та завдань комунікативного характеру, текстів для додаткового читання, системи граматичних вправ репродуктивного та творчого характеру. Посібник вміщує індивідуальні творчі ігри для самостійної роботи студентів та тести для контролю знань студентів.

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ПЕРЕДМОВА

Навчальний посібник призначається для студентів інститутів та факультетів фізичного виховання спеціальності «Здоров'я людини». Мета посібника – формувати у студентів навички читання та розуміння літератури фахової професійної тематики на основі активізації знань загальнонавчальної лексики та основ граматики. Поряд з цим у посібнику реалізується мета комплексного оволодіння студентами всіма видами мовленнєвої діяльності на основі комунікативного підходу до вивчення іноземної мови.

Навчальний матеріал посібника розподілено на вісім тематичних циклів, текстовий матеріал яких згруповано за темами, які охоплюють життя студентів, специфіку тренувань та занять з фізичної культури, анатомію та фізіологію, системи організму, фітнес, лікувальну фізкультуру, масаж, психологію здоров'я. Кожний цикл, в свою чергу, вміщує декілька основних текстів, які з різних сторін висвітлюють тему, та текстів, які несуть додаткову інформацію за певною тематикою.

Кожний цикл включає серію лексичних та граматичних вправ, призначених для формування мовленнєвих, лексичних, граматичних навичок та тренування вживання мовних явищ на різних етапах оволодіння англійською мовою. Вправи включають також ситуативні, рольові та ділові ігри, які виконують функцію створення ситуацій для вживання засвоєного лексичного та граматичного матеріалу. Дидактичні ігри

мають різноплановий вплив на навчальний процес та стимулюють пізнавальний інтерес особистості студента.

Граматичні вправи вміщують основні програмні явища англійської мови, які необхідні для розуміння даного лексичного матеріалу, тобто, основну інформацію про всі частини мови, їх особливості та специфіку вживання. Граматичні вправи спрямовані на засвоєння необхідного граматичного матеріалу, ефективно його повторення та практичне застосування отриманих знань.

Посібник вміщує також навчальний матеріал для засвоєння фонетичних особливостей мови, зокрема, англійські прислів'я та приказки, висловлювання та вірші, які несуть в собі певний пізнавальний зміст та можуть бути використані як “фонетична зарядка”.

English Proverbs

1. Read the English proverbs and sayings. Compare their meaning with the native translation. Train in pronunciation. Train your memory learning them by heart.

1. **An apple a day keeps a doctor away.** – Яблуко в день і лікар не потрібний.
2. **A friend in need is a friend indeed.** – Друг пізнається в біді.
3. **It's early bird that catches a worm.** – Хто рано встає, тому бог дає.
4. **Early to bed and early to rise makes a man healthy, wealthy and wise.** – Хто рано лягає й рано встає, у того здоров'я, заможність і розум є.
5. **A sound mind in a sound body.** – У здоровому тілі здоровий дух.
6. **Health is better than wealth.** – Найбільше багатство – здоров'я.
7. **Live and learn.** – Вік живи, вік учись.
8. **It is never too late to learn.** – Учитися ніколи не пізно.
9. **Knowledge is power.** – Знання – сила.
10. **To know everything is to know nothing.** – Знати все – значить нічого не знати.
11. **Money spent on the brain is never spent in vain.** – Гроші, витрачені на освіту, завжди окупуються.

12. **A new language – a new world.** – Нова мова – новий світ.
13. **So many languages you know, so many times you are a man.** – Скільки мов ти знаєш, стільки разів ти людина.
14. **Time flies.** – Час летить.
15. **Time is a great healer.** – Час – найкращий лікар.
16. **Better late than never.** – Краще пізніше, ніж ніколи.
17. **Time is money.** – Час – гроші.
18. **Times change and we change with them.** – Часи змінюються й ми змінюємось разом із ними.
19. **Don't waste your time, it flies.** – Не гайте часу, він летить.
20. **One today is worth two tomorrows.** – Одне сьогодні варте двох завтра.
21. **One cannot put back the clock.** – Не можливо перевести годинник назад.
22. **Times cures all things.** – Час – найкращий зцілитель.
23. **Every day is not Sunday.** – Не кожен день неділя.
24. **He that laughs on Friday, will weep on Saturday.** – В п'ятницю сміється, а в суботу плаче.
25. **Lost time is never found again.** – Втрачений час ніколи не вернеш.
26. **When two Sundays meet together.** – На Миколи та й ніколи.
27. **He laughs best who laughs last.** – Добре сміється останній.
28. **When two Englishmen meet, their first talk is about the weather.** - Коли зустрічаються два англійці, вони починають розмову про погоду.
29. **After rain or clouds comes fair weather.** - Після бурі настає тиша.
30. **Rain before seven, fine before eleven.** - Сім п'ятниць на тиждень.
31. **The morning sun never lasts a day.** - Ніщо не вічне.
32. **Christmas comes but once a year.** - Різдво буває раз на рік. (Двічі на рік літа не буває).
33. **There is no bad weather, there are bad clothes.** - Немає поганої погоди, є поганий одяг.
34. **As you sow, so you will mow.** - Що посієш, те й пожнеш.
35. **All work and no play makes Jack a dull boy.** - Треба не тільки працювати, але й розважатися.
36. **Business before pleasure.** - Спочатку справа, потім розвага.
37. **The hardest work is to do nothing.** - Найважча робота - нічого не робити.
38. **Idleness is the mother of all evil.** - Без діла псується сила.
39. **He that would eat the fruit must climb the tree.** - Хто хоче з'їсти плід, має вилізти на дерево.
40. **What is worth doing at all is worth doing well.** - Якщо вже щось і робити, так робити добре.
41. **If you want a thing is done well, do it yourself.** - Якщо хочеш зробити справу добре, зроби її сам.

42. **Jack of all trades is a master of none.** - За все братися - нічого не зробити.
43. **A bad workman blames his tools.** - У поганого майстра завжди інструмент винен.
44. **Ninety per cent of inspiration is respiration.** - Дев'яносто відсотків натхнення - потіння.
45. **Trough hardships to the stars.** - Через терни до зірок.
46. **No man is born wise or learned.** - Ніхто не народжується мудрецем і вченим.
47. **Speech is silver, but silence is gold.** - Слово - срібло, мовчання - золото.
48. **Don't trouble trouble till trouble troubles you.** - Не буди лиха, доки воно тихе.
49. **Custom is a second nature.** - Звичка - другий характер.
50. **The very best medicine that a family can have in the house is cheerfulness.** - Найкращі ліки в будь-якій родині - бадьорість.

English Quotes

2. Read the English quotes. Give your opinion about them. Compare with your friends' opinions.

1. *"Language is fossil poetry."* R.W.Emerson
2. *"Language is the dress of thought."* S. Johnson
3. *"I am always sorry when any language is lost because languages are the pedigrees of nations."* S.Johnson
4. *"Brevity is the soul of wit."* W. Shakespeare, "Hamlet"
5. *"The main thing is just to go!"* Marek Kaminski, Polish explorer
6. *"Serious sport is war minus the shooting."* George Orwell, English writer (1903-1950)
7. *"Adventure is the champagne of life."* G.K.Chesterton, English writer
8. *"Drama is life with the dull bits left out."* Alfred Hitchcock, British film maker
9. *"He travels the fastest who travels alone."* Rudyard Kipling, English writer
10. *"It was long ago in my life, as a simple reporter, that I decided that facts must never get in the way of truth."* James Cameron, British journalist
11. *"People come and ask for autographs, but they don't bug you."* John Lennon, the day before he was shot by a fan
12. *"Advertising is the greatest art form of the twentieth century."* Marshal McLuhan.
13. *"Intellect has powerful muscles, but no personality."* Albert Einstein
14. *"Be nice to people on the way up because you'll meet them on the way down."* Wilson Mizner, American Businessman
15. *"Don't criticise what you can't understand."* Bob Dylan
16. *"Education is what remains when we have forgotten all we have been taught."* Lord Halifax (1633 - 95)
17. *"The best advice given to the young is: Find out what you like doing best and get someone to pay you for doing it."* Katherine Whitehorn, British journalist

18. *"To live in Australia permanently is like going to a party and dancing all night with one's mother."* Barry Humphries, Australian comedian
19. *"Modern man is educated to understand foreign languages and misunderstand foreigners."* G.K.Chesterton, English writer (1874 – 1936)
20. *"Science has a potential for both Good and Evil."* Maurice Wilkins
21. *"Someone said that God gave us memory so that we might have roses in December."* J.M. Barrier
22. *"Those who cannot remember the past are condemned to repeat it."* George Santayana
23. *"In plucking the fruit of memory one runs the risk of spoiling its bloom."* Joseph Conrad
24. *"Reminiscences make one feel so deliciously aged and sad."* George Bernard Shaw
25. *"Can anybody remember when the times were not difficult and money not scarce?"* Ralph Waldo Emerson
26. *"A liar should have a good memory."* Quintillian (1st century AD)
27. *"There is only one thing worse than being talked about, and that is not being talked about."* Oscar Wilde
28. *"Politics are too serious a matter to be left to the politicians."* Charles de Gaulle
29. *"A celebrity is a person who works hard all his life to become well-known, then wears dark glasses to avoid being recognised."* Fred Allen
30. *"A politician is an acrobat - he keeps his balance by saying the opposite of what he does."* Maurice Barres
31. *"When it is not necessary to change, it is necessary not to change."* Lucius Cary, English royalist politician
32. *"Money can't buy friends, but you get a better class of enemy."* Spike Milligan, Irish comedian
33. *"Tis better to have loved and lost than never to have loved at all."* Lord Tennyson
34. *"Failure is not falling down, it is not getting up again to continue life's journey."* Richard Nixon

English Poems

3. Read the English poems and a song aloud. Learn the poems you like most by heart training your memory. Sing a song "Jingle Bells".

FOUR LITTLE WORDS

There are four little words
That can help you a lot,
When you hurt your friend
On purpose or not.
So, say these words,
Don't wait too long.
If you've hurt your friend
Say: "I'm sorry. I'm wrong".

ONE THING AT A TIME

Work while you work,
 Play while you play.
 That is the way
 To be happy and gay.
 All that you do
 Do with your might,
 Things done by halves
 Are never done right.
 One thing at a time
 And that done well,
 Is a very good rule
 As many can tell.

Edith Seagal

THE ARROW AND THE SONG

I shot an arrow into the air –
 It fell to earth, I knew not where;
 For so swiftly it flew, the sight
 Could not follow it in its flight.

I breathed a song into the air -
 It fell to earth, I knew not where;
 For who has sight so keen and strong
 That it can follow the flight of a song?

Long, long, afterward, in an oak
 I found the arrow, still unbroke;

And the song, from beginning to end,
 I found again in the heart of a friend.

Henry Wadsworth Longfellow

SIX SERVING MEN

I have six honest serving men –
 They taught me all I knew.
 Their names are what and why and
 When and how and where and who.
 I send them over land and sea,
 I send them East and West;
 But after they have worked for me,
 I give them all a rest.
 I let them rest from nine till five
 For I am busy then,
 As well as breakfast, lunch and tea
 For they are hungry men.
 But different folk have different views;
 I know a person small,
 She keeps ten million serving men,
 Who get no rest at all!
 She sends them on her own affairs
 From the second she opens her eyes -
 One million hows, ten million wheres,
 And seven million whys!

Rudyard Kipling

WHAT IS GOOD?

“What is the real good?”
 I asked in musing mood.
 “Order”, said the law court;
 “Knowledge”, said the school;
 “Truth”, said the wise man;
 “Pleasure”, said the fool;
 “Love”, said the maiden;
 “Beauty”, said the page;
 “Freedom”, said the dreamer;
 “Home”, said the sage;
 “Fame”, said the soldier;
 “Equity”, the seer; -
 Spake my heart full sadly
 “The answer is not here.”
 Then within my bosom
 Softly this I heard:
 “Each heart holds the secret;
 Kindness is the word.”

John Boyle O'Reilly

JINGLE BELLS

Dashing through the snow,
 In a one horse open sleigh,
 Over the fields we go,

Laughing all the way.
 Bells on bobtail ring,
 Making spirits bright.
 What fun it is to ride and sing
 A sleighing song tonight.

Jingle bells, jingle bells, jingle all the way.
 Oh! What fun it is to ride in a one horse open sleigh.

A day or two ago,
 I thought I'd take a ride,
 And soon Ms. Funny Bright
 Was sitting by my side.

The horse was lean and bank,
 Misfortune was his lot.
 He got into a snow bright bank
 And we got upset.

Jingle bells, jingle bells, jingle all the way.
 Oh! What fun it is to ride in a one horse open sleigh.

So now the moon is bright,
 Enjoy it while you are young.
 Invite your friends tonight
 To sing this sleighing song.
 Just get a bobtail nag
 And give him extra feed.

Then hitch him to an open sleigh,
In a crack you'll take the lead.

Jingle bells, jingle bells, jingle all the way.
Oh! What fun it is to ride in a one horse open sleigh.

UNIT I INTRODUCTION

LESSON 1

The English Alphabet

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww
Xx Yy Zz

1. Read the examples of reading English vowels. Train in pronouncing these words:

TYPES OF SYLLABLES AND READING RULES OF VOWELS

Aa :	face	bad	far	rare
	make	bat	star	care
	space	band	part	air
	take	hand	card	hair
	date	match	start	fair
	late	catch	large	chair

Oo :	no	box	form	more
	go	fox	storm	bore
	note	clock	sport	shore
	smoke	not	port	ore
	bone	hot	for	roar
	rose	dog	fork	board

Ii :	fine	it	bird	fire
	line	lift	firm	firing
	mile	fill	girl	hire
	time	film	first	mire
	white	sit	sir	siren
	quite	stick	third	wire

Ee :	me	pen	term	here
-------------	----	-----	------	------

mete	ten	serve	mere
deep	leg	nerve	sphere
cheek	chess	learn	hear
wheat	send	heard	clear
meat	spend	earth	ear

Uu :

tune	sun	turn	cure
tube	run	burn	during
use	shun	curve	lure
mule	cup	nurse	mural
cube	but	purple	pure
cute	jump	turkey	sure

Lesson 1

MEETING PEOPLE

1. Read and translate.



A: Hello. My name's Paula.
What's your name?
B: Rosa.
A: Where are you from,
Rosa?
B: I'm from Chicago.

2. Write the conversation.



A: Hello. My ... Richard.
What's ... name?
B: Kurt.
A: ... are you from, Kurt?
B: ... from Hamburg. Where
... you from?
A: ... from London.

3. Read and translate.



My name is Oliver Ziegler and I am a doctor. I'm 30. I'm married and I have two children. I live in a house in Munich in Germany. I want to learn English for my job.

4. Complete the text about Pilvikki.



My name's Pilvikki Absetz and I'm a student. I ... 19. I'm not married. I have one ... and two brothers. I ... in a flat in Helsinki, Finland. I ... to learn English because it's an

international ...

- How old are they?

5. Write these words in the correct place.

brother father daughter wife aunt grandmother							
M	boyfriend	husband		son		uncle	grandfather
F	girlfriend		mother		sister		

6. Read about Patrick Binchey.



This is a photo of Patrick and his family. His wife's name is Brenda. She's a teacher. His daughter's name is Lara. She's thirty-two and she's a nurse. His son-in-law is an engineer. His name is Benny. He is thirty-five. Patrick has two grandchildren. They are schoolchildren. Jane is ten and Mike is seven. They are friendly family.

7. Ask your friends to answer the following questions.

- Who is Brenda?
- What is Lara?
- How old is Patrick's son-in-law?
- Are Jane and Mike students?

8. Match the adjectives with their opposites.

- | | |
|-----------|-----------|
| old | horrible |
| big | old |
| new | young |
| lovely | difficult |
| easy | cheap |
| hot | cold |
| expensive | slow |
| fast | small |

9. Make up word-combinations adj+noun, using adjectives from exercise 8.

- _____ man
- _____ girl
- _____ telephone
- _____ device
- _____ rabbit
- _____ turtle
- _____ cake
- _____ dish
- _____ weather
- _____ winter
- _____ shoes
- _____ clothes
- _____ mouse
- _____ elephant

10. Dorita is an English student at a school in Queens, New York city.



Read her letter to Miguel, her brother in Argentine.

41 Street
Sunnyside, New York 11104
October 12

Dear Miguel,

How are you? I'm fine. Here's a letter in English. It's good practice for you and me.

I have classes in English at the college. I'm in a class with eight students. They are all from different countries: Japan, Brazil, Switzerland, Poland, and Italy. Our teacher's name is Isabel. She's very nice and a very good teacher.

I live in an apartment with two American girls, Annie and Marnie Kass. They are sisters. Annie is twenty years old and she is a dancer. Marnie is eighteen and she is a student. They are very friendly, but it is not easy to understand them. They speak very fast.

New York is very big, very exciting but very expensive. The subway isn't difficult to use and it's cheap. It's very cold now but Central Park is lovely in the snow. I'm very happy here.

Write to me soon.

Love,
Dorita.

11. Correct the false sentences.

1. Dorita is from Argentina.
2. She is in Miami now.
3. Dorita is happy in New York.
4. She is on holiday there.
5. It's a very big class.
6. The students in her class are all from America.
7. Arnie and Marnie are both students.
8. The subway is easy to use.

12. Write questions about Dorita's letter.

1. _____ - Argentina.
2. _____ - Japan, Brazil, Switzerland, Poland, and Italy.
3. _____ - They are sisters. They live with Dorita.
4. _____ - Annie's twenty and Marnie's eighteen.
5. _____ - Yes, it is.

GRAMMAR EXERCISES

13. Maria is from Brazil. She is writing about herself and her family. Put all forms of the verb *to be* in the gaps.

1. I ... a student from Brazil.
2. My parents ...not rich.
3. My father ... a teacher.
4. My mother ... not Brazilian.
5. She ... from America.

6. I ... twenty years old.
7. My little brother ... only two.
8. My older brothers ... not students.
9. They ... in the army.
10. It ... often very hot in Brazil.

14. Fill in these gaps using short forms of the verb *to be*.

1. I ... a doctor. I ... (not) a bank manager.
2. She ... (not) a teacher.
3. He ... a student.
4. They ... at home.
5. They ... (not) in the park.
6. It ... cold today.
7. It ... eight o'clock.
8. We ... from Paris.
9. You ... (not) twenty-one.
10. You ... twenty-four.

15. Choose words from the box to put it in the gaps.

He's	She's	They're	It's	It's	are	is
We	isn't					

1. My parents live in Scotland. ... teachers.
2. New York ... in England. ... in America.
3. Paul ... from Germany. ... German.
4. My sister is a doctor. ... thirty years old.
5. ... six o'clock! ... are late.
6. Look at the time! Chris and Mary ... late.

16. Use *there is (isn't) / there are (aren't)* what we can and cannot find in the town of Smallwood.

1. (a cinema+) *There is a cinema.*
2. (a river-) *There isn't a river.*
3. (restaurants: 10+) ...
4. (a castle -) ...
5. (baker's shops: 2+) ...
6. (a zoo -) ...
7. (banks: 6+) ...
8. (a luxury hotel: -) ...
9. (a theatre+) ...
10. (newsagents: 6+) ...
11. (many tourists +) ...

Lesson 2

THE WORLD OF WORK

1. Read about Ali and Bob.



ALISON HAUSER

Ali is a scientist. She comes from Cambridge in England but now she lives in Switzerland. She works three days a week at the Institute of Molecular Biology in Geneva. She speaks three languages: English,

French and German. She's married and has a daughter. She likes skiing in winter and going for walks in summer.

BOB NELSON



isn't married. He has no free time.

Bob is a doctor. He's English but now he lives in Australia in the small town of Alice Springs. He isn't an ordinary doctor, he's a flying doctor. Every day, from 8 a.m. to 10 a.m. He speaks to people on his radio, then he flies to help them. He works 16 hours a day non-stop but he loves his job. He

2. Complete the sentences about Ali and Bob.

1. She is a scientist. He ... a doctor.
2. Alison comes from England. Bob ... England too.
3. She lives in a big city, but he ... in a ... town.
4. She ... three days a week. He ... 16 hours a day
5. He ... to sick people on his radio. She ... three languages.
6. She loves her job and he ... too.
7. She ... a daughter. He ... married.
8. She ... skiing and going ... walks in her free time. He never ... free time.

3. Practice the questions and answers with your friends.

1. Where does Alison Hauser come from?
2. Where does she live now?

3. What does she do?
4. Where does she work?
5. Does she speak French?
6. Does she speak Spanish?
7. What does she like doing in winter and summer?

4. Complete the questions and ask your friend to answer them.

1. Where _____ Bob _____ from?
2. What _____ he _____?
3. _____ he fly to help people?
4. _____ he _____ French and German?
5. _____ he _____ his job?
6. _____ he married?
7. _____ he _____ time?

5. Read the information about Philippe Ballon, Keiko Wilson and Mark König. Tell your friends about them.



Philippe Ballon	
Job	<i>A barman</i>
Country	<i>France</i>
Town	<i>Paris</i>

Place of work	<i>In the centre of Paris</i>
Languages	<i>French, a little English</i>
Married	<i>No</i>
Family	<i>A dog (!)</i>
Free time	<i>Walking his dog, playing football</i>



Keiko Wilson	
Job	<i>An interpreter</i>
Country	<i>Japan</i>
Town	<i>New York</i>
Place of work	<i>At the United Nations</i>
Languages	<i>Japanese, English, French</i>
Married	<i>Married to an American</i>
Family	<i>Two sons</i>



Free time	<i>skiing</i>
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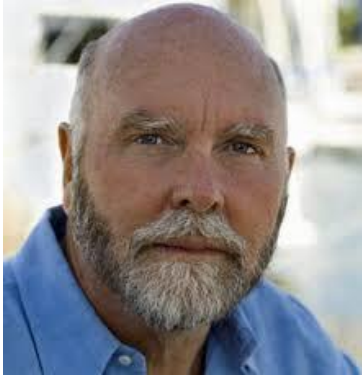
Mark König	
Job	<i>A journalist for the BBC</i>
Country	<i>England</i>
Town	<i>Berlin</i>
Place of work	<i>In an office</i>
Languages	<i>German, English, Russian</i>
Married	<i>Yes</i>
Family	<i>Three daughters</i>
Free time	<i>Listening to music</i>

6. Write questions about Keiko (Mark or Philippe).

1. Where / come from?
2. Where / live?
3. What / do?
4. Where / work?
5. Does / speak English?
6. What / in free time?
7. How many children ...?
8. ... a dog?

7. Ask your partner the same questions about a friend or relative.

8. Read the text about Seumas McSporrán [ˈseɪməs mək'spɒrən].



Seumas McSporrán is a very busy man. He is 60 years old and he has thirteen jobs. He is a postman, a policeman, a fireman, a taxi driver, a school-bus driver, a boatman, an ambulance man, an accountant, a patrol attendant, a barman, and an undertaker. Also, he and his wife, Margaret, have a

shop and a small hotel.

Seumas lives and works on the island of Gigha in the west of Scotland. Only 120 people live on Gigha but in summer 150 tourists come by boat every day.

Every weekday Seumas gets up at 6.00 and makes breakfast for the hotel guests. At 8.00 he drives the island's children to school. At 9.00 he collects the post from the boat and delivers it to all the houses on the island. He also delivers the beer to the island's only pub. Then he helps Margaret in the shop.

He says: "Margaret likes being busy, too. We never have holidays and we don't like watching television. In the evenings Margaret makes supper and I do the accounts. At 10.00 we have a glass of wine and then we go to bed. Perhaps our life isn't exciting, but we like it."

9. Answer the following questions:

1. Where does Seumas live?
2. How old is he?
3. How many jobs does he have?
4. What's his wife's name?
5. What does she do?
6. How many people live on Gigha?
7. How many tourists visit Gigha in summer?
8. What does Seumas do in the morning?
9. What do he and Margaret do in the evening?

10. Put questions to the following sentences.

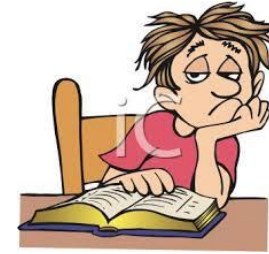
1. He helps in the shop.
2. He makes breakfast for the hotel guests.
3. He serves petrol.
4. He delivers the beer to the pub.
5. He collects the post from the boat.
6. He drives the children to school.
7. He delivers the letters.
8. He has a glass of wine.
9. He works as an undertaker.

11. Ask and answer questions with a partner about Seumas's working day.

12. Match a job in A with a line in B.

A	B
A pilot	designs buildings

An interpreter	delivers letters
A nurse	looks after people in hospital
A barman	looks after money
An accountant	writes for a newspaper
A journalist	translates things
A postman	sells things
An architect	flies planes
A shopkeeper	serves drinks



GRAMMAR EXERCISES

13. Make sentences about the pictures using the words in the box and the verb *to be* in Present Simple.

cold	afraid	bored	hungry	happy	thirsty
sad	tired				



14. Write questions by putting the words in brackets in the correct order.

- (thirsty – you – are) *Are you thirsty?*
- (a teacher – you – are) ...
- (they – bored – are) ...
- (is – he – afraid) ...
- (she – tired – is) ...
- (are – you – how) ...
- (cold today – it – is)...
- (she – Spanish – is)
- (they – from London – are)

15. Put forms of the verb *to be* in these conversations.

Steve: This ... Joan, my sister.

Tom: Hello, Joan. ... you a students?

Joan: No, I ... a dentist. I work in Brighton.

Mike: How are you, Sally?

Sally: I ... fine, thanks.

Mike: ... you hungry?

Sally: Yes. ... there a good restaurant near here?

Mike: Yes. There ... a good and cheap restaurant in Wellington Street.

16. Write questions using the words in brackets and a form of *to be*.

1. (you/Spanish)...? – No, I’m French.
2. (you/hungry) ...? – No, I’m thirsty.
3. (she/your sister) ...? – No, she’s my mother.
4. (I/late) ...? – No, you’re on time.
5. (they/from America) ...? – No, they’re from Canada.
6. (he/a tennis player) ... ? – No, he’s a footballer.
7. (you/happy) ... ? – No, I’m sad.
8. (she/at home) ... ? – No, she’s at work.
9. (he/twenty) ... ? – No, he’s eighteen years old.

Lesson 3

WEEKDAYS AND WEEKENDS

1. Read about Bobbi Brown's weekends. Complete the text with the verbs.

Gets up lives is loves works
 doesn't work interviews starts



Bobbi Brown _____ in New Jersey. She _____ thirty-four and _____ for SKY TV in New York City. But she _____ on weekdays, she only works at weekends. She _____ famous people for an early morning news programme called *The World This Weekend*. On Saturdays and Sundays she _____ at 3.00 in the morning because she _____ work at 6.30! She _____ her job because it is exciting.

2. Complete the text with the correct form of the verb in the box. Look up new words in your dictionary.

love relax have like go live start
 come visit (2) go shopping pick up
 go out get up take buy make cook

My weekends are fast and exciting. My weekdays are fast and domestic! I _____ two sons, Dylan, 7, and Dakota, 5. Every morning I _____ one hour before them, at 6.00, and I _____ to the gym. I _____ home and I _____ breakfast, then I _____ them to school. On Mondays I always _____. I _____ all the food for the week. I often _____ dinner in the evenings, but not every day because I don't _____ cooking. Fortunately, my husband, Don, _____ cooking. On Tuesdays and Thursdays I _____ my father. He _____ on the next block. Every afternoon I _____ the kids from school. In the

evenings Don and I usually _____, but sometimes we _____ friends. We never _____ on Friday evenings because I _____ work so early on Saturdays.

3. Complete Bobbi's answers. Practise the questions and answers.

1. Where do you work? _____ New York.
2. Do you like your work? - Yes, I _____ .
3. Do you relax at weekends? - No, I _____ .
4. Why don't you relax at weekends? _____ I work.

4. Work in pairs. One of you is Bobby Brown. Ask and answer questions about your life.

1. Where ... you live / work?
2. Are ... married?
3. Do ... have children?
4. What time ... get up / Saturday morning / Monday morning?
5. Why ... get up at ...?
6. ... like your work?
7. Why ... like it?
8. ... like cooking?
9. ... your husband like cooking?
10. Who ... you visit on Tuesday and Thursday?
11. Where ... your father live?
12. go out on Friday evening? Why not?
13. have a busy life?

5. A Questionnaire "How do you live?" Make up dialogues with your friends.

Do you ...?

1. get up early on weekdays
2. play tennis
3. smoke
4. drink wine
5. like Chinese food
6. watch TV a lot
7. have a big breakfast
8. have a computer

6. Make the sentences opposite.

1. She is French. *She isn't French.*
2. I don't like cooking. *I like cooking.*
3. She doesn't speak Spanish.
4. They want to learn English.
5. We are tired and want to go to bed.
6. Roberto likes watching football on TV, but he doesn't like playing it.
7. I work at home because I have a computer.
8. Amelia isn't happy because she doesn't have a new car.
9. I smoke, I drink, and I don't go to bed early.
10. He doesn't smoke, he doesn't drink, and he goes to bed early.

GRAMMAR EXERCISES

7. Add -s or -es to the verbs in the sentences if it is

necessary.

1. He work... in a bank.
2. They live... in France.
3. I watch... TV every day.
4. She go... to work by car.
5. The film finish... at ten o'clock.
6. We play... tennis every weekend.
7. They go... on holiday in August.
8. He speak... Italian and French.
9. She do... her homework every night.
10. We start... work at half past eight.

8. Finish these sentences using a verb from the box. Use each verb once. Remember to add -s or -es if necessary.

fly	study	finish	eat	smell	smoke
drink	live				

1. He toast for breakfast.
2. I coffee three times a day.
3. My father a new language every year.
4. She to New York once a month.
5. He ten cigarettes a day.
6. They in Ireland.
7. He work at six o'clock.
8. I fruit in a shop.

9. Write these sentences using the negative form of the Present Simple.

1. He/not/live/in Mexico
2. She/not/work/in a bank
3. I/not/play/golf
4. Pail/not/ listen/to the radio
5. You/not/listen/to me
6. We/not/speak/French
7. My car/not/work
8. Sheila/not/eat/meat
9. I/not/understand/you

Lesson 4**MY FAVOURITE SEASON****1. Answer the following questions.**

1. What season is it now?
2. What are the seasons?
3. What month is it now?
4. Say the month of the year.
5. When are the different seasons in your country?
6. Say the month of autumn (winter, spring, summer).

2. Read the stories of three people.***AL WHEELER from Canada***

*We have long, cold winters
and
short,
hot*



summers. We have a holiday home near a lake, so in summer I go sailing a lot and I play baseball, but in winter I often play ice hockey and go ice-skating. My favourite season is autumn, or fall, as we say in North America. I love the colours of the trees – red, gold, orange, yellow, and brown.

MANUELA DA SILVA from Portugal



People think it's always warm and sunny in Portugal, but January and February are often cold, wet and grey. I don't like winter. I usually meet

friends in restaurants and bars and we chat. Sometimes we go to a Brazilian bar. I love Brazilian music. But then suddenly it's summer and at weekends we drive to the beach, sunbathe, and go swimming. I love summer.



TOSHI SUZUKI from Japan



I work for Pentax cameras, in the export department. I don't have a lot of free time, but I have one

special hobby – taking



photographs, of course! I like taking photographs of flowers, especially in spring. Sometimes, after work, I relax in a bar near my office with friends. My friend, Shigeru, likes singing pop songs in the bar. This has a special name, "karaoke". I don't sing – I'm too shy!

3. Answer the questions:

1. Do they all play sports?
2. What do Al and Manuela do in winter?
3. Do Manuela and Toshi like going to bars?
4. Where is Al's holiday home?
5. When does Toshi like taking photographs of flowers?
6. What do Manuela and her friends do in summer?
7. Do you know all their jobs?
8. Why does Al like autumn?
9. Why doesn't Toshi sing in the bar?
10. Which colours are in the text?

4. There are six mistakes about Al, Manuela, and Toshi. Correct them.

1. Al comes from Canada. In winter he plays ice hockey and goes skiing. He has a holiday home near the sea.
2. Manuela comes from Brazil. She likes sunbathing and sailing in summer.
3. Toshi comes from Japan. He has a lot of free time. He likes taking photographs and singing pop songs in bars.

5. What do you think?

1. What is your favourite season? Why?

2. What do you do in the different seasons?

GRAMMAR EXERCISES

6. Put the verbs from the box in the correct form. Use the Present Simple. Use each verb once.

Like not know love feel think not like
want not understand

1. She thinks that films are fantastic. She films.
2. I sick. Can I have a glass of water please?
3. I don't know the answer because I the question.
4. I he is tired. He works too hard.
5. We that new painting. We think it's terrible.
6. I want to telephone Jane, but I don't her phone number.
7. They are thirsty. They something to drink.
8. I your new car. It's very nice. Is it expensive?

7. Write sentences about Peter (V=like, VV=love, X=not like, XX=hate).

- tennis X *Peter doesn't like tennis.*
- music VV
- coffee V
- films X

- his job VV
- fish XX
- holidays VV
- golf X

8. This is an interview with Mary Woods about herself and her husband, John. Write the questions, using the ideas from the box.

like films read books listen to the radio
play golf watch TV
play a musical instrument like pop music
drive a car smoke
speak any foreign languages go to the theatre
drink coffee like dogs
live in London

- Do you live in London? _____ - Yes, I live in north London.
- _____ - Yes, I speak French.
- _____ - Yes, I read one book every week.
- _____ - Yes, I like all the programs on TV.
- _____ - No, I don't like films.
- _____ - No, I prefer classical music.

- _____ - Yes, I like musicals.
- _____ - No, but I have a bicycle.
- *Does John play golf?* _____ - No, but he plays tennis.
- _____ - Yes, he listens to the radio in the morning.
- _____ - No, but he loves cats.
- _____ - Yes, he has two cups in the morning.
- _____ - Yes, he plays the piano.
- _____ - No, he doesn't like cigarettes.

Lesson 5

WHERE DO YOU LIVE?

1. Write the words in the correct column.

An armchair, a fridge, a television, a coffee table, a shelf, a plant, a stereo, a lamp, a cooker, a washing machine, a telephone, a cupboard, a cup, a sofa.

The living room	The kitchen	Both

2. What's in your living room? Tell a partner.

3. Helen has a new flat. Describe her living room.



There is a ...

There are ...

4. Complete the answers. Practise the questions and the answers.

1. Is there a television in the room? - Yes, there ...
2. Is there a radio in the room? - No, there ...
3. Are there any books on the shelves? - ...
4. How many books are there on the shelves? - ...
5. Are there any photographs in the room? - ...

5. Ask and answer questions about these things.

A dog a fire a rug a cat a mirror a computer a clock

10. Read the conversation of Helen and Bob.

Plants lamps flowers pictures newspapers bookshelves photos

6. Look at the picture of Helen's living room. Complete the sentences with a preposition.

On under next to in front of

1. The television is _____ the wall.
2. The coffee table is _____ the sofa.
3. There are some magazines _____ the table.
4. The books are _____ the shelves.
5. There are some photos _____ the shelves.
6. The armchair is _____ coffee table.

7. Read and translate the text.

Description of a Living Room

There are three people in the living room. A man and a woman are on the sofa; a little girl is in the armchair. There's a radio on the coffee table and a rug under it. There's a cat on the rug in front of the fire. There are a lot of pictures on the walls but there aren't any photographs. There are two plants on the floor next to the television and some flowers on the small table next to the sofa.

8. Put questions to the text and ask your friend to answer them.

9. Describe your living room.



H: And this is the kitchen.

B: Mmm, it's very nice.

H: Well, it's not very big, but there are a lot of cupboards. And there's a new fridge, and a cooker. That's new, too.

B: But what's in all these cupboards?

H: Well, not a lot. There are some cups, but there aren't any plates. And I have some knives and forks, but I don't have any spoons!

B: Do you have any glasses?

H: No, sorry.

B: Never mind. We can drink this champagne from those cups! Cheers!

11. Complete the sentences with *some* or *any*.

1. In our classroom there are _____ books on the floor.
2. There aren't _____ plants.
3. Are there _____ Spanish students in your class?
4. There aren't _____ Chinese students.
5. We have _____ dictionaries in the cupboard.
6. There aren't _____ pens in my bag.

12. What is there in your classroom? Describe it.

13. Pierre is a Frenchman on business in Boston. Listen to him describe what's in his briefcase. Tick (+) the things in it.



- ___ a newspaper
- ___ a dictionary
- ___ a sandwich
- ___ pens
- ___ a notebook
- ___ keys
- ___ a bus ticket
- ___ a letter
- ___ photos
- ___ a mobile phone

- ___ stamps
- ___ an address book

What's in my briefcase? Well, there's a newspaper – a French newspaper – and there's a dictionary – my French / English dictionary. I have some pens, three, I think. Also I have a notebook for vocabulary, I write words in that every day. And of course I have my keys, my car keys and my house keys. Oh yes, very important, there are some photos of my family, my wife and my daughter and there's my mobile phone. I ring my home in Paris every night. That's all, I think. I don't have any stamps and my address book is in my hotel.

14. Look in your bag. Ask and answer questions about

your bags with a partner.

GRAMMAR EXERCISES



Make the –ing form.

listen – *listening*

work - _____

play - _____

read - _____

win – *winning*

shop - _____

swim - _____

get - _____

sit - _____

travel - _____

dance – *dancing*

shine - _____

write - _____

15. Complete the postcard using the words in brackets in the Present Continuous.

Dear Peter,

Jenny and I _____ (stay) here for a week.

The sun _____ (shine) and it's very hot.

We _____ (sit) on the beach and I _____ (drink) an orange juice.

We _____ (not/swim) because we're both tired.

We _____ (watch) the boats on the sea at the moment.

They _____ (travel) fast.

Jenny _____ (read) her book, and I _____ (write) all the postcards.

Jim and Jenny

16. Match the two halves of the sentences. Then put in the correct form of the verb in brackets.

My aunt ... (stay) with us this week	so he can't drink beer at the moment
I ... (go) to work by bike this week	because she ... (work) at home
My father ... (take) some medicine	so she ... (stay) at home today
Anna is not in the office this week	so I ... (sleep) in the living room
Pauline needs some exercise	because our oven is broken
We ... (eat) in a restaurant this week	because he wants to get a good mark
Jill doesn't feel well	because I haven't got money for petrol
Tom ... (study) more now	so she ... (walk) to school this week

17. Make the sentences interrogative and negative.

1. You are enjoying your work.
1. She is having lunch.
2. They are playing football.

3. The cat is sleeping.
4. The sun is shining.
5. You are coming to the cinema.
6. They are listening to music.
7. She is eating at the moment.
8. It is raining hard.
9. We are winning the match.

18. Make questions and answers. Use the Present Continuous.

1. She/work/in Peru this year? – No, she/study/in Mexico.
2. You/study/English at the moment? – Yes, I/work/hard.
3. They/listen/to the radio? – No, they/ply/CDs.
4. Peter/wash/now? – Yes, he/have/a bath.
5. They/live/in Madrid/at the moment? – Yes, they/learn/Spanish.
6. David/sing/in a group/this year? – No, he/work/in a restaurant.

19. Correct wrong sentences. Remember:

1) We do not use these verbs in the Present Continuous:

like, love, mean, know, understand, remember, hate, believe, want.

2) We cannot use *think* in the Present Continuous to express opinions:

I think he's nice.

3) We can use *think* in the Present Continuous to talk about an action:

She is thinking about the film.

4) We cannot use *have* in the Present Continuous to talk about possessions:

I have a ticket.

5) We can use it to talk about actions:

I am having breakfast. He's having fun.

1. She is liking pop music.
2. He is learning French.
3. They are enjoying the film.
4. We are loving ice-cream.
5. She is believing he is right.
6. John is thinking about my idea.
7. He is having lunch at the moment.
8. She is eating a banana.
9. He thinks it's a good idea.
10. "Huge" is meaning "very big".
10. Mick is knowing Jane.
11. She is hating classical music.

Lesson 6

DIFFERENT PEOPLE

1. Listen to some people from different places. Complete the chart.

Questions	Manola from Lisbon	Ray and Elsie from Toronto	Brad from Malibu
House or			

flat?				
Old or modern?				
Where?				
How many bedrooms?				
Live(s) with?				
Extra information				



1) Manola from Lisbon

I live in the old town near the sea. It is called the Alfama. I have a very beautiful flat. There's just one room in my flat, one very big room with one very big window. My bed's next to the

window so I see the sea and all the lights of the city when I go to sleep. I live alone, but I have a cat and I'm near the shops and lots of friends come to visit me. I love my flat.



Alice
from Samoa

2) Ray and Elsie from Toronto

E: Our house is quite old, about fifty years old. It's quite near to the city centre. We have a living room, quite a big kitchen and three bedrooms, but the room we all love is our family room.

R: Yes, there's a TV and a stereo and a large comfortable sofa in there, and some big, old armchairs. We love sitting there in winter with the snow outside.

E: Our children aren't at home now, they both have jobs in the USA, so most of the time it's just Ray and me.



3) Brad from Malibu

My house is fantastic. It's right next to the sea. My neighbours are very rich. Some of them are famous film stars. In my house there are ten rooms, five are bedrooms, and everything is white, the floors, the walls, the sofas, everything. I also have a swimming

pool, a cinema and an exercise room. I live here alone. I'm not married at the moment. My ex-wife is French. She lives in Paris now with our three sons.



4) Alise from Samoa

I live with my family in a house near the sea. We have an open house, that is ...our house doesn't have any walls.

Houses in Samoa don't have walls because it is very, very hot, but we have blinds to stop the rain and sun. Our house is in the old style. We have only one room for living and sleeping, so it is both a bedroom and a living room. We have rugs and we sit and sleep on the floor.

2. Talk about where you live.

CAN YOU SPEAK ENGLISH?



3. Where do people speak these languages?

Model: They speak French in France and also in Canada.

French Spanish German Italian Portuguese Japanese English

4. Which languages can you speak? Tell the class.

Model: I can speak English and a little Spanish. And of course, I can speak my language.

5. Answer the questions with *can* or *can't* and ask your partner to answer them.

Can you ...?

1. drive a car
2. speak French
3. speak Italian
4. cook
5. play tennis
6. ski
7. swim

8. play the piano
9. use a computer

3. Tell the class about you and your partner.

Model: Lois can ski, but I can't.

4. What can computers do? Talk about computers with a partner. What can they do? What can't they do?

Can computers ...?



1. translate
2. write poetry
3. speak English
4. laugh
5. play chess
6. hear
7. check spellings
8. feel
9. make music
10. think
11. have conversations
12. fall in love

GRAMMAR EXERCISES

5. Complete the sentences with the Present Simple or Present Continuous.

1. I (leave) home at 7 o'clock every morning.

2. She usually (work) in the Sales Department in London, but at the moment she (do) a training course in Bristol.
3. He (try) very hard in every game that he (play).
4. Excuse me, I think that you (sit) in my seat.
5. (You/listen) to the radio very often?
6. Don't talk to me now. I (write) an important letter.
7. Why (they/drive) on the left in Britain?
8. It (not/get) dark at this time of year until about 10 o'clock.
9. It usually (rain) here a lot, but it (not/rain) now.

6. Write the sentences using the Present Simple or the Present Continuous.

1. (Usually / she / work / at the office)
2. (She / work / at home / now)
3. (She / know / three words in Italian)
4. (Usually / I / walk / to my work)
5. (You / watch / the television / at the moment)
6. (I / not remember / the name of the hotel)
7. (She / speak / three languages)
8. (The sun / shine /. It's a beautiful day!)

7. Make complete sentences by filling the gaps with phrases from the box.

Turn left	Come in	Don't wait	Don't forget	Stop
the car!	Help me!	Have	Don't listen	Pass
be late	Open	Come	Catch	Take

1. ... for me. I'm not coming tonight.

2. ... an umbrella with you. It's raining.
3. ... a rest. You look tired.
4. ... at the end of the road.
5. ... I can't swim.
6. ... to take your passport.
7. ... There's a cat in the road.
8. ... to my party, please.
9. ... your books at page 84.
10. ... the salt, please.
11. ... to that record. It's terrible.
12. ... The bus leaves at 9 o'clock.
13. ... and have a glass of lemonade.
14. ... the first train in the morning.

8. Use the words in the box to complete the list for new students.

leave -	show+	smoke-	work+	check+
give-	copy-			

1. ... hard, but take a break now and again!
2. ... your bags or coats in the lecture hall.
3. ... that you know all the examination dates.
4. ... your computer password to another student.
5. ... your ID card when you enter the building.
6. ... in the lecture halls or classrooms.
7. ... your essays from the internet!

Lesson 7

WHERE WERE YOU YESTERDAY?

1. Read the questions. Complete the answers.

Present	Past
1. What day is it today? - It is _____	What day was it yesterday? - It was _____
2. What month is it now? - It is _____	What month was it last month? - It was _____
3. Where are you now? - I am in/at ____	Where were you yesterday? - I was in/at _____
4. Are you in England? - ____	Were you in England last year? ____
5. Can you swim? - ____	Could you swim? - _____
6. Can you speak English? - ____	Could you speak English when you were seven? - _____

2. Ask and answer questions with a partner.

Where were you ...?

at eight o'clock this morning
 at half past six yesterday evening
 at two o'clock this morning
 at this time yesterday
 at ten o'clock last night

last Saturday evening

3. Complete the conversation, using *was, were, wasn't, weren't, couldn't*.



Kim: _____ you at Charlotte's party last Saturday?
 Max: Yes, I _____ .
 Kim: _____ it good?
 Max: Well, it _____ OK.
 Kim: _____ there many people?
 Max: Yes, there _____ .

Kim: _____ Henry there?
 Max: No, he _____. And where _____ you? Why _____ you there?
 Kim: Oh, I _____ go because I _____ at Mark's party! It _____ brilliant!

4. Look at these sentences.

*I was born in London in 1973. I could read when I was four.
 My sister couldn't read until she was seven.*

Match lines in A, B and C and make similar sentences about the four geniuses.

A	B	C
Mozart / born in	Siberia / 1938	Paint / one
Picasso / born in	Germany / 1879	dance / two
Nureyev / born in	Austria / 1756	play the piano / three
Einstein / born in		couldn't speak / eight

Spain / 1881

5. Ask and answer questions with a partner about the geniuses.

*When was ... born?
 Where was ... born?
 How old was ... when he could ...?*

6. Work in groups. Ask and answer questions about you.

- Where were you born?
- When were you born?
- How old were you when you could ...?
 - walk
 - read
 - ride a bicycle
 - speak a foreign language
 - talk
 - swim
 - use a computer

1. Read about little Miss Picasso and the new Mozart.



Little Miss Picasso

Alexandra Nechita is called “the new Picasso”. She paints large pictures in cubist style and sells them for between \$ 10,000 and \$ 800.000.

She was born in Romania but now she lives in Los Angeles with her family. She could paint very well when she was only four but her parents couldn't understand her pictures. Alexandra says: "I paint how I feel, sometimes I'm happy and sometimes sad. I can't stop painting." Every day after school she does her homework, plays with her little brother, then paints for two or three hours until bedtime.

Alexandra doesn't spend her money, she saves it: "We were poor when we were first in America. We couldn't buy many things, but now I can buy a big house for my family and we can travel the world. Last year we were in London, Paris, and Rome. It was fantastic!"

The New Mozart



Lukas Vondracek is very shy, but every year he travels the world and meets hundreds of people. Lukas is a brilliant pianist and he gives lots of concerts. Last year he was in Washington, Chicago, and London. He is

sometimes called "the new Mozart". He says "I'm shy, but I love giving concerts".

Lukas was born in Opava in the Czech Republic but now he lives with his parents in Vienna, where he practises the piano six hours a day. He goes to school two days a week. Lukas could play the piano when he was two and he could read music before he could read books. Now he can write music, too.

Lukas doesn't just play the piano; he plays football and ice hockey. He says: "Mozart was poor and he couldn't play football, so I'm not like him at all!"

8. Answer the questions about Alexandra and Lukas.

1. Why is he / she special?
2. Where was he / she born?
3. Where does he / she live now?
4. Who does he / she live with?
5. What could he / she do when he / she was very young?
6. Does he / she have much free time? Why?
7. Is he / she poor?
8. Where was he / she last year?
9. What is the same about Alexandra and Lukas? What is different?

GRAMMAR EXERCISES

9. Complete the sentences using *was* or *were*.

1. Today I am happy but yesterday I ... sad.
2. Now Jane is at home but last week she ... on holiday.
3. Today it's raining but yesterday it ... sunny.
4. This year there is a jazz festival here and last year there ... a pop festival.
5. Today Mr. Brown is at work but yesterday he ... ill.
6. Today I feel fine but yesterday I ... in bed all day.

7. Today is Saturday and we are at home, but yesterday we ... at school.

8. This summer we are staying at home but last summer we ... in Greece.

9. Today Tina and Jack are tired because yesterday they ... at the gym.

10. Mary spent last weekend in Madrid. Ask her some questions using *was* or *were*.

1. (your / hotel / good?)
2. (your / room / comfortable?)
3. (the weather / nice?)
4. (the streets / full of people?)
5. (the shops / expensive?)
6. (the city / exciting at night?)
7. (the museums / interesting?)
8. (the people / friendly?)
9. (your flight / OK?)

11. Put *was*, *wasn't*, *were* or *weren't* in the gaps in these conversations.

- a) *Peter*: ... Paul at home today?
Julie: No, he ... in the office. I think, he's sick.
- b) *Henry*: ... you in South America last year?
Steve: Yes, I ... in Bolivia on business, and then my wife and I ... in Brazil for a holiday.
- c) *Paula*: Philip and I ... at home in London last week.
We ... at Mike's house in Cornwall. It was lovely there. Do you know Mike?

Jane: Yes, I ... at Mike's party in Oxford in the summer. ... you there?

Paula: No, we ... there. Philip and I ... in Portugal in the summer.

Lesson 8

THEN AND NOW

1. Answer the questions about your grandparents and great-grandparents.

1. When were your grandparents and great-grandparents born?
2. Where were they born?
3. Do you know all their names?
4. What were their jobs?

If you know, tell the class.

2. Read and listen to Mattie's Smith's life.

Complete the text with the verbs.

Starts	lives	cleans	has
thinks	sits	writes	



Mattie Smith is 91 years old. She _____ alone in Atlanta, Georgia. She _____ her day at 7.30. First she _____ a bath, next she _____ the house, and then she _____ outside on her verandah and

_____ about her past life. Then she _____ poems about it.

3. Read and listen to the text about Mattie's life a long time ago.



Mattie was never at school. She lived with her mother and four sisters. She started work when she was eight. She worked in the cotton fields from 6.00 in the morning to 10.00 at night. She couldn't read or write but she could think, and she created

poems in her head.

4. What are the past forms of these verbs? Practise saying and writing them.

look	work	love	learn	
earn	marry	die	hate	want

5. Read and listen to Mattie talking about her past life.

Complete the text, using the Past Simple form of the verbs in exercise 4.



I _____ from 6.00 in the morning until 10.00 at

night. Sixteen hours in the cotton fields and I only _____ \$2 a day. I sure _____ that job but I _____ the poems in my head. I really _____ to learn to read and write. When I was sixteen I _____ Hubert, and soon there were six children, five sons, then a daughter, Lily. Hubert _____ just before she was born. That was sixty-five years ago. So I _____ after my family alone. There was no time for learning, but my children, they all _____ to read and write – that was important to me. And when did I learn to read and write? I didn't learn until I was 86, and now I have three books of poems.

5. Complete the questions about Mattie.

1. *When ... she ... work?* - When she was eight years old.
2. *Where ... she ...?* - In the cotton fields.
3. *Who ... she ... with?* - Her mother and sisters.
4. *How many hours ... she ...?* - Sixteen hours a day.
5. *How much ... she ...?* - \$2 a day.
6. *Who ... she ...?* - Hubert.
7. *When ... Hubert ...?* - Sixty-five years ago.
8. *When ... she ... to read?* - She didn't learn until she was 86.

6. Listen and check. Practise the questions and answers with a partner.

7. Complete the sentences with *did*, *was* or *were*.

1. Where ____ you born? Where ____ your mother born?

2. When ___ you start school?
3. When ___ you learn to read and write?
4. Who ___ your first teacher?
5. What ___ your favourite subject?
6. Where ___ you live when you ___ a child?
7. ___ you live in a house or a flat?

8. Stand up! Ask two students the questions in exercise 1.

9. Tell the class some of the information you learned.

Peter was born ... His mother ... He started school ...

10. Write the Past Simple form of the verbs. Which verb isn't irregular? Then listen and repeat the Past Simple forms.

have begin come go do leave get study become win lose buy she (not) meet

11. Listen to Simon and complete the sentences.

What did Simon do?

He ___ to school in 1994. He ___ to university where he ___ graphic design. Then, in 1997, he ___ a job with Saatchi and Saatchi, an advertising agency in London. He ___ his girlfriend, Zoé, and the next year they ___ a flat together.

12. Work with a partner. Ask and

answer questions about Simon.

1. When / Simon / leave school?
2. What / study at university?
3. When / job with Saatchi and Saatchi?
4. When / meet Zoé?
5. What / Zoé as Simon do in 1999?

13. What did you do five years ago? What can you remember? Tell the class.

GRAMMAR EXERCISES

14. Complete the sentences using the Past Simple form and the words in brackets.

1. We (go) on holiday to Scotland last year.
2. I (take) a taxi from the airport to the city centre.
3. The man in the shop (say) something to the woman, but she (not) hear him.
4. I (ring) the doorbell and a woman (open) the door.
5. I (write) a letter to a friend, and then I (post) it.
6. – (you/understand) the film? – No, I (try) to understand it, but the actors (speak) very quickly.
7. – (you/buy) some clothes at the market? – Yes, I (buy) a pair of trousers and a shirt.
8. – (you/enjoy) the festival? – Yes. It (not/rain) and we (listen) to some good music.

15. Make sentences using the correct form of the Past Simple.



1. (When/you/leave/the party?)
2. (I/wait/for him, but he/not/phone.)
3. (you/watch/the news on TV/last night?)
4. (Mark/stop/smoking/last month.)
5. (He/ask/me a question/but/I/not know/the answer.)
6. (I/live/there for a few years, but I/not/like/the place.)

16. It's the beginning of a new term at university. Two students, Nick and Eric, are talking about the summer holidays. Complete their conversation using the correct Past Simple form of the words in brackets ().

Nick: What ... (you/do) in the summer?

Eric: I ... (to take) a trip around Europe by train.

Nick: ... (you/go) on your own, or with some friends?

Eric: A couple of friends ... (come) with me.

Nick: How many countries ... (you/visit)?

Eric: I ... (go) to six or seven countries. I ... (have) a great time, and I really ... (love) all of them.

Nick: Which one ... (you/like) most?

Eric: Sweden, I think. I ... (enjoy) exploring the marvelous countryside and I ... (take) lots of photographs.

Nick: When ... (you/arrive) back home?

Eric: Last week. I'm still rather tired.

Lesson 9

TWO FAMOUS FIRSTS

1. Read about George Washington.



George Washington (1732-1799)

He was the first President of the United States. He became President in 1789, eight years after the American War of Independence.

His early life

George was born in Virginia. His family owned a big farm and had slaves. George didn't have much education. During his life he had three jobs: he was a farmer. He grew tobacco and owned horses. He worked hard but he also liked dancing and going to the theatre. In 1759 he married a widow called Martha Custis. They were happy together, but didn't have any children.

His later life

He was Commander-in-Chief of the army and fought the British in the War of Independence. When the war ended in 1781 he was happy to go back to the farm, but his country wanted him to be President. Finally, in 1789, he became President, and gave his name to the new capital city. He started the building of the White House, but he never lived in it. By 1797 he was tired of politics. He went back to his farm and died there two years later.

2. Complete the questions; ask and answer them with your partner.

1. How many jobs did he ...?
2. When did he ... President?
3. What did he ... doing in his free time?
4. Did George and Martha have any ...?
5. What ... he build?
6. How long ... he President?

3. Read about Margaret Thatcher.

Margaret Thatcher (1925)

She was the first woman prime minister in Europe. She became Prime Minister of Britain in 1979.

Her early life

She was born above a shop in the small English town of Grantham. Her father, Alfred Roberts, was a grocer. He worked very hard for little money. Margaret also worked hard, and she went to Oxford University, where she studied chemistry. In 1951 she married Denis Thatcher, a rich businessman. They had twins, a girl and a boy. The love of her life was politics. She didn't have much time for other interests. She said she only needed four hour's sleep a night.

Her later life

She became a politician in 1959, leader of the Conservative Party in 1975, and Prime Minister of Britain four years after that. She had a strong personality. A lot of people were afraid of her, and she was called "The Iron Lady". In 1984 Irish terrorists bombed her hotel, but she survived. She was Prime Minister for eleven years. She finally resigned in 1990, but she didn't want to, and she was in tears when she left 10 Downing Street.

4. Complete the questions; ask and answer them with your partner.

1. What ... her father's job?
2. When did she ... Denis?
3. How many children did they ...?
4. How much sleep ... she need?
5. When did the terrorists ... her hotel?
6. How long ... she Prime Minister?

5. Are the sentences true or false?

1. He/She came from a rich family.
2. He/She loved being a politician.
3. He/She worked hard.
4. He/She had a lot of other interests.
5. He/She had a goof education.
6. He/She married, but didn't have any children.
7. He/She was in office for eight years.
8. Finally he/she was tired of politics and resigned.

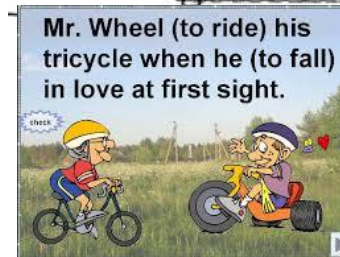
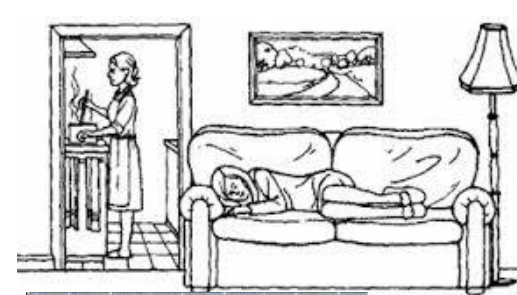
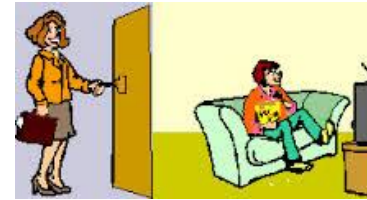
6. What do you think?

Who were famous leaders in your country? What did they do?

GRAMMAR EXERCISES

7. Complete the sentences by putting the verbs in brackets into the Past Continuous.

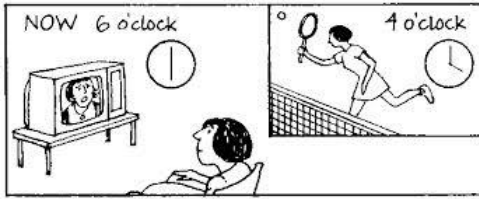
1. I tried to explain my problem to her, but she ... (not/listen).
2. He ... (talk) on the phone when I arrived.
3. A lot of people ... (wait) for the 7.30 bus last night.
4. I ... (live) in London when I met them.
5. At the end of the first half of the game, they ... (win).
6. It was a sunny afternoon and people ... (sit) on the grass in the park.
7. Which hotel ... (you/stay) in when you lost your passport?
8. I looked out of the window, and I saw that it ... (not/rain) any more.
9. What ... (you/do) at three o'clock yesterday afternoon?



8. Describe what the people in the picture were doing.

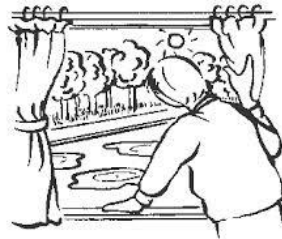


9. Complete the text using the Past Simple or the



Past Continuous of the verbs in brackets.

1. Beethoven ... (write) nine symphonies; he ... (write) another symphony when he died.
2. Last Sunday Tom wanted to make two salads. He ... (make) the first one in five minutes. He ... (make) the second one when his guests ... (arrive).
3. The artist Gaudi ... (design) several houses in Barcelona, Spain. Later he ... (start) work on a church. He ... (work) on the church when he ... (die).
4. Philip's football team were lucky last Saturday. After twenty minutes they ... (lose), but in the end they ... (win) the game by four goals to two.
5. John Lennon ... (sing) and ... (play) on many records with the Beatles. After that he ... (record) several songs without the Beatles. He ... (prepare) a new record when Mark Chapman ... (shoot) him.



Yesterday morning



New Orleans is the largest city in Louisiana, USA. It stands on the banks of the Mississippi River and is a busy port and tourist centre. Its population of about 550,000 is very cosmopolitan, with immigrants from many

countries. Every year from all over the world visit New Orleans to see its famous Mardi Gras carnival.

In 1682 the French named Louisiana after the French King, Louis XIV. They built New Orleans in 1718. In 1762, Louis XV gave it to his cousin Carlos of Spain. Then, in 1800, it became French again until Napoleon sold it to the USA in 1803. The French quarter in New Orleans still has many old buildings and excellent restaurants.



New Orleans is the home of jazz. Jazz is a mixture of blues, dance songs and hymns. Black musicians started to play jazz in the late 19th century. Louis Armstrong and Jelly Roll Morton came from the city. New Orleans is most famous for its jazz, but it also has a philharmonic orchestra.

Vienna

Lesson 10

CITIES OF THE WORLD

1. Read about New Orleans, Vienna and Liverpool.

New Orleans



Vienna, or Wien in German, is the capital of Austria. It stands on the banks of the river Danube and is the gateway between east and west Europe. Its music, theatre, museums, and parks make it a popular tourist centre. It has a population of over 1,500,000.

Vienna has a rich history. Its University opened in 1365, and is one of the oldest in Europe. From 1558 to 1806 it was the centre of the Holy Roman Empire and it became an important cultural centre for art and learning in the 18th and 19th centuries. The famous psychiatrist, Sigmund Freud, lived and worked there.

Vienna was the music capital of the world for many centuries. Haydn, Mozart, Beethoven, Brahms, Schubert, and Strauss family all came to work here. It is now the home of one of the world's most famous orchestras, the Vienna Philharmonic. Its State Opera House is also world famous.



Liverpool

Liverpool is Britain's second biggest port, after London. It stands on the banks of the River Mersey in the north-west England. It is an



important passenger port for travel to Ireland and many Irish immigrants live there. It has a population of nearly 500,000.

King John named Liverpool in 1207. The city grew bigger in the 18th century, when it became an important trade centre for sugar, spices, and slaves between Africa, Britain, the Americas, and the West Indies.

Liverpool's most famous musicians are the Beatles. In the 1960's this British rock group was popular all over the world. They had 30 top ten hits. They were all born in Liverpool and started the group there in 1959. They first played at a night club called the Cavern and then travelled the world. One of them, Paul McCartney, is now the richest musician in the world. Many tourists visit Liverpool to see the homes of the Beatles.



2. Answer the questions about the cities.

1. How many people live there?
2. What is the name of its river?
3. Why is it a tourist centre?
4. What are some important dates in its history?
5. Which famous people lived there?
6. What kind of music is it famous for?
7. What is world famous about the city?
8. Which of these things can you do in the city you read about?
 - go by ship to Ireland

- see Sigmund Freud's house
- see a famous carnival
- walk round the French quarter
- listen to a famous orchestra
- visit the homes of a famous rock group

3. Write some similar information about your city, town, or village. Tell a partner or the class.

GRAMMAR EXERCISES

4. Use the Present Perfect to make positive or negative sentences.

1. (He/lose/his passport)
2. (She/not/see/her sister)
3. (We/finish/our work)
4. (They/buy/a new house)
5. (They/not/phone/the doctor)
6. (They/go/to the cinema)
7. (You/eat/four bananas)
8. (You/not/take/any photographs)

5. Use the Present Perfect to make questions

1. (You/see/John)
2. (You/be/to Canada)
3. (They/cook/our breakfast)
4. (Jane/make/any mistakes)
5. (We/visit/all the museums)

6. Complete the sentences using the Present Perfect

form of the verbs in brackets.

1. She ... (work) as a secretary and as a schoolteacher.
2. She ... (live) in Paris since 1991.
3. He ... (visit) Canada and the USA.
4. They ... (be) married for four years.
5. He ... (write) four books.
6. She ... (climb) Mont Blanc twice.

7. Make sentences with the Present Perfect and *for* or *since*.

Model: I haven't played tennis since last summer.

1. (I/know/her/more than ten years)
2. (I/not/eat/anything/lunchtime)
3. (you/live/in this town/a long time?)
4. (Jill/be/a good/friend/we were at school together)
5. (you/see/Jack/the party last week?)

8. Complete the paragraph about the London Underground by putting in the Present Perfect or Past Simple forms of the verbs in brackets.

The London Underground

London ... (have) an underground train system since the nineteenth century. The London Underground ... (start/ in 1863, when Victorian engineers and workers ... (build) the Metropolitan railway. This railway line ... (go) from Paddington Station to Farrington Street Station, and steam engines ... (pull) the coaches. Eleven more lines ... (open) since then. The world's first underground electric

railway ... (open) in 1890. This line ... (go) from the City of London to Stockwell in South London. The most modern line is the Jubilee line, which ... (open) in 1979. Since the London Underground ... (begin), many other cities, such as New York and Moscow, ... (build) their own systems.

UNIT II

SPORT AND HEALTH

Lesson 1

MY SPECIALITY



We are students of the Institute of Physical Culture, Sport and Health. The students of our Institute began to go in for sport before entering the University. At the University they get various

sporting specialities. Some students specialize in sport games such as basketball, volleyball, football, handball and others. Other students specialize in swimming, rowing, track-and-field athletics, gymnastics, wrestling, boxing, weightlifting and others. They train regularly and take part in the competitions. Our students occupy first places and win medals. After graduating from the University they become coaches and teachers of Physical Culture.

Track-and-field athletics is one of the most popular sports. It includes many different events such as running, jumping,

throwing, walking and others. Nowadays it is called “the Queen of Sport”. Athletes can train at the stadiums, sports grounds and in the Palaces of Sport.

Sport makes people healthy and strong. We must go in for sport to keep fit. Enjoy your sport and success will come your way.

VOCABULARY EXERCISES

1 Translate the following words and word-combinations:

Інститут фізичної культури, спорту і здоров'я; займатися спортом; отримувати спортивні спеціалізації; спортивна гра; брати участь у змаганнях; займати перше місце; завойовувати медалі; поступити в університет; закінчити університет; стати тренером; стати вчителем фізкультури; бути здоровим і бадьорим.

2. Find the equivalents in the first and second columns:

Плавання	weightlifting
веслування	jumping
легка атлетика	rowing
гімнастика	wrestling
боротьба	swimming
бокс	throwing
важка атлетика	walking
біг	boxing
стрибки	track-and-field athletics

метання gymnastics
спортивна ходьба running

3. Ask your friend to answer these questions:

1. When did the students begin to go in for sport?
2. What sporting specialities do they get at the University?
3. Do they train regularly?
4. What results do they show at the competitions?
5. What professions do they get after graduating from the University?
6. How is track-and-field athletics called?
7. What does track-and-field athletics include?
8. Where do athletes train?
9. What must we do to keep fit?

4. Tell your friend about:

- a) the students of your Institute and their sporting specialities;
- b) track-and-field athletics;
- c) healthy way of life.

5. Communication:



1) Match the questions and answers:

Where were you born?	A year ago.
What do you do?	Three times a week.
Are you married?	In Thailand.
Why are you learning English?	Because I need it for my job.
When did you start learning English?	I'm a teacher.
How often do you have English classes?	No, I'm single.

2) Ask and answer the questions with a partner.

GRAMMAR EXERCISES

6. Remember the word-combinations with the indefinite article and make up your own sentences with them:

At a quarter past five; in a loud voice; in a low voice; in an angry voice; in a thin voice; in a trembling voice; in a

weak voice; to have a good time; a lot of; a great deal; to go for a walk; such a ...; after a while; in a day; in a week; in a month; in a year; What a good boy! What a long story! What a day!

7. Remember the word-combinations with the definite article and make up your own sentences with them:

In the middle; in the corner; to the right; to the left; in the morning; in the afternoon; in the evening; to play the piano; to play the guitar; in (to) the north; in (to) the south; in (to) the east; in (to) the west; What's the use? At (to) the cinema; at (to) the theatre; at (to) the shop; at (to) the market; the same; in (to) the country; the rest of the...

8. Remember the word-combinations without any article and make up your own sentences with them:

At school; at home; at work; in front of; at night; to go home; to leave home; at half past five; to come home; to go to bed; to go to work; to go to school; after work; from work; after school; from school; to have (cook, make, prepare) breakfast (lunch, tea, dinner, supper); after (before, at, for) breakfast (lunch, tea, dinner, supper); to watch TV; to play chess (football); out of doors; from morning till night; all day long; on horseback; on board a ship; in fact; it's high time; to take care of; at sunrise (sunset); in (to) town; by bus (tram, train, car); in spring (summer, autumn, winter); from place to place; for life.

9. Complete the sentences with articles where necessary:

Swift, ... famous English writer, was travelling one day on ... horseback with his servant. ... weather was bad, it was raining, and ... roads were muddy. In ... evening the two men came to ... inn. Before going to ... bed Swift told his servant to clean his boots. But ... servant was lazy and did not do it. In ... morning Swift asked ... servant why he had not cleaned ... boots. "What's ... use cleaning ... boots now?" said ... servant. "... roads are muddy, and ... boots will soon be dirty again." "All right," said ... writer. "Let's go. We must continue ... journey." "But I haven't had ... breakfast," said ... displeased servant. "Well, what's ... use giving you ... breakfast now?" said Swift. "You will soon be hungry again."

10. Complete the sentences with articles where necessary:

... English king Richard the Lion Heart was ... tall, strong man. He was very proud of his strength and liked to show ... people how strong he was. Once, as he was riding on ... horseback in ... countryside, his horse lost ... shoe. Luckily he was not far from ... village and soon he found ... blacksmith. "Give me ... good horseshoe", he said to ... man. ... blacksmith gave ... king ... horseshoe. Richard took it in his hand and broke it in two. "This horseshoe is no good", he said, "give me ... better one." ... blacksmith did not say ... word. He gave ... king ... other horseshoe, but Richard broke it too. ... blacksmith gave him a third shoe. This time

Richard was satisfied and ordered ... blacksmith to shoe his horse. When ... work was done, Richard offered ... man ... coin. ... blacksmith took ... coin between his fingers and broke it in two. Now it was Richard's turn to be surprised. He took ... larger coin out of his pocket and handed it to ... blacksmith. ... man broke it too, saying: "This coin is no good, give me ... better one." Richard smiled and gave ... man ... gold coin.

LESSON 2

OUR TRAINING



We study at the Institute of Physical Culture, Sport and Health. We train in different places. Gymnasts practise in the gymnasiums; track-and-field athletes and football players – at the stadiums, swimmers – in the swimming-pools, tennis players – on the tennis courts, cyclists – on the highway or cycling tracks; volleyball, basketball and handball players – on the outdoor playgrounds or in the indoor sport halls; wrestlers – in the wrestling halls, boxers – in the boxing halls, etc.

Usually we have training three times a week. Our training lasts about two hours. As a rule we begin our training with a warming-up, which is very useful for our body. It prevents injuries and pulling muscles. Usually a warming-up consists of slow running, fast running and free

standing exercises. During our training we perform various exercises depending on the kind of sport in which we engage.

We train according to our coach's instructions. We participate in different contests and tournaments. Sometimes the students of our faculty win gold, silver or bronze medals.

We always remember the proverb "A sound mind in a sound body".

VOCABULARY EXERCISES

1. Translate the following words and word-combinations into Ukrainian:

Gymnasium, swimming-pool, outdoor playground, three times a week, warming-up, fast running, to prevent injuries and pulling muscles, to depend on the kind of sport, according to our coach's instructions, to win gold, silver or bronze medals, "A sound mind in a sound body".

2. Translate the following words and word-combinations into English:

Факультет фізичної культури, стадіон, велотрек, закритий спортивний зал, тривати, повільний біг, вільні вправи, виконувати вправи, займатися спортом, брати участь у змаганнях і турнірах, пам'ятати прислів'я.

3. Ask your friend the following questions:

1. Where do you train?
2. How often do you have your training?
3. How long does your training last?

4. What do you usually begin your training with?
5. Why is warming-up so important?
6. What does warming-up consist of?
7. What do you do during your training?
8. What contests do you participate in?
9. What proverb about sport do you remember?

4. Answer the following questions:

What kind of sport would you advise a person to go in for if:

- he is tall?
- he wants to become strong?
- he wants to play hockey in summer?
- he wants to play hockey in winter?
- he wants to combine several kinds of sport?
- he likes to run?
- he likes to jump?
- he is interested in bicycles?
- he wants to be brave?

Use the following sports and sport activities for your answers:

- boxing
- wrestling
- weightlifting
- track-and-field athletics
- grass hockey
- ice hockey
- basketball
- pentathlon

- cycle racing
- gymnastics
- volleyball
- handball

5. Tell your friends about your training.

6. Communication:

Talking about you



1) Ask and answer questions with a partner.

- Where ... live?
- ... have any brothers or sisters?
- What... like doing at the weekend?
- Where ... go for your last

holiday?

Make more questions.

Ask your teacher some of the questions.

2) In groups, ask and answer the questions.

- Do you like listening to music?
- What sort of music do you like?
- What are you wearing?
- What is your teacher wearing?
- What did you do last night?

- What are you doing tonight?

GRAMMAR EXERCISES

7. Choose the right form of the noun from the brackets:

1. Two (child/children) were playing on the doorstep.
2. A (woman/women) looked round the corner of the house.
3. The (room/rooms) was large, and had faded Morris wallpaper.
4. A tall (man/men) of about fifty-seven came into sight.
5. But (people/peoples) who read my books know what he's like.
6. The (water/waters) ran twinkling across the road.
7. Why do (painter/painters) represent in pictures the faces of their fellow-men?
8. The (company/companies) was supposed to assemble at seven-thirty in the Common Room.
9. The (door/doors) opened to admit Sir Leopold.
10. The (remnant/remnants) of the feast had been removed.
11. The (new/news) from Geneva is not very good.

8. Put the sentences into the plural form:

1. It's a very difficult question to answer.
2. I think I'll take that cake on the right.
3. Look at this pumpkin! It's the biggest one I've seen this year.

4. Is this your scarf?
5. What is the child's name?
6. The cat has caught a mouse.
7. There was a lady, a gentleman, a boy and a girl in the room.
8. In the farmyard we could see an ox, a sheep, a cow and a goose.
9. Is this worker an Englishman or a German? – He is a Frenchman.
10. Can you see a bird in that tree?
11. Does your tooth still ache?
12. I held up my foot to the fire to warm it.

9. Paraphrase the following using the Possessive case:

The pen that belongs to Jack; the camera that belongs to my friend; the books that belong to her pupils; the shoes that belong to the girl; the flats that belong to the workers; the car that belongs to this miner; the coat that belongs to his brother; the watch that belongs to the teacher.

10. Paraphrase the following word-combinations:

Model: the shore of the lake - the lake shore

holidays in winter – winter holidays

a house made of bricks – a brick house

a plant producing tractors – a tractor plant

A gate made of iron; a dress made of silk; a town situated near the border; a forest in which pines grow; winds blowing from the west; the leader of the party; a gallery in which pictures are shown; a strike in London; a conference held in

Paris; a mistake in spelling; disease of liver; the policy of the government; a farm where chickens are raised; the movement for peace.

Lesson 3

PHYSICAL TRAINING LESSON



As we are students of the Institute of Physical Culture, Sport and Health, we have a Physical Training Lesson almost every day. Before a lesson we put on our sport suits and gym shoes and come to the gym. At the beginning of the lesson the coach gives the command “Line up!” and we line up in a single or double file. Then the coach gives such commands as “Dress!”, “Shun!”, “Eyes right!”, “Look at your tiptoes! Stand your tiptoes in a straight line!”

One of the students of our group gives a report. He says: “Our group is ready for a Physical Training Lesson!” We hear our coach’s command “At ease!” and the coach explains the object of the lesson.

During our lesson the coach gives us different commands: “Right turn! Forward march! Double time march! Slow down! Keep in step! Count in twos! Break! Ready go!”. We perform various exercises depending on the kind of sport in which we engage. We always begin our lesson with free standing exercises.

At the end of the lesson we again line up in a single line and say good-bye to our coach. Our lesson is over.

VOCABULARY EXERCISES

1. Remember the following commands:

Line up! (Fall in!) – Шикуйсь!

Dress! – Рівняйсь!

Shun! – Струнко!

Eyes right! (left, front) – Рівняння направо!

At ease! – Вільно!

Right turn! – Направо!

Forward march! – Кроком руш!

Double time march! – Бігом!

Slow down! – Сповільнити крок!

Keep in step! – Тримати ногу!

Count in twos! – На перший-другий розрахуйсь!

Break! – Розійдись!

Ready go! – Увага! Руш!

2. Find English equivalents of these words and word-combinations:

Факультет фізичної культури, урок фізичного виховання, надягнути спортивний костюм та спортивне взуття, прийти до гімнастичного залу, давати команду, здавати рапорт, пояснювати тему уроку, виконувати вправи, вільні вправи, шикуватися в одну шеренгу.

3. Answer the following questions:

1. What faculty do you study at?
2. What lesson do you have almost every day?
3. What do you do before you come to the gym?
4. What command does the coach give at the beginning of the lesson?
5. What commands does he give during the lesson?
6. What do you always begin the lesson with?
7. What do you perform during the lesson?
8. What do you do at the end of the lesson?

4. Read and translate the dialogue; dramatize it with your friends:

- What do you do in the evening as a rule?
- Usually I prepare for my lessons but tonight I must learn by heart all the commands for a physical training lesson. Those commands are so difficult to remember in English.
- Why, does your coach say them in English?
- Yes, he does. And he makes us say them.
- Well, the very first command is “Line up!”, isn’t it?
- Yes, or sometimes he says “Fall in!” and we line up in a single or double file.
- Next he must naturally say “Dress!”, “Eyes right!”, And you stand on your tiptoes in a straight line, don’t you?
- Right you are. Then our monitor gives the report, while we stand at attention. We all look forward to our coach’s command “At ease!”, “Ready go!” or

“Break!”.

- You know all these commands in English very well, so there’s no need to worry. I’m sorry, I must be leaving now.
- Cheerio!
- Cheerio!

5 Imagine that you are a coach. Give different commands and ask the students to perform them.

6. Tell about your Physical Training Lesson to your friend from the other faculty.

7. Communication:

1)

- How many different ways can people communicate?
- Describe the pictures.
- Mime to your partner, and your partner has to guess what they are.





2) What do you think?

- What can animals do that people can't?
- How do *you* like to communicate?
- What is happening in information technology now?

GRAMMAR EXERCISES

8. Complete the sentences using the correct form of the adjectives in brackets:

1. As the day went on, the weather got (bad).
2. She has been to Britain, her English is (good) than mine.
3. Ann's younger sister is still at school. Her (old) sister is a nurse.
4. His illness was (serious) than we thought.
5. My toothache is (painful) than it was yesterday.
6. Sorry I am late. It took me (long) to get there than I expected.
7. Health and happiness are (important) than money.
8. I like the countryside. It is (healthy) and (peaceful) than living in the town.
9. This clock is ten minutes (fast) than mine.
10. Today your marks are (bad) than they were yesterday.

9. Complete the sentences using the correct form of the adjectives in brackets:

1. It is the (cheap) restaurant in the town.
2. She is the (intelligent) students in the group.
3. He is the (good) player in this volleyball team.
4. It is the (old) building in the city.
5. It was the (popular) song of the year.
6. What is the (large) city in your country?
7. What was the (happy) day in your life?
8. What is the (bad) habit that you have?
9. Who is the (good) student in your group?
10. What is the (expensive) thing that you have ever bought?

10. Answer the following questions:

1. What is the biggest country in the world?
2. What is the deepest lake in the world?
3. What is the highest mountain in the world?
4. What is the longest river in the world?
5. Which month is longer: March or April?
6. When are days longer: in winter or in summer?
7. Which is the longest day of the year?
8. Which is the shortest day of the year?
9. Which is the shortest month of the year?
10. When is it colder: in October or November?

11. Paraphrase the following sentences using *as...as*, *not so ... as*, *not as...as*:

1. The Dnieper is long. The Volga is longer than the Dnieper.
2. My room is neither larger nor smaller than his room.
3. This watch is neither better nor worse than that.
3. Snowdon is high. Ben Nevis is higher.
4. Paul is neither older nor younger than his friends.
5. It is warm today. But it was warmer yesterday.
6. July is neither longer nor shorter than August.
7. I shall be busy tomorrow. Today I am busier.
8. English is difficult. German is also difficult.
9. His songs are popular. The Beatles' songs are more popular.

12. Translate into English:

1. Він не такий стомлений як вона.
2. Вправа 2 така ж важка, як і вправа 3.
3. Вона думає, що бокс такий же небезпечний вид спорту, як і боротьба.
4. Сьогодні вода в річці не така тепла, як учора.
5. Індія не така велика, як Китай.
6. Темза така ж красива, як Нева.
7. Російський музей такий же багатий, як Ермітаж.
8. Минулого року серпень був такий же спекотний, як і липень.
9. Екзамен був не таким важким, як ми очікували.
10. Цей пристрій такий же потужний, як і той.

Lesson 4

TRACK-AND-FIELD ATHLETICS



Athletics is a very common sporting event over the world. Athletics is a combination of different sports, generally running, jumping and throwing events. Running events include marathons, hurdle races, long distance and short distance events. Some jumping events are high jump, long jump, triple jump and pole vault. Throwing events involve javelin throw, discus throw, hammer throw and shot put.

There are also events that combine parts of running, jumping, and throwing. One of these is the *decathlon*, which includes two short-distance races, a mile run, a hurdles race, javelin, discus, shot-put, high jump and pole vault.

All participants are timed or have a distance measured and this is their end result. Participants train hard for an event and always aim to better their results. Track and field events take place in a sports stadium, either on the running track, or

on the field inside the running track. Other athletics events that are not track and field, include cross country running, road running, marathon running, and race-walking - these events take place outside a sports stadium.

Athletics is a sport that people take part in all over the world. It is a sport that is most common between young children up to younger adults. Athletics can be played for enjoyment, but it can also be a competitive sport. Athletics is also an event in the Olympic Games.

1. Find the English equivalents in the text:

Бігові види, бар'єрний біг, потрійний стрибок, стрибок з жердиною, метання спису, метання молоту, штовхання ядра, десятиборство, наполегливо тренуватися, спортивна ходьба, змагальний спорт.

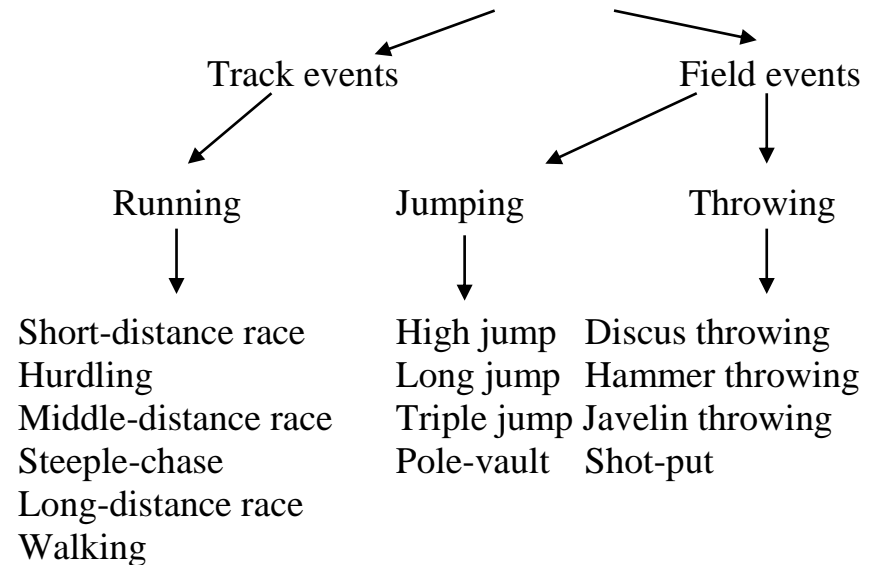
2. Translate the following words and word-combinations:

Running, jumping, throwing. marathons, long distance events, short distance events, discus throw, end result, to take place, running track, competitive sport.

3. Look at the scheme and answer the question:

What does track-and-field athletics (running, jumping, throwing) include?

Track-and-field athletics



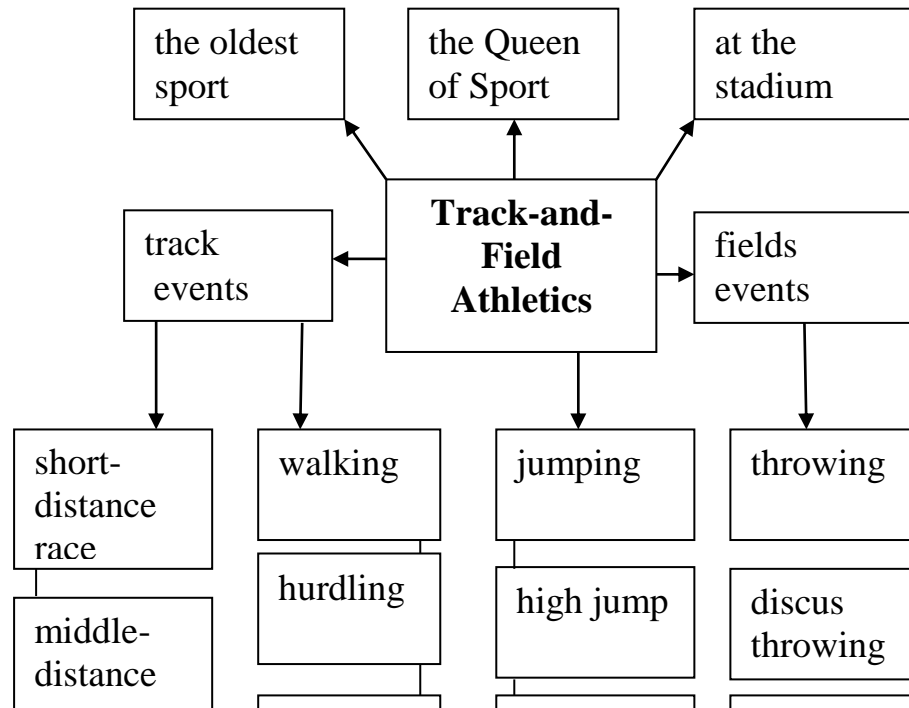
4. Find the definitions:

High jump	A two-day, ten events contest for men
Pole-vault	Propelling a solid metal ball through the air for a maximum distance
Long jump	A leap over high crossbar with the aid of a flexible pole
Triple jump	Propelling a heavy ball attached to a length of wire with a metal handle in a circle 2.1 m in diameter
Shot-put	A leap over a crossbar resting between two upright standards about 4 m apart
Discus throwing	Covering the greatest distance possible in a series of three quick leaps
Hammer throwing	A two-day, seven events contest for
Javelin throwing	
Decathlon	
Heptathlon	

	<p>women</p> <p>Propelling a steel metal spear into the air at the check line</p> <p>A spring into the air from a takeoff board, with the aim of covering the greatest possible distance</p> <p>Propelling the metal platter outward with a whipping motion of the arm from a circle 2.5 m in diameter</p>
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5. Tell your friends what you know about track-and-field athletics the Discussion Chart below:

6. Read the article about famous English sportsman. Put 5 questions to it and ask your friend to answer them.



SEBASTIAN COE

Sebastian Newbold Coe, Baron Coe, (born 29 September 1956, and often nicknamed "**Seb Coe**") is a former athlete and politician from the United Kingdom. A middle distance runner, Coe won the 1500 m gold medal at the Olympic Games in 1980 and 1984, and set eight outdoor and three indoor world records. He is widely considered to be

amongst the greatest middle distance runners of all time. Following his retirement from athletics, he served as a Member of Parliament for the Conservative Party from 1992-97. He became a life peer in 2000. He is the head of the London bid to host the 2012 Summer Olympics. After the International Olympic Committee awarded the games to London, he became the chairman of the London Organising Committee for the Olympic Games. In 2007, he was also elected a vice-president of the International Association of Athletics Federations.

He was awarded with the first Prince of Asturias Award in sports category in 1987.

Coe was appointed a Member of the Order of the British Empire in 1982 and an Officer of the Order of the British Empire in 1990. He was created a life peer in 2000 as Baron Coe, of Ranmore in the County of Surrey.

In December 2005, Coe was given a Special award at the BBC Sports Personality of the Year awards ceremony. He was appointed a Knight Commander of the Order of the British Empire in the 2006 New Year's Honours List for services to sport



7. Communication:

Neighbours

- 1) Who are your ideal neighbours?

- 2) Complete the questionnaire, and then discuss your answers with a partner.

Questionnaire

My ideal neighbours are people who...

Yes	No
...	...
... say hello when I see them	...
...	...
... I never see	...
...	...
... have parties and invite me	...
...	...
... are very quiet	...
...	...
... often come round for a cup of coffee	...
...	...
... come round to borrow things	...
...	...
... make themselves at home in my house	...
...	...

- 3) 'Good walls make good neighbours'. What does this mean? Do you agree?

GRAMMAR EXERCISES

8. Write in words what time it is:

11.05; 22.10; 3.15; 5.25; 7.30; 9.40; 10.35; 11.45; 12.55;
6.50; 1.05; 2.20.

9. Write in words:

- a) 13, 14, 40, 80, 19, 90, 82, 67, 79, 53, 82, 35;
- b) 143, 258, 414, 331, 972, 205, 101, 557, 999, 313;
- c) 15 500, 57 837, 45 971, 92 017, 65 331, 11 443, 4 125 963.

10. Form ordinal numerals from the following:

- a) 7, 4, 8, 9, 5, 12, 1, 2, 13, 15, 11, 10;
- b) 20, 21, 30, 32, 40, 43, 50, 54, 60, 75, 80, 98;
- c) 100, 120, 125, 200, 230, 231, 300, 450, 563, 892.

11. Read and write the following dates:

9.03.1814; 22.06.1941; 9.05.1945; 23.11.1928; 12.04.1961;
27.10.1977; 1.12.1991; 28.06.1996.

12. Answer the following questions:

1. How much is 17 plus 19? 2. How much is 25 plus 33? 3. How much is 120 plus 205? 4. How much is 13 minus 4? 5. How much is 200 minus 45? 6. How much is 7 multiplied by 8? 7. How much is 42 divided by 6?

Lesson 5

ASSOCIATION FOOTBALL



Association football is a sport played between two teams. It is usually called **football**, but in some countries, such as the United States and Canada, it is called **soccer**. In Japan, New Zealand, South Africa, Australia, and the Republic of Ireland, both words are commonly used.

Each team has 11 players on the field. One of these players is the goalkeeper, and the other ten are known as "outfield players." The game is played by kicking a ball into the opponent's goal. A match has 90 minutes of play, with a break of 15 minutes in the middle. The break in the middle is called *half-time*.

Football is the world's most popular sport. It is played in more countries than any other game. In fact, FIFA (the Federation Internationale de Football Association) has more members than the United Nations. It is played by both males and females.

In Europe, the main competitions to compete to be the best in Europe are the Champions League for the top teams from the top leagues in each country in Europe. Then there is UEFA Europa League which is for the next best teams from each member of the UEFA.

The most successful club in the world is Rangers F.C. from Scotland, who has won more major titles than any other team in the world. They have won the country's league 51 times which is a world record. Other successful clubs are FC Barcelona and Real Madrid from Spain, or Manchester United F.C. from England.

1. Find the English equivalents in the text:

Команда, гравець, воротар, вдарити м'яч ногою, ворота суперника, член асоціації, головні змагання, ведучі команди, успішний клуб, головні звання, світовий рекорд.

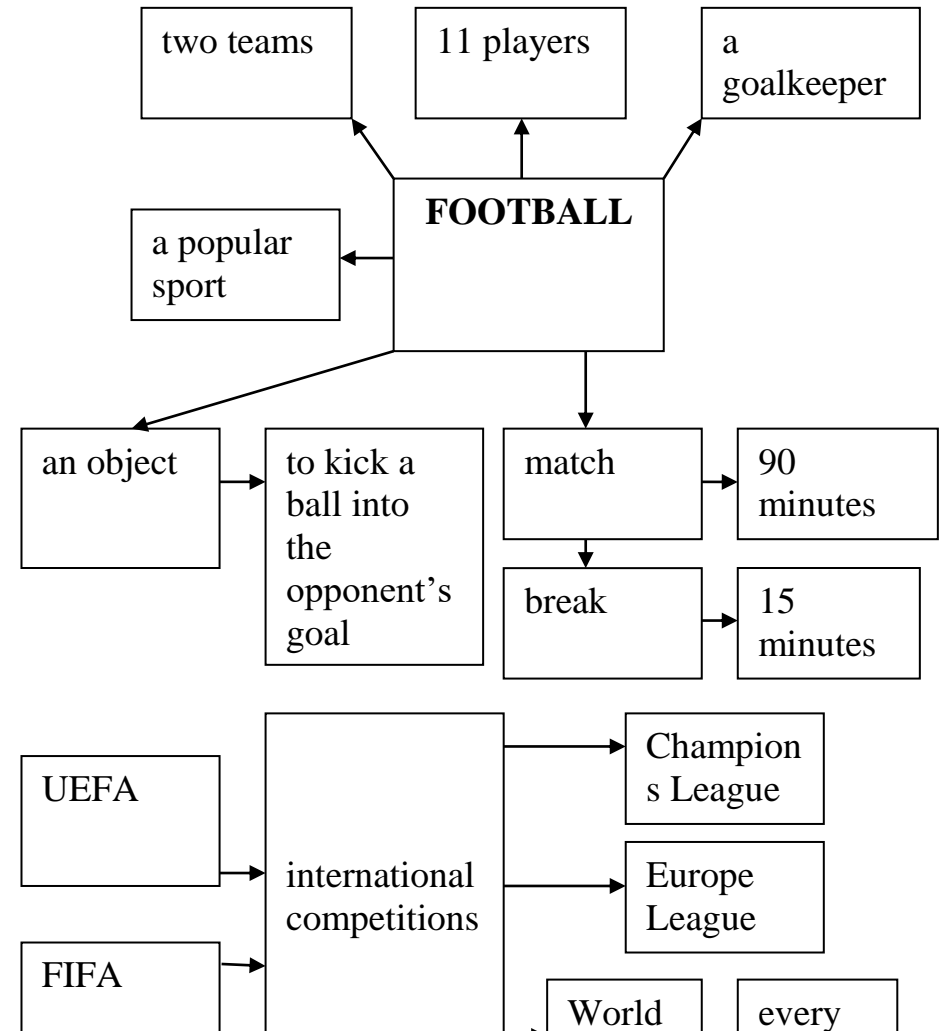
2. Correct wrong sentences:

1. Soccer is an American football.
2. Each team has 11 players and a goalkeeper.
 1. A match has 90 minutes of play, with a break of 15 minutes in the end.
 2. Football is played only by males.
 3. The main competitions in Europe are UEFA Europa League.
 4. Rangers F.C. from Scotland has won more major titles than any other team in the world.

3. Answer the following questions:

1. What is association football?
2. How is it called in the USA and Canada?
3. What players does each team have?
4. How long does a match last?
5. How long does a break last?
6. Is football a popular game?
7. What is the main football competition?
8. What is the most successful club in the world?

4. **Tell your friends what you know about football, your favourite football teams and football players using the Discussion Chart below:**



5. Read and translate the rules of football. Put questions to check whether your friends know the rules.

ASSOCIATION FOOTBALL RULES

- Players may not use their hands or arms (handball), except the goalkeeper, who may use them within his own *penalty area* (*penalty areas* are in front of both goals).
- Players may not trip or push each other (*a foul*).
- Players may not hold each other or stop other players from getting to the ball (*obstruction*).
- Players who commit bad fouls get shown a yellow card. Players who commit really bad fouls, or get shown two yellow cards in the same game, get shown a red card. Players who get shown a red card get sent off the field and cannot finish playing the game. In some competitions (like the Premier League in England) you miss the next game (suspended) if you get a red card, or pick up 5 yellow cards during the season.
- The ball is out of play if it crosses the boundaries.
- If a player kicks the ball out of play at the side of the field, the other team gets to throw the ball back into play (a *throw in*).
- If a player kicks the ball out of play at their end of the field, the other team kicks the ball back into play from the corner (a *corner kick*);
- If a player kicks the ball out of play at the other end of the field, the other team kicks the ball back into play from directly in front of the goal (a *goal kick*);
- The *offside rule* means that there have to be at least two defenders between the attacker and the defenders' goal when the attacker's teammate passes the ball to him/her. One of the two defenders often is the goalkeeper.
- When a player scores he is not allowed to jump into the crowd. If he does he will get a yellow card. The same applies to lifting their shirt in celebration.
- Players must not abuse referees in any way (verbally or physically).

6. Communication:

Social expressions

1) We use certain expressions in different social situations.

I'm sorry I'm late!

Don't worry. Come and sit down.

Match the expressions and responses. When do we use these expressions?

How are you?	Sleep well!
Hello, Jane!	Yes. Can I help you?
How do you do?	Good morning!
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela.
Good morning!	Not at all. Don't mention it
Hello, I'm Ela Paul.	Thanks.
Cheers!	Same to you!
Excuse me!	That's very kind. Thank you.
Bless you!	Bye!
Have a good weekend!	How do you do?
Thank you very much indeed.	Hi, Peter!
Make yourself at home.	Cheers!

2) Test a partner. Say an expression. Can your partner give the correct response?

3) With your partner, write two short conversations that include some of the social expression.

GRAMMAR EXERCISES

7. Use the Present Indefinite Tense of the verbs in brackets. Translate the sentences into Ukrainian.

My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to

be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

8. Translate the following sentences. Make them interrogative and negative.

1. The children drink coffee in the evening. 2. Her sister dances very well. 3. Our grandmother grows potatoes. 4. The pupils remember this rule. 5. Nick goes to bed at ten. 6. They listen to the radio in the morning. 7. You meet him every day. 8. It often snows in winter. 9. You want to play chess with him. 10. His mother teaches geography at school. 11. My brother wants to become a doctor. 12. She takes a bus. 13. The boys go in for sports. 14. She loves her parents. 15. His sister knows French.

9. Ask questions about the time and place of the action.

1. The pupils plant trees in autumn. 2. Peter comes to school at eight. 3. They discuss films after classes. 4. We listen to the news at ten o'clock. 5. The teacher corrects our dictations in the evening. 6. Her brother studies in Lviv. 7. Many birds fly to the south in autumn. 8. They spend their holidays in the country. 9. My parents live in a village. 10. His school-mates go to the theatre in the evening.

10. Put questions to the italicized words.

1. The children go to bed *at ten o'clock*. 2. His son knows English *well*. 3. My father reads *newspapers* in the

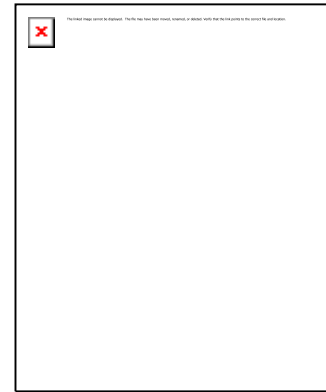
evening. 4. Her aunt lives in *Lutsk*. 5. Our parents grow *wheat*. 6. This man works at a *machine-building plant*. 7. It snows *in winter*. 8. We buy *bread* at this shop. 9. *My* sister learns many poems by heart. 10. *Ann* helps her mother about the house. 11. At the lesson we *read and speak* English. 12. Her mother teaches *Ukrainian*. 13. Your brother works *at the hospital*. 14. Some people want to study English *because they want to work abroad*.

11. Translate into English.

1. Де ти живеш? – Я живу в Києві. 2. Коли в тебе канікули? – У січні. 3. Що тобі найбільше подобається в університеті? 4. Мій брат працює в лікарні. Він лікар. Він встає в двадцять хвилин на восьму. Він працює вранці і вдень. Увечері він не працює. Увечері він відпочиває. 5. Твоя сестра говорить французькою мовою? – Ні. Вона говорить німецькою мовою, а її чоловік говорить англійською мовою. 6. Коли ви встаєте? – Я встаю за чверть сьома. 7. Коли встає твій брат? – Він встає за двадцять восьма. – А твоя сестра також встає за двадцять восьма? – Ні. Мій брат ходить у школу, а моя сестра не ходить у школу. Вона ще не учениця. Вона встає о дев'ятій годині. 8. Я вивчаю англійську мову. Мій друг також вивчає англійську мову. 9. Де ти живеш? Де живе твій товариш? 10. Де працюють твої батьки? 11. Що ви робите після уроків? 12. Хіба ви не вивчаєте фізики? 13. Хіба твій брат не ходить до школи? 14. Хто живе в цьому будинку? 15. Мені не подобається ця книжка. 16. Моєму товаришеві не подобається це оповідання.

UNIT III ANATOMY AND HUMAN BODY Lesson 1

ANATOMY AND BODY SYSTEMS



Anatomy is the study of the bodies of living beings. This can be people, animals, or plants. It is like taking the body apart, and looking at its parts (organs, muscles and bones). People who study *anatomy* then look where a certain organ (or bone, or muscle) should be, or where it normally is.

The history of anatomy dates back to 1600 BC when Egyptians began studying human anatomy. They discovered the functions of many organs like the liver, spleen, kidneys, heart etc. and were the first to discover the structure and functions of the lymphatic system.

Academic human anatomists are usually employed by universities, medical schools or teaching hospitals. They are often involved in teaching anatomy, and research into certain systems, organs, tissues or cells.

There are different systems, such as the cardiovascular system, also known as the circulatory system (the system that gets blood around the body), the muscular system (the system that contains muscles), the nervous system (the system that controls the nerves, and the brain) and the skeleton (the bones).

Human anatomy, physiology and biochemistry are similar basic medical sciences.

1. Find the English equivalents in the text:

М'язи, кістки, певний орган, відкрити структуру, бути зайнятим, наукове дослідження, тканини, клітини, біохімія.

2. Translate the following words and word-combinations:

Liver, spleen, kidneys, heart, lymphatic system, cardiovascular system, muscular system, nervous system, skeleton.

3. Complete the following sentences:

1. Anatomy studies the body apart and its separate parts like ..., ... and

2. Ancient Egyptians studied the functions of many organs like ..., ..., ..., etc.

3. Anatomy specialists at the Universities are often involved in teaching ..., and research into certain..., ..., ... or...

4. ..., ... and ... are similar basic medical sciences.

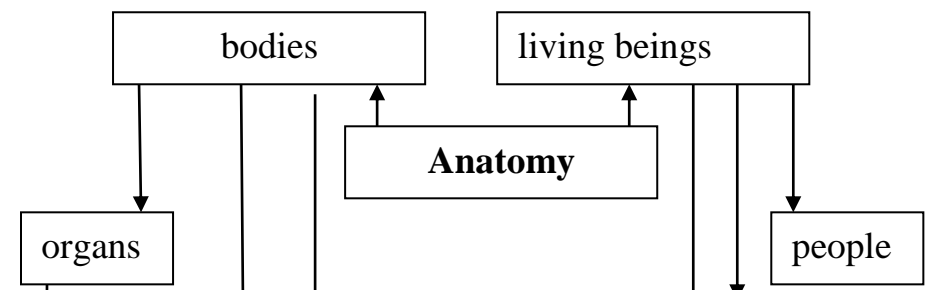
4. Find the definitions of the notions:

Heart	a tissue in the body
Liver	a <u>gland</u> (a special organ) in the body; it works closely with the <u>circulatory system</u>
Kidneys	two <u>organs</u> in the <u>abdomen</u> ; they are part of the <u>urinary system</u>
Spleen	an organ in the <u>abdomen</u> ; it is part of the <u>gastrointestinal system</u>
Muscle	an organ which pumps <u>blood</u> throughout the <u>body</u>

5. Answer the following questions:

- What does anatomy study?
- When was anatomy originated?
- What did ancient Egyptians discover?
- What systems are there in the body?
- What is the function of the circulatory system?
- What system contains muscles?
- What is the responsibility of the nervous system?

6. Imagine that you are a physiologist. Tell the students about anatomy and body systems using the Discussion Chart below:



- 1) What do you like best about living in your country?
- 2) What would you miss if you lived abroad?
- 3) Do you know any foreigners living in your country?
- 4) What do they like about it?
- 5) What do they find different?

GRAMMAR EXERCISES

8. Form the Past Indefinite of the following regular verbs:

to look, to seem, to dress, to love, to cry, to jump, to profit, to enjoy, to hurry, to clear, to ask, to translate, to rob, to carry, to cook, to shout, to answer, to play.

9. Give the three forms of the following irregular verbs:

to know, to go, to learn, to leave, to make, to mean, to meet, to say, to teach, to tell, to understand, to write, to give, to take, to read, to begin, to buy, to come, to grow, to eat, to drink, to have, to see, to speak, to break, to win, to sleep, to stand.

10. Make the following interrogative and negative.

1. The teacher repeated the question. 2. His wife planned her work well. 3. Their children cleaned the garden and then they played basketball. 4. The girl answered the question at once. 5. They slept in the open air. 6. The clock struck ten. 7. The little girl cried a little and then smiled. 8.

7. Communication:



**Living
Ukraine:**

in

She cooked a good dinner. 9. They waited for a bus. 10. The bus arrived at five.

11. Change the following into the Past Indefinite.

1. The girl learns English.
2. My friend gets up early.
3. The worker comes home at six.
4. The old women talk about the weather.
5. Nick goes to bed at ten.
6. You meet him every often in summer.
7. His mother comes home late.
8. The meeting lasts about two hours.
9. They live in France.
10. They travel there by train.
11. They are at school.
12. You are tired.
13. Peter is ill.
14. Is the doctor at the hospital?
15. I am a student.
16. The girls are at the theatre.

Lesson 2

THE HISTORY OF ANATOMY



Although human anatomy is one of the oldest sciences, it has been one of the slowest to develop. Hundreds of years ago doctors took an interest in the anatomy of the human body but they had to do their work by cutting up animals like dogs, pigs and monkeys. Then in about 300 B.C., students in Alexandria, Egypt, began the study of anatomy on the bodies of criminals who had been put to death.

Galen, a Greek physician who was born about A.D. 130 in what is now Turkey, dissected animal and human

bodies, studying the workings of the heart and lungs, the nerves and the muscles. Medical men still read Galen's books with interest and accept many of his statements as fact. Certain bones, nerves and other parts are still known by the names which he gave them.



It was not however, until the 16th century that Andreas Vesalius, a famous surgeon born in Brussels, laid the foundations of modern anatomy. He began by studying rats, mice and other small animals when he was a boy. Vesalius wrote a very important book which gave the first accurate descriptions of the various bones, muscles, blood vessels, nerves and other of the body. He corrected many errors made by Galen and other earlier parts writers, and as a professor at the University of Padua, in Italy, he attracted students from all over Europe.

One of the first students of anatomy who graduated from the University was William Harvey, a young Englishman, who completely changed medical science in 1616 by discovering how the blood circulated round the body.

Even so, anatomy did not progress very far until the microscope was invented. Anthony van Leeuwenhoek, a Dutchman, made the first microscope in the middle of the 17th century and doctors then realized that the body is made up of millions of



tiny cells, which are very close together.

Since that time many people have added to our knowledge of anatomy. One of the most important of these was Georges Cuvier of France who claimed that if he was shown a single bone he could name the animal from which it came. He was the first person to classify animals according to their skeletons.

Today, the X-rays make the study of anatomy easier, for with it surgeons can watch the human machine while it is at work.

1. Find the English equivalents in the text:

Препарувати тварин, прийняти твердження як факт, відомий хірург, закласти основи, точний опис, залучати студентів, закінчити університет, повністю змінити, винайти мікроскоп, крихітна клітина.

2. Translate the following words and word-combinations:

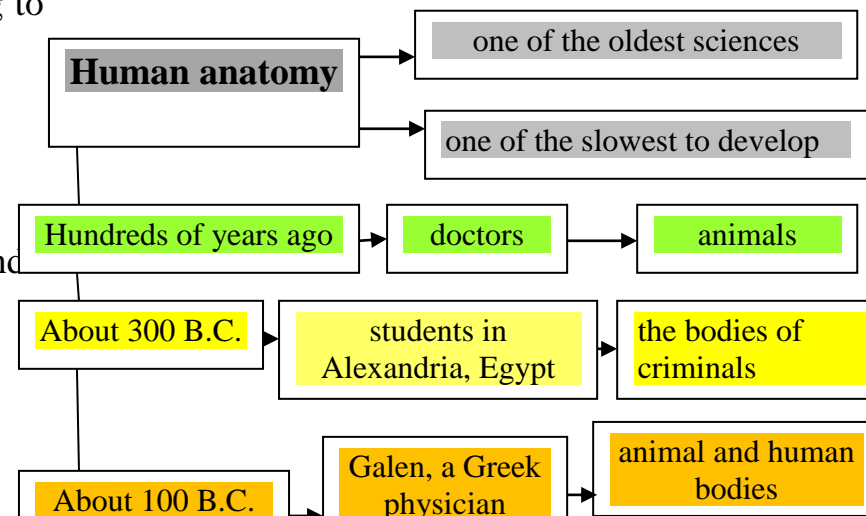
Human anatomy, to take an interest in, physician, the heart, the lungs, the nerves, the muscles, rats, mice, blood vessels, to corrected errors, to classify animals, according to skeleton, the X-rays.

3. Answer the following questions:

1. How did the ancient doctors have to study anatomy?
2. How did Galen study the workings of the heart and lungs?

3. Who laid the foundations of modern anatomy?
4. Who discovered the blood circulation?
5. When did anatomy start to progress?
6. Why do the X-rays make the study of anatomy easier?

4. Imagine that you are a museum director. Tell the visitors about the history of anatomy using the Discussion Chart below:



in many countries of the world? Think of clothes, food, cars Make a list. Work in groups and choose the most famous three. Compare your list with the class.

- What is the main shopping street in your town? What can you buy



- there that's special?
- Do you enjoy shopping? What do you like shopping for? What *don't* you like shopping for?

GRAMMAR EXERCISES

6. Put questions to the italicized words:

1. They sat *in the first row*. 2. The performance lasted *for two hours*. 3. He went to Kyiv *to see some friends*. 4. She put the mail *on my desk*. 5. He walked to the university *with Mary*. 6. They spoke to us *in French*. 7. He arrived home *very late*. 8. I found my English book *yesterday*. 9. She played tennis *badly*. 10. They lost their way *because it was dark*.

7. Translate into English.

1. Діти допомагали батькам. 2. Батько прийшов додому пізно. 3. Що ви робили в неділю? 4. Де ти був учора ввечері? – Я ходив у кіно. Тобі сподобався фільм? – Так, фільм мені дуже сподобався. 5. Що ви робили на уроці англійської мови? – Ми читали новий текст,

5. Communication:



Shopping:

- What are some of the famous brands and products that you can buy

відповідали на запитання і перекладали речення з української мови на англійську. 6. Коли ви почали вивчати англійську мову? – Ми почали вивчати англійську мову три роки тому. 7. Скільки сторінок ви прочитали минулого тижня? – Минулого тижня я прочитав десять сторінок. Мені подобається ця книжка. 8. О котрій годині ти звичайно встаєш? – Я встаю о сьомій годині. 9. О котрій годині ти встав учора? – Вчора я встав о восьмій. Я завжди встаю о восьмій у неділю. 10. Коли твої друзі приходили до тебе? Хто приходив до тебе вчора?

8. Open the brackets using the verbs in Present Indefinite or Past Indefinite.

1. Tom always (to eat) breakfast. 2. Yesterday he (not to eat) breakfast because he (to get) up late. 3. We (to like) to cook but we (not to like) to wash dishes. 4. He never (to shout) at his students. He (to be) a wonderful teacher, I remember. 5. My friend (to know) Spanish very well. 6. Who (to ring) you up an hour ago? 7. He (to live) on the third floor. 8. It (to take) you long to find his house yesterday? 9. When your lessons (to be) over on Monday? 10. I (to have) dinner with my family yesterday. 11. Her friend (to be) ready at five o'clock. 11. The teacher (to correct) our dictations after classes. 12. Yesterday he (to correct) our test-papers in the evening. 13. The test (to be) difficult? 14. You (to make) many mistakes in your dictation last week? 15. My brother (not to know) French. He only (to speak) English.

Lesson 3

THE MAN



The human body consists of the following main parts: a head, a torso and limbs. The skeleton of the body is composed of 223 bones, which are covered with muscles. The joints between the bones allow to perform movements. Our head is the centre of all bodily activity.

The forehead, the eyes, the eyebrows and the eyelashes, the nose, the mouth, the cheeks and the chin make the face. The mouth consists of two lips, teeth and a tongue. The eyes and the ears are very important organs. We see with our eyes and we hear with our ears. The head is joined to the torso by the neck.

The main parts of the torso are the chest, the shoulders, the blades, the back with the spinal column, the waist and the hips.

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

The arm consists of an upperarm, an elbow, a forearm, and a hand. The wrist is the joint, which unites the arm with

the hand. The hand consists of a palm, a back of the hand and fingers (fore finger, middle finger, ring finger, little finger and a thumb).

The surest way to keep fit is to go in for sport all our life. So let's make it our motto.

1. Remember the following words:

Head	forehead	лоб
	eyes	очі
	eyebrows	брови
	eyelashes	віії
	nose	ніс
	mouth	рот
	cheeks	щоки
	chin	щелепа
	Torso	chest
shoulders		плечі
blades		лопатки
back with spinal column		спина з хребтом
waist		талія
hips		стегна
Leg	thigh	стегно
	calf	литка
	knee	коліно
	shin	гомілка
	ankle	щиколотка
	foot	стопа

	heel	п'ята
	sole	підощва
	instep	підйом
	ball	подушечка пальців
	toes	пальці ноги
Arm	upperarm	плече
	elbow	лікоть
	forearm	передпліччя
	hand	рука
	wrist	зап'ясток
	palm	долоня
	a back of the hand	тильна сторона долоні
fingers	пальці руки	

2. Answer the following questions:

1. What main parts does the body consist of?
2. What are the main parts of the torso?
3. What does the leg consist of?
4. What makes the face?
5. Name the parts of the leg (the foot, the arm, the hand).
6. What is the surest way to keep fit?

3. Read and translate the dialogue, dramatize it with your friends:

- At the next lesson we must name all the parts of the body. Let us repeat them.

- Oh, it is very useful to repeat them now. So what are the main parts of the human body?
- The main parts of the human body are: the head, the torso and the limbs. Now tell me about the organs of breathing.
- The organs of breathing are: the nose, the mouth, the throat and the lungs. These organs are very important for the life of a man. I've forgotten the English for the organ which joins the head to the torso.
- Oh, it's the neck. Tell me, what does the arm consist of?
- The arm consists of the upperarm, the elbow and the forearm. The part from the shoulder to the elbow is the upperarm; from the elbow to the wrist is the forearm. What does the leg consist of?
- The leg consists of the thigh, the knee, the shin and the foot.
- We have mentioned almost everything, haven't we?
- I suppose we have.
- Let us call it a day then.
- Yes, let us.

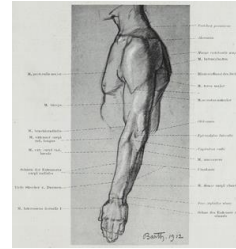
4. Remember the following phrases:

Let us repeat it. – Давай повторимо це.

I suppose. – Я вважаю (припускаю).

Let us call it a day. – Давай на цьому закінчимо.

5. Read and translate the text :



Human body is a marvel of construction. Every part of the human body has its own duty which it performs without difficulty as long as the man takes care of his health.

If we are not careful enough we may sprain an ankle, twist a blade, pull a muscle, strain the eyes, break a leg or an arm, etc.

It is important for sportsmen learning the English language to know well the names of all parts of the human body in English as all special sporting texts contain a great number of words concerning numerous parts of the body. Especially it concerns such kinds of sport as swimming, track-and-field athletics, gymnastics, boxing, sports games and others.

The knowledge of such words helps the student to better understand sports texts and makes communication between sportsmen easier.

Students engaged in different kinds of sport have to read much English literature. Learning English words helps the student to acquire the necessary proficiency.

6. Answer the following questions:

1. Is it important for our students to know human anatomy?
2. Does anatomy help the students to master physiology, biochemistry and other subjects?
3. Does the knowledge of anatomy deepen the proficiency in biological sciences?

4. What harm can we do for our body if we are not careful enough?
5. Is it important for sportsmen learning English to know well the names of all parts of the human body in English?
6. Do the special sport texts contain a great number of words concerning numerous parts of the body?
7. What kinds of sport does it especially concern?

7. Imagine that you are an Anatomy teacher. Tell the students about the human body.

8. Communication:

ALL OF OUR

Hopes and Ambitions:

Hopes AND
Dreams

ARE WITHIN REACH,

IF ONLY WE

Believe

1) Complete these sentences with ideas about you.

- One day I want to ...
- I can ... but I can't..
- Right now, I'd like to .
- Tonight I'm going to .
- I enjoy . . . because I like .

2) Ask and answer the questions with a partner.

- What do you like doing on holiday?
- Where would you like to be right now?
- Do you like learning English?
- Would you like to learn any other languages?
- Would you like to have a break now?

GRAMMAR EXERCISES

9. Change the following into the Future Indefinite.

1. I go for a walk after supper. 2. Everybody laughs at this picture. 3. Helen gives private lessons. 4. He spends his summer holidays in the country. 5. She agrees with him. 6. I saw him at the concert. 7. Our school year begins on the 1st of September. 8. We do our homework in the afternoon. 9. He had enough time to do the job. 10. There is a fine garden in front of the hospital. 11. She sleeps in the open air. 12. Mr. Fray is in his office. 13. She is a student. 14. His father is a driver. 15. Our teacher is in the classroom. 16. I take my brother to school every day. 17. They spend their holidays in the Crimea.

10. Make the following interrogative and negative.

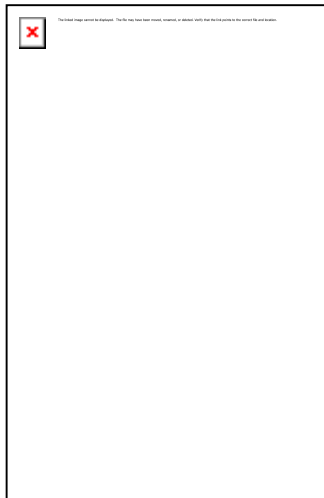
1. Bob will graduate from the university next year. 2. There will be a dance at the end of the party. 3. I shall do what you want. 4. Harris will sing a comic song. 5. They will announce this news later today. 6. We shall take Jane for a picnic. 7. They will have a meeting tonight. 8. There will be many visitors today. 9. Tom will be put in hospital. 10. We shall have a history class tomorrow. 11. You will tell us about it. 12. The plane will take off in five minutes. 13. They will have porridge for breakfast. 14. Ann will like the present.

11. Put questions to the italicized words.

1. Some of them will go *to Brighton* one of these days.
2. Next Sunday I shall write *a letter* to my friend.
3. Soon there will be many young trees *in the park*.
4. *Our friends* will come to see us today.
5. Jack won't go to the cinema *because he is busy*.
6. We'll play chess *tonight*.
7. *We*'ll get up at seven tomorrow.
8. The plant will make *agricultural machines*.

Lesson 4

THE HUMAN BODY



The human body has two main cavities or spaces:

- 1) the dorsal, or back, cavity, which contains the spinal cord and the brain, which is enclosed and protected by the bones of the skull;
- 2) the ventral, or front, cavity, which is partly enclosed by the spine and the ribs.

The ventral cavity is in turn divided into two parts:

- 3) the chest cavity, or thorax, which contains the lungs and the heart;
- 4) the abdominal cavity, which contains the intestines, the stomach, the spleen, the kidneys, the liver, the pancreas and other organs.

The lower part of the abdominal cavity, which is sometimes called the pelvic cavity, contains the organs of reproduction, the bladder and the tubes from which waste matter is expelled. All the cavities are lined with a smooth membrane, which is a kind of tissue. This is folded round the organs so that they are supported as if they were in a hammock.

Within this structure, the body is divided into many systems each of which has its own duty to perform to keep the body alive. The respiratory or breathing system provides the body with oxygen through the nose and lungs. The digestive system takes in fuel in the form of food and changes it so that it becomes suitable for the needs of the body. The blood system then carries it to the point where it is wanted. The nervous system transmits messages between one system and another.

1. Find the English equivalents in the text:

Спина порожнина, вентральна порожнина, спинний мозок, бути закритим, ребра, грудна порожнина (грудна клітина), черевна порожнина, кишечник, підшлункова залоза, порожнина малого тазу, сечовий міхур, гладка мембрана, обгортатися навколо органів, наче в гамаку, виконувати обов'язок, забезпечувати організм киснем, травна система, кровоносна система.

2. Translate the following words and word-combinations:

Human body, the spinal cord, the brain, the bones of the skull, the spine, the stomach, the spleen, the kidneys, the liver, the organs of reproduction, tissue, the respiratory or breathing system, the digestive system, the nervous system.

3. Complete the following sentences;

1. The human body involves ... main cavities.
2. The dorsal cavity contains the ... and the
3. The ventral is partly enclosed by the ... and the
4. The chest cavity contains the ... and the
5. The abdominal cavity contains the intestines, the ..., the ..., the ... , the ..., the ... and other organs.
6. The lower part of the abdominal cavity contains the ..., the ... and the
7. All the cavities are lined with a ..., which is a kind of
8. The respiratory system provides the body with ... through the ... and
9. The digestive system takes in fuel in the form of
10. The blood system carries oxygen to ...
11. The nervous system transmits... between

4. Answer the following questions:

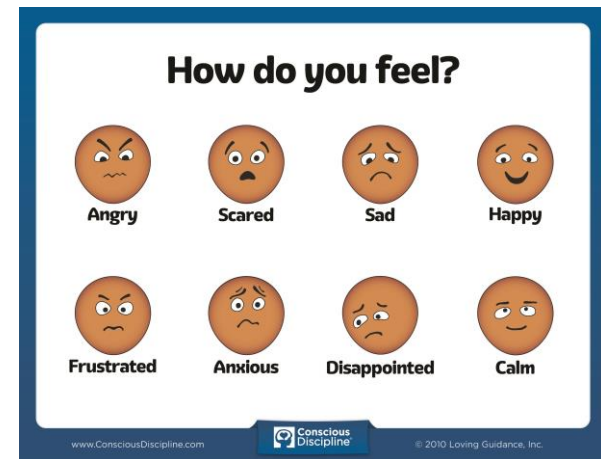
1. What main cavities does the human body include?
2. What parts is the ventral cavity divided into?
3. What organs does the lower part of the abdominal cavity contain?
4. What is the function of the respiratory system?

5. What is the duty of the digestive system?
6. What is the function of the nervous system?

5. Imagine that you are a doctor. Tell the students about the human body.

6. Communication:

How do you feel?



1) All the lines in A answer the question *How are you?* Match a line in A with a line in B

A	B
1 I feel nervous. -	It's so wet and miserable.
2 I don't feel very well.	I'm going on holiday to Australia

3 I'm feeling a lot better, thanks.	tomorrow.
4 I'm really excited.	My grandfather's going into hospital for tests
5 I'm fed up with this weather.	I think I'm getting the 'flu.
6 I'm really tired.	Nothing's going right in my life.
7 I'm a bit worried.	I've got an exam today.
8 I feel really depressed at the moment.	I've got a lot more energy.
	I couldn't get to sleep last night.

- 2) Choose a reply for each sentence in exercise 1.
- Cheer up! Things can't be that bad!
 - Why don't you go home to bed?
 - I'm sorry to hear that, but I'm sure he'll be all right.
 - I know. We really need some sunshine, don't we?
 - Poor you! That happens to me sometimes. I just read in bed.
 - That's great. Have a good time.
 - That's good. I'm pleased to hear it.
 - Good luck! Do your best.

GRAMMAR EXERCISES

7. Complete the following sentences.

- I shall have lunch as soon as ...2. He will post the letter as soon as ...3. We shall go to the country if the weather ...4. I'll listen to the radio before I ...5. She will not call you up until you ...6. They will go to the cinema or a concert after they ...7. I'll make you a sign, when I ...8. Wait

here until the doctor ...9. If mother does not allow us to go to the cinema, ...10. If he does not come in time, ...11. If the wind blows from the north, ...12. If she gets the dictionary, ...

8. Replace the infinitives in brackets by the Future Indefinite or the Present Indefinite.

- If you (to come) at five o'clock, we (to see) an interesting program on TV.
- Before you (to leave) home, ring me up.
- As soon as you (to get) my letter, let me know.
- When I (to enter) the University, I (to study) two foreign languages.
- If you (to be) busy on Sunday afternoon, we (not to go) to the stadium.
- If you (to look through) today's paper, you (to find) an interesting article.
- When she (to arrive) at the hotel, it (to be) 5 o'clock.
- When you (to be) tired, we (to stop) working.
- As soon as I (to get) any news about him, I (to tell) you about it.
- Before he (to begin) to read a book, he (to look through) it.
- I (to look after) my sister till the mother (to return).
- John (to let) us know as soon as he (to pass) all his exams.

9. Put the verb in brackets into the right form of the Future Indefinite Tense:

- But I (to be) fine tomorrow, I (to do) everything you (to tell) me.
- You (to go) with me tomorrow?
- I (not to do) anything to make him mad, I promise.
- I (to explain) everything tomorrow, about six.

5. I (to say) something to the press in some days, not now, later.
6. You have no business to sit up so late. You (to be) very sleepy tomorrow morning.
7. “You (to go) and (to get) his things ironed”, he ordered.
8. They (to come) back in half an hour. Wait and you (to talk) to them then.
9. You fear that he never (to return). But I know that he (to return).
10. It (to be) clear tomorrow and hot as in June.

Lesson 5

THE HUMAN SKELETON

There are more than 200 bones in the human skeleton. They are made of a hard, greyish-white substance which is tough. Some bones are hollow and filled with marrow, which is yellow and fatty in some and red in others.

Many bones are connected at joints, where they are bound together by bands of tough tissue called ligaments. Muscles as well as ligaments help in movements of the limbs. The whole skeleton is held together by strong bands of different types of tissue.

The skeleton can be divided into three main parts: the trunk, or body, which gives support and protects internal organs; the head, which is amazing example of strong protection and light weight; and the limbs, the legs serving for movement and support and the arms for action.

The backbone, which is also known as the spine and the spinal column, is made up of many small bones called *vertebrae*. Through the holes in *vertebrae* the spinal cord runs, means of which messages are taken to and from the brain. One of the jobs of the backbone is to protect this most important part of the body, without which people could not speak, move or perform any actions at all.

The *pelvis* is the part of the skeleton that connects the lower limbs with the spine. The organs inside the chest, such as the heart and lungs, are protected by a cage of bones known as the *ribs*. They are joined at the back to the *vertebrae*, and in front seven of the twelve are joined to the breastbone, which is also called the *sternum*. The ribs are flat and curved, as are most protective bones.

1. Find the English equivalents in the text:

Тверда речовина, порожниста кістка, бути заповненим кістковим мозком, бути зв'язаним, смуги міцної матерії, виконувати дії, плоскі кістки, вигнуті кістки.

2. Translate the following words and word-combinations:

Human skeleton, greyish-white substance, to be connected at joints, ligaments, movements of the limbs, trunk, to protect internal organs, spinal column, vertebrae, pelvis, ribs, sternum.

3. Complete the following sentences:

1. The human skeleton consists of
2. Most bones are connected at
3. Bones are bound together by bands of
4. The ... gives support and protects internal organs.
5. The ... serve for movement and support.
6. The ... serve for action.
7. The spinal column is made up of many small bones called
8. The ... connects the lower limbs with the spine.
9. The heart and lungs are protected by

4. Answer the following questions:

1. How many bones are there in the human skeleton?
2. What are the bones made of?
3. What are many bones connected at?
4. What helps in movements of the limbs?
5. What parts can the skeleton be divided into?
6. What is the backbone made up of?
7. What connects the lower limbs with the spine?
8. What are protected by a cage of bones known as the ribs?

5. Read the text and put 2 questions to it:

Head

The part of the skeleton that protects the brain and forms a framework for the face is called the *skull*. The *cranium* is the part that encloses the brain and it is made up of several bones. The upper jaw is fixed; the lower jaw is hinged to the base of the cranium by movable joints.

6. Read the text and put 4 questions to it:

Limbs

Each arm is made up of three long bones, the *humerus* in the upper arm and the *radius* and *ulna* in the forearm. The hand is attached to the arm by eight bones in the wrist, which is also called the *carpus*.

The bones of the legs and feet are arranged in much the same way as those of the arms and hands. In the upper part of each leg is the *femur*, which, because it has to support the weight of the body, is the longest and strongest bone of the skeleton. The upper end fits into the pelvis and the lower is part of the knee joint.

Good posture is very important to keep the skeleton acting properly.

7. Imagine that you are a surgeon. Tell the students about the human skeleton.

8. Read the following English proverbs. Try to remember as much as possible for 4 minutes (compete with your friends):

1. Trough hardships to the stars. - Через терни до зірок.

2. No man is born wise or learned. – Ніхто не народжується мудрецем і вченим.
3. Speech is silver, but silence is gold. – Слово – срібло, мовчання – золото.
4. Don't trouble trouble till trouble troubles you. – Не буди лиха, доки воно тихе.
5. Custom is a second nature. – Звичка – другий характер.

GRAMMAR EXERCISES

8. Put the verb in brackets into the right form:

1. I (to catch) the train if I (to take) a taxi.
2. You (to miss) the train if you (not to hurry).
3. I (to ring) him when I (to get) tickets.
4. I (to go) skating if it (not to be) very cold.
5. Mother said: "We (to have) dinner as soon as father (to come)".
6. He said: "I (to wait) till the clock (to strike) nine".
7. The teacher said: "Paul (to fail) at the examination if he (not to work) hard".
8. The pupils said: "We (to work) in our village after we (to finish) school".
9. I (to go) there now and I (to go) to bed before the boats (to start).
10. They (to keep) my luggage till I (to give) my new address.

9. Put different questions to the sentences:

1. The policeman knows everyone in this tiny village.
2. She promised to have dinner with me any time I wanted.
3. Harry will teach her to drive a motor cycle next week.

10. Translate the following sentences:

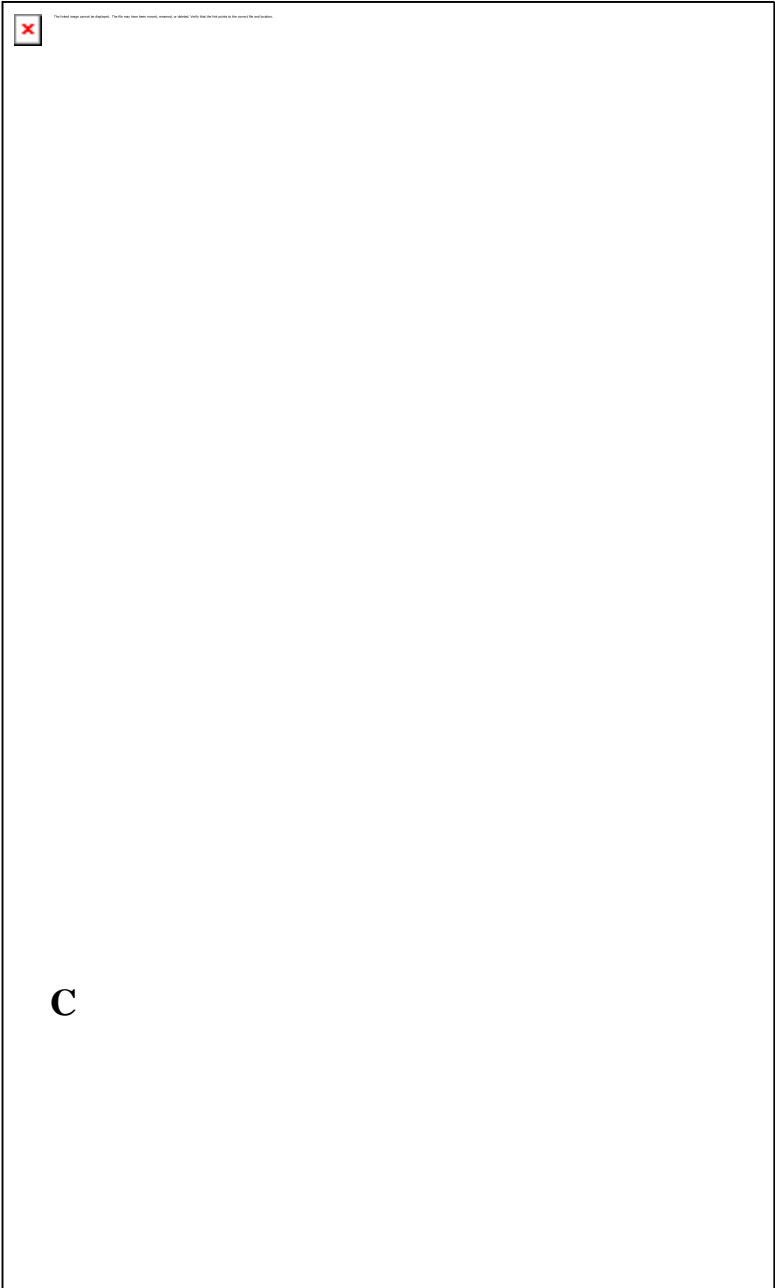
1. Мій друг дуже добре знає англійську й охоче вам допоможе.
2. Хто телефонував вам дві години тому?
3. Ви витратили багато часу, щоб знайти цей будинок?
4. Єлизавета друга народилася у 1926 році, а стала королевою Англії у 1952.
5. Він обіцяв, що ми прибудемо до Едінбургу до початку конгресу.
6. Ви запізнилися на збори й робите це щоразу, принаймні, протягом останнього місяця.
7. Коли ви будете піклуватися про цю стару привітну леді?
8. Вони завжди зберігають багаж протягом двох годин?
9. Я думаю, це буде приємна несподіванка для його тренера.
10. Лікар сказав, що прийде завтра, якщо я почуватиму себе погано й зателефоную йому.

BODY SYSTEMS

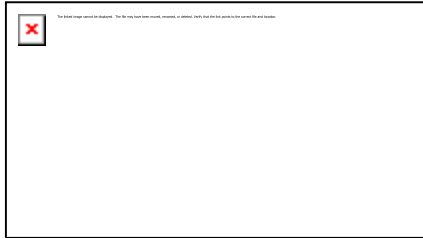
**UNIT III
BODY
SYSTEMS**

Lesson 1

**IR
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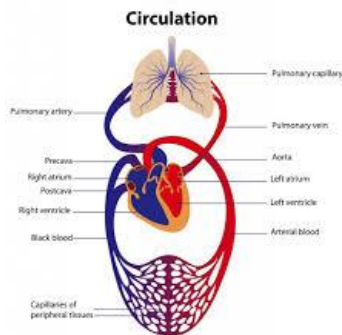
CIRCULATORY SYSTEM



Blood travels round the body by means of a network of blood vessels known as the circulatory system. It is kept in movement by the heart, which acts as a pump, and it reaches all parts of the body except the hair

and the nails.

Blood absorbs food from the digestive system and oxygen from the lungs. While circulating, it carries the food and oxygen to the millions of cells in the body. Every cell takes from the blood exactly the kind and amount of nourishment needed for life and growth and throws back into the blood its waste products, including water and water dioxide. Blood also carries important chemical substances to different parts of the body.



Blood is made up chiefly of a straw-coloured watery liquid known as plasma, and looks red because of the millions of microscopic red cells or corpuscles, which are larger and scarcer than red corpuscles.

The red corpuscles are disc-shaped and thinner in the center than at the edges. About one-third of each red corpuscle is haemoglobin, which is the substance that actually colours the blood. While the blood is flowing through the capillaries (tiny blood vessels) in the lungs, the

haemoglobin takes oxygen from the air in the lungs. The blood continues on its way and the haemoglobin gives out oxygen to all the cells in the body that need it.

Human blood has about 500 red corpuscles to every white one. Both red and white corpuscles are made in the marrow of the bones. The white corpuscles, also known as leucocytes, can change their shape, and instead of merely floating in the plasma all the time like the red corpuscles they are capable of moving independently and can squeeze through the walls of the capillaries and enter the body tissues.

1. Find the English equivalents in the text:

Кровоносні судини, серцево-судинна система, насос, система травлення, клітина, хімічні речовини, водяниста рідина солом'яного кольору, червоні кров'яні тільця (еритроцити), мозок кісток,

2. Translate the following words and word-combinations:

Heart, hair, nails, to absorb food, oxygen, lungs, cell, plasma, substance, haemoglobin, the walls of the capillaries, body tissues.

3. Answer the following questions:

1. What is the circulatory system?
2. What does blood absorb?
3. What is blood made up of?
4. What substance colours the blood?
5. Where does the haemoglobin take oxygen from?

6. Where are red and white corpuscles made?

go away from the heart. When arteries get very small, they are called *arterioles*.

4. Find the definitions:

Circulatory system	the smallest blood vessels that go between arteries and veins
Arteries	blood vessels that take blood towards the heart
Veins	blood vessels that take blood away from the heart
Capillaries	the body system that brings blood to the body
Aorta	the biggest systemic veins in the body
Vena Cava	the biggest systemic artery in the body
Arterioles	the smallest veins
Venules	the smallest arteries

Blood vessels that take blood towards the heart are veins. Veins get bigger as they go toward the heart. The smallest veins are called *venules*.

Capillaries go between arteries and veins.

6. Imagine that you are a haematologist. Tell the students about circulatory system.

7. Read, translate and remember the following sentences for the annotation of the article.

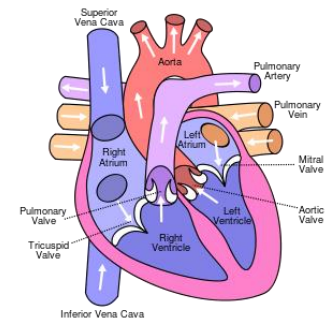
ANNOTATION

1. I have read the article in ... (“Digest”, “Art News”) .
2. It is ... (Ukrainian, British, American) ... (newspaper, magazine, journal).
3. The title of the article is
4. The author of the article is
5. The article considers the problem of
6. It gives ... (facts, photos, diagrams, schemes).
7. The author points out that
8. The article draws the readers' attention to the fact that
9. The author stresses that
10. The key problem of the article is ...
11. To my mind,

5. Read the text and put 4 questions to it:

Circulatory System

The circulatory system is the body system that brings blood to the body. The heart and all blood vessels make up the circulatory system.



Blood vessels that take blood

away from the heart are arteries. Arteries get smaller as they

12. The article is worth reading because the problem discussed in the article is of great interest (informative, of good use).

8. Make the annotation of the article:

William Harvey

From the History of Medical Science

By William Osler



William Harvey

William Harvey was an English medical doctor. He was born in Folkestone, Kent, England on April, 1, 1573. He was the first to explain how blood was moved through the body by the heart. He died on June, 3, 1657 in Roehampton.

William Harvey is famous for his idea on blood being pumped around the body by the heart. Christianismi Restitutio had found out how the circulatory system worked, but his work at the time was lost. Harvey found Restitutio's work a century later. Harvey travelled all over Europe doing research. Most of his research was done in Italy where he went to the Venerable English College in Rome.

A hospital in Ashford, Kent is named after him. He went to The King's School, Canterbury, then Ganville and Caius College, Cambridge. He then went to University of

Padua where he graduated in 1602. He was a doctor at St. Bartholomew's Hospital in London in 1609-1643.

Harvey announced his discoveries about the circulatory system in 1616. He said that blood was pumped around the body in a closed system. Blood was pumped by the heart through the body before coming back to the heart to repeat the process. This went against what was believed at the time to be true. William Harvey was an English physician who was the first to describe correctly and in detail the circulation and properties.

The Roman doctor, Galen believed that there were two systems in the body dealing with blood. It was thought at the time that the dark red blood in veins came from the liver and the bright red blood in arteries came from the heart. It was believed that the liver and heart made the blood and it was used up by the body parts it was pumped to.

Harvey's ideas came from dissecting human bodies. Harvey found that the liver would have to make 540 pounds of blood every hour for Galen to be right. This showed him that the blood was not being used up. It was being reused by the body. He said blood flowed through the heart in two loops. One loop went to the lungs and got oxygen. The other loop went to the organs and body tissue giving them the oxygen. He said the heart was just a pump that pumped blood around the body.

9. Communication:

What's it like?



- 1) What is the capital city of your country?
- 2) What is the population?
- 3) Is it an old or modern city?
- 4) Write down two things that you like about your capital and two things that you don't like. Tell the class.



GRAMMAR EXERCISES

10. Make the following sentences interrogative and negative.

1. You are doing that exercise correctly.
2. He is looking for the book which he lost.
3. All the birds are flying south.
4. The sky is getting very dark.
5. They are laughing at what you said.
6. They are travelling in Europe at present.
7. Helen is taking dancing lessons at the country club.
8. Mr. Evans is writing a series of articles on the economic situation.
9. Ann is doing well in her studies at present.

11. Put questions to the italicized words.

1. The children are planting *trees*.
2. They are working *in the garden*.
3. The girl is trying on *a dress*.
4. *Nick* is talking with his friends.
5. The students *are reading*.
6. The man is sitting *in the armchair*.
7. The girl *is drawing*.
8. The woman is wearing *a blue dress*.
9. *Peter's* brother is riding a bicycle.
10. They are talking *about the film*.
11. *He* is

watching TV. 12. The boy is running fast *because it is raining*.

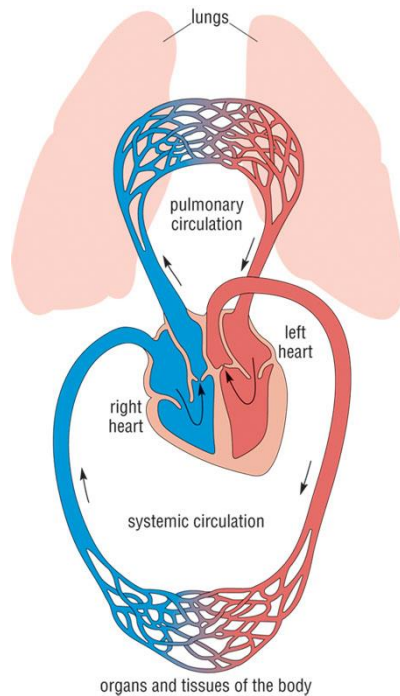
12. Use the verbs in brackets in the Present Continuous Tense.

1. Look! It (begin) to rain.
2. They (wait) for us on the corner now.
3. I see that you (wear) your new suit today.
4. Listen! Someone (knock) at the door.
5. Please! Be quiet! The baby (sleep).
6. The leaves (fall) from the trees.
7. John (have) lunch in the cafeteria now.
8. Listen! I think the telephone (ring).
9. Ann seems to be very busy. I guess she (prepare) her English.
10. I (clean) the blackboard.
11. The boys (skate).
12. The student (stand) at the door.

13. Replace the infinitive in brackets by the Present Indefinite or the Present Continuous.

1. We (to gather) mushrooms in summer.
2. The children are in the forest now. They (to gather) mushrooms.
3. Where is Kate? She (to do) her homework. She always (to do) her homework in the evening.
4. The pupils (to write) compositions once a month.
5. Don't shout. The pupils of the ninth form (to write) compositions.
6. Water (to boil) at 100°.
7. Turn off the gas. The milk (to boil).
8. Mary (to dance) all modern dances very well.
9. Look! Peter (to dance) with Jane.
10. Helen usually gets up late. She always (to hurry) to school.
11. Where you (to hurry)?
12. As a rule Paul (to prepare) his report in time.
13. Don't disturb him. He (to prepare) for his examination.
14. Take along your umbrella. It (to rain)
15. It often (to rain) in England.

Text 2



Systemic circulation

Blood that comes from the left side of the heart is full of oxygen and nutrients. Nutrients are substances that your body needs to live, like protein, fat, carbohydrates, vitamins, and minerals. This blood brings the oxygen and nutrients to your body.

This blood in *systemic* arteries that is full of oxygen and nutrients is *systemic arterial blood*. It is sometimes just called *arterial blood*.

The biggest systemic artery in the body is the aorta. This is the large blood vessel that comes out of the heart. Smaller arteries branch off from the aorta. These arteries have smaller arteries that branch off from them. The smallest arteries turn into arterioles.

The smallest blood vessels are capillaries. Systemic arterioles turn into capillaries. The blood from arterioles goes into the capillaries. There oxygen and nutrients go out of the blood into the tissue around the capillaries. The blood also

picks up carbon dioxide and waste from the tissue. The network of capillaries that brings blood to an area is called a *capillary bed*.

On the other end of the capillary, it turns into a venule. Venules are the smallest veins. Veins take blood back to the heart. As veins go back to the heart, they get bigger. The biggest systemic veins in the body are the vena cava. There are two vena cava. The *inferior vena cava* takes blood from the lower part of the body to the right side of the heart. (In medicine, inferior means below.) The *superior vena cava* takes blood from the upper part of the body to the heart. (In medicine, superior means above.)

1. Find the English equivalents in the text:

Поживні речовини, кровносна судина, відходити від аорти, перетворюватися на артеріоли, тканина, капілярна сітка, нижня порожниста вена, верхня порожниста вена.

2. Translate the following words and word-combinations:

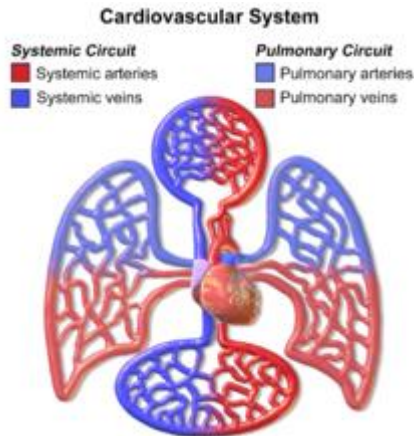
The left side of the heart, protein, fat, carbohydrates, vitamins, minerals, to bring oxygen, arterial blood, blood vessel, systemic arterioles, the tissue around the capillaries.

3. Answer the following questions:

1. What are nutrients?
2. What blood brings the oxygen and nutrients to the body?

3. What blood is full of oxygen and nutrients?
4. What is the biggest systemic artery in the body?
5. What are the smallest blood vessels?
6. What is a capillary bed?
7. What are venules?
8. What is the function of veins?
9. What are the biggest systemic veins in the body?
10. What is the function of two vena cava?

4. Read the text and put 4 questions to it:



Pulmonary circulation

This same movement of blood happens in the *pulmonary circulation*.

The blood that the vena cava takes to the heart is full of carbon dioxide. It has much less oxygen than (systemic) arterial blood. The right side of the heart pushes the venous blood into the pulmonary artery. The pulmonary artery takes blood to the lungs. In the lungs, the blood goes through the *pulmonary capillary bed*. (The capillaries that are in the lungs.) Here it gets more oxygen. It also drops off carbon dioxide. (This is the opposite of what happens in capillary beds in the rest of the body. In the systemic circulation blood drops off oxygen and picks up carbon dioxide.)

After the pulmonary capillary bed, the blood goes to the pulmonary veins. This *pulmonary venous blood* now is full of oxygen. The pulmonary veins take blood to the left side of the heart. Then the blood goes to the systemic circulation again.

5. Imagine that you are a haematologist. Tell the students about systemic circulation.

6. Make the annotation of the article:

Dickinson W. Richards



*From American National Biography
By Dickinson Woodruff*

**Dickinson Woodruff
Richards, Jr.** (October 30, 1895 – February 23, 1973) was an American physician and physiologist. He was a co-recipient of the Nobel Prize in Physiology or Medicine in 1956 with André Cournand and Werner Forssmann for the development of cardiac catheterization and the characterisation of a number of cardiac diseases.

Richards was born in Orange, New Jersey. He was educated at the Hotchkiss School in Connecticut, and entered Yale University in 1913. At Yale he studied English and

Greek, graduating in 1917 as a member of the senior society Scroll and Key.

He joined the United States Army in 1917, and became an artillery instructor. He served from 1918–1919 as an artillery officer in France.

When he returned to the United States, Richards attended Columbia University College of Physicians and Surgeons, graduating with an M.A. in 1922 and his M.D. degree in 1923. He was on the staff of the Presbyterian Hospital in New York until 1927, when he went to England to work at the National Institute for Medical Research in London, under Sir Henry Dale, on the control of circulation in the liver.

In 1928 Richards returned to the Presbyterian Hospital and began his research on pulmonary and circulatory physiology, working under Professor Lawrence Henderson of Harvard. He began collaborations with André Cournand at Bellevue Hospital, New York, working on pulmonary function. Initially their research focused on methods to study pulmonary function in patients with pulmonary disease.

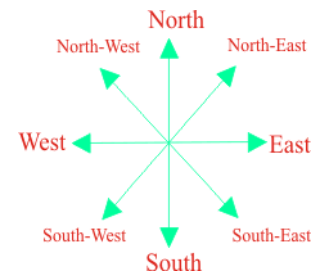
Their next area of research was the development of a technique for catheterization of the heart. Using this technique they were able to study and characterise traumatic shock, the physiology of heart failure. They measured the effects of cardiac drugs, and described various forms of dysfunction in chronic cardiac diseases and pulmonary diseases and their treatment, and developed techniques for the diagnosis of congenital heart diseases. For this work,

André Cournand and Werner Forssmann, were awarded the Nobel Prize for Physiology or Medicine for 1956.

In 1945 Richards moved his lab to Bellevue Hospital, New York. In 1947 he was made the Lambert Professor of Medicine at Columbia University, where he had taught since 1925. During his career he also served as an advisor to Merck Sharp and Dohme Company, and edited the Merck Manual. Richards retired from his positions at Bellevue and Columbia in 1961.

7. Communication:

Directions:



Giving Directions

VERBS

turn left	turn right	go straight ahead	go past ...	cross

PREPOSITIONS OF PLACE

at the corner of ...	next to	opposite	between

- 1) Give your partner directions to get to your house from your University.
- 2) Give your partner directions to get to the railway station from your University.
- 3) Give your partner directions to get to your University from the railway station.

GRAMMAR EXERCISES

8. Use the verbs in brackets in the Past Continuous Tense.

1. They (eat) dinner when we came. 2. It (rain) when I left home. 3. When you telephoned, I (have) dinner. 4. The baby (sleep) soundly when I went to wake him. 5. She (talk) with Mr. Smith when I saw her in the hall. 6. The accident happened while they (travel) in the South. 7. When I got up this morning, the sun (shine) brightly. 8. At seven o'clock, when you rang me up, I (read) the newspaper. 9. Mary (play) the piano when I arrived. 10. Helen fell just as she (get) off the bus. 11. The wind (blow) hard when I left home this morning.

9. Change the following into the Past Continuous.

1. The man is standing near the door. 2. Tom told a story. 3. The children swam in the river. 4. Is Mary wearing a white dress? 5. She went to the cinema. 6. They didn't work in the garden. 7. We are not sitting by the window. 8. The workers built a bridge. 9. The girl tried on a dress. 10. The old man spoke in a low voice.

10. Put questions to the italicized words.

1. The man *was reading a magazine* when somebody knocked at the door. 2. He was waiting *for a bus*. 3. *My brother* was skating. 4. The students were dancing *when I*

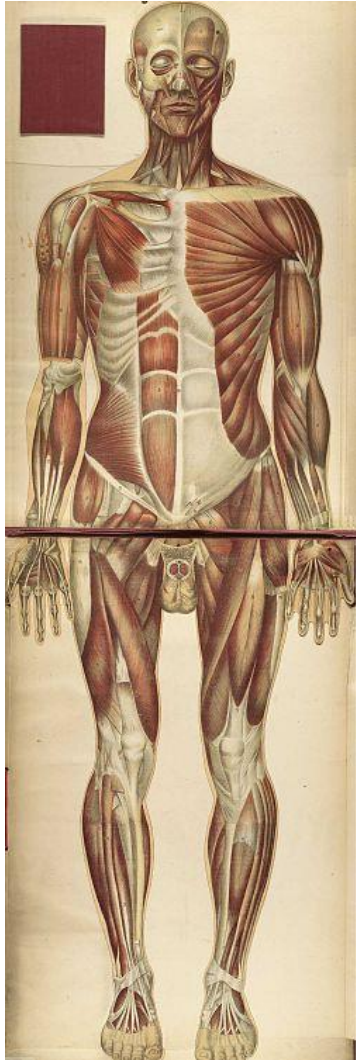
opened the door. 5. The girl was eating *ice-cream* when we came in. 6. She was looking *after her little brother*. 7. The pupils were discussing *a story*. 8. The man was passing the theatre *when the clock struck ten*. 9. It was snowing *when we went out*. 10. The boy was running *very fast*.

11. Use the verbs in brackets in the Past Continuous or the Past Indefinite Tense.

1. I (to go) to the cinema yesterday. 2. I (to go) to the cinema at four o'clock yesterday. 3. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 4. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 5. When I came into the kitchen, mother (to cook). 6. She (to cook) fish yesterday. 7. You (to do) your homework yesterday? 8. You (to do) your homework from eight till ten yesterday? 9. Why she (to sleep) at seven o'clock yesterday? 10. What Nick (to do) when you came to his place? 11. What he (to do) yesterday? – He (to read) a book. 12. What he (to do) the whole evening yesterday? – He (to read) a book.

Text 3

MUSCULAR SYSTEM



There are more than 500 muscles in the body. They control the body's action, for it would not be possible to walk, eat, breathe or talk without muscles. They play a part in every function of the body; even the beating of the heart is a muscular action. The muscles in the body vary in length and shape. They are circular, tubular or sheetlike. Most muscles are composed of thick and fleshy tissue in the middle and taper towards each end into strong white tissue called a tendon.

There are three types of muscle tissue: involuntary, or smooth muscle; voluntary, or striped muscle; and cardiac muscle. When seen under the microscope, the fibres of the involuntary muscles are found to be made up of spindle-shaped or elongated cells pointed at each end. Involuntary muscles are found in the skin, in blood vessels and in the walls of digestive organs.

They do not have tendons.

Voluntary muscles can be controlled by the will and they are connected by the cerebrospinal and cranial nerves to

the brain. Each voluntary muscle is a bundle of long fibres, and a nerve ending is connected to each fibre. When the nerve impulse strikes the fibre it contracts, or shrinks. All the fibres contracting together cause the muscle to shorten. If continued action is required, in the case of holding up a weight, the muscle does not contract once and remain in this position. Nerves must keep sending messages as long as the muscle is contracted.

Most muscles in the body are voluntary. They bring about visible movements, such as walking, talking and eating, as well as some movements inside the body. When looked through a microscope, they are seen to have alternate light and dark areas, and for this reason they are called striped muscles.

Cardiac muscles, which are found only in the heart, have stripes like the voluntary muscles but cannot be controlled by the will.

1. Find the English equivalents in the text:

Контролювати дію організму, дія м'язів, округлий, трубчастий, пластоподібний, товсті і м'ясисті тканини, конусоподібний, сухожилля, мимовільна (гладенька) мускулатура, довільний (посмугований) м'яз, серцевий м'яз, веретеноподібні або подовжені клітини, спинномозкові та черепно-мозкові нерви, пучок довгих волокон, нервові закінчення, скорочуватися.

2. Translate the following words and word-combinations:

The beating of the heart, to vary in length and shape, to be composed of, muscle tissue, blood vessels, digestive organs, to be controlled by the will, to shorten.

3. Answer the following questions:

1. What is the function of muscles in the body?
2. What shape do they have?
3. What are three types of muscle tissue?
4. What are the fibres of the involuntary muscles made up of?
5. Where are involuntary muscles found?
6. Why are voluntary muscles called striped ones?
7. What is the difference of cardiac muscles?

4. Read the text and put 4 questions to it:

Muscles act in one direction only. For instance, a contraction of the biceps, a large muscle on the front of the upper arm, causes the arm to bend. However, the arm is not straitened by the same muscle lengthening; another muscle on the back of the upper arm pulls it into place.

The muscles which enclose hollows in the body help to protect the organs inside the hollows. This is the case with the large muscles of the abdomen, which includes most of the digestive system.

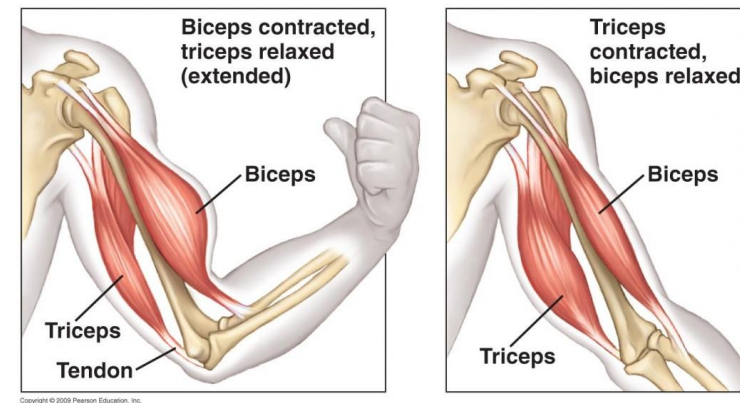
People who hardly ever move about find their muscles become weak and flabby through not being used enough. Some exercise, such as walking, should always be taken, particularly in childhood and youth, in order to be healthy and able to withstand strain later in life.

5. Make the annotation of the article:

Muscles and Movements

From Muscle Function

By Chris Chapman



A simple movement such as lifting your arm involves dozens of muscles, acting

together in sequence with split-second timing. About 650 muscles move the various parts of the skeleton. Muscles work in teams. The largest muscle is called the gluteus maximus, in the buttock. The smallest muscles are the tiny muscles of the small bones inside the ear. Altogether muscles make up more than half of an adult's body weight.

All muscles, including the heart, must be used regularly, or they waste away. Regular exercise is an important part of staying healthy. Taking part in a sport or exercising two or three times a week, helps keeping a person fit.

Muscles can pull, but they cannot push. Many, such as the biceps and triceps muscles in the upperarm, are arranged in opposing pairs. The triceps muscle in the arm contracts to pull on the forearm bones and bend the elbow. The triceps muscle in the arm contracts to straighten the elbow.

Remember the following words and word-combinations:

muscle [mʌsl] - м'яз

buttocks ['bʌtəks] - сідниці

biceps ['baɪseps] - біцепс

triceps ['traɪseps] - трицепс

elbow ['elbou] - лікоть

contract [kən'trækt] – стискатися, скорочуватися

6. Imagine that you are a doctor. Tell the students about muscular system.

7. Make annotations of articles article.

Stretching and Flexibility

by **Bradford D. Appleton.**

1)

The Musculoskeletal System

Together, muscles and bones comprise what is called the *musculoskeletal system* of the body. The bones provide posture and structural support for the body and the muscles provide the body with the ability to move (by contracting,

and thus generating tension). The musculoskeletal system also provides protection for the body's internal organs. In order to serve their function, bones must be joined together by something. The point where bones connect to one another is called a *joint*, and this connection is made mostly by *ligaments* (along with the help of muscles). Muscles are attached to the bone by *tendons*. Bones, tendons, and ligaments do not possess the ability (as muscles do) to make your body move. Muscles are very unique in this respect.

Muscle Composition

Muscles vary in shape and in size, and serve many different purposes. Most large muscles, like the hamstrings and quadriceps, control motion. Other muscles, like the heart, and the muscles of the inner ear, perform other functions. At the microscopic level however, all muscles share the same basic structure. At the highest level, the (whole) muscle is composed of many strands of tissue called *fascicles*. These are the strands of muscle that we see when we cut red meat or poultry. Each fascicle is composed of *fasciculi* which are bundles of *muscle fibers*. The muscle fibers are in turn composed of tens of thousands of thread-like *myofibrils*, which can contract, relax, and elongate (lengthen). The myofibrils are (in turn) composed of up to millions of bands laid end-to-end called *sarcomeres*. Each sarcomere is made of overlapping thick and thin filaments called *myofilaments*. The thick and thin myofilaments are made up of *contractile proteins*, primarily actin and myosin.

2)

Types of Muscle Contractions

The contraction of a muscle does not necessarily imply that the muscle shortens; it only means that tension has been generated. Muscles can contract in the following ways:

isometric contraction

This is a contraction in which no movement takes place, because the load on the muscle exceeds the tension generated by the contracting muscle. This occurs when a muscle attempts to push or pull an immovable object.

isotonic contraction

This is a contraction in which movement *does* take place, because the tension generated by the contracting muscle exceeds the load on the muscle. This occurs when you use your muscles to successfully push or pull an object.

Isotonic contractions are further divided into two types:

concentric contraction

This is a contraction in which the muscle decreases in length (shortens) against an opposing load, such as lifting a weight up.

eccentric contraction

This is a contraction in which the muscle increases in length (lengthens) as it resists a load, such as lowering a weight down in a slow, controlled fashion.

During a concentric contraction, the muscles that are shortening serve as the agonists and hence do all of the work. During an eccentric contraction the muscles that are lengthening serve as the agonists (and do all of the work). See section Cooperating Muscle Groups.

8. Communication:

The world's first megalopolis

1 Are these statements about China true or false?

- China is a communist country.
- One in five people in the whole world is Chinese.
- Chinese families can only have one child.
- Chinese people love tradition.
- Chinese people prefer bicycles to cars.
- The biggest city in the world is in China.

What do you think?

- In groups, write what you think are the ten largest cities in the world. Compare your list with the class. Your teacher will tell you the answer.
- Make a list of some of the problems that these cities face. Decide which are the three most important problems. Compare your ideas with the class.





GRAMMAR EXERCISES

8. Use the verbs in brackets in the Future Continuous Tense.

1. At ten o'clock tomorrow morning she (have) her music lesson. 2. I (wait) on the corner for you at the usual time tomorrow morning. 3. It probably (rain) when you get back. 4. If you come before six, I (work) in my garden. 5. At this time tomorrow afternoon I (take) my final English exam. 6. If we go there now, they (have) dinner. But if we go later, they (watch) television. 7. At this time next year he (study) at the University. 8. Don't come to see him tonight, he (to pack) things. 9. I (to travel) the whole summer.

9. Translate into English.

1. Ми бачили її вчора. Вона працювала в саду. 2. Коли годинник пробив дванадцять, ми всі сиділи за столом. 3. Де ти був о третій годині? Я дзвонив тобі, але ніхто не відповів. – Я ремонтував велосипед. 4. Коли я зайшов до залу, Ольга грала на скрипці. 5. Що вона робила, коли ви прийшли до неї? – Вона прибирала в кімнаті. 6. Коли я вийшов з дому, ішов сильний дощ. 7. Що робив учитель, поки ви писали твір? 8. Що робив ваш син о десятій годині вечора? – Читав якусь книжку. 9. Я бачив тебе, коли ти біг вулицею. Куди ти поспішав?

10. Ми поверталися додому пізно. Дощу не було, але дув сильний вітер.

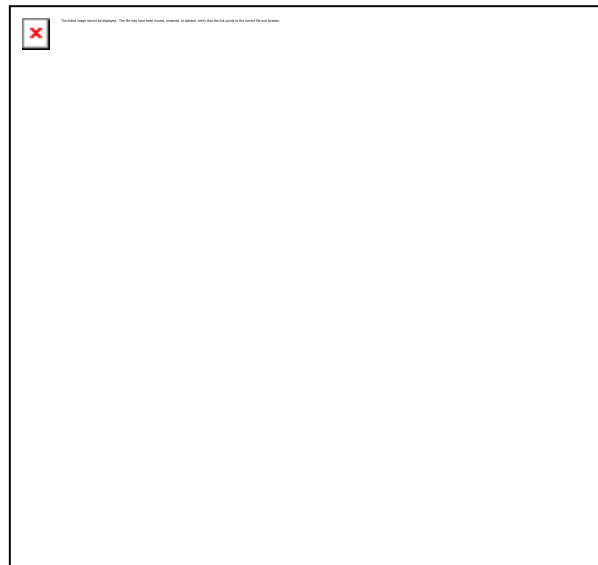
10. Use the verbs in brackets in the proper tense and retell the text.

It (to be) summer time. The sun (to shine) brightly and lots of people (to swim) in the river. Two men (to be) in the water. One of them (to wear) an evening dress. The other man (to look) at the man in the evening dress. He (to be surprised) to see the man. He (to ask) the man why he (to wear) an evening dress while he (to swim). "I (not to swim)," said the man. "I (to drown)."

to drown– тонути

Text 4

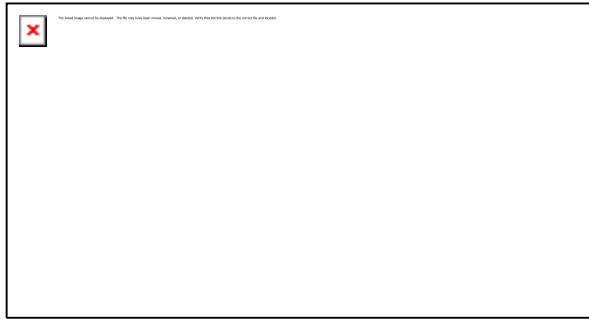
NERVOUS SYSTEM



The human nervous system can be thought of as a network of wires leading from the brain to every part of the body. By means of this network the brain rules the body, for from the brain orders go through the

nerves and in response people move, laugh, eat and behave as human beings. Through a special part of the nervous system the brain is informed of everything that happens in the body.

The nerves are made of many different parts. To begin with, there are millions of small nerve cells that are fairly regular in shape and can only be seen through a powerful microscope. They are called *neurons* and are very different in both their appearance and the way they work, from the other body cells. From each neuron grow a number of short branches or nerve fibres, called *dendrites*, and also a long fibre called the *axon*. A group of axons bundled together like the threads in a piece of string form the nerve. The nerve cells are joined together in a chain. A nerve is composed of two substances, grey matter and white matter. Each nerve is protected from touching another by the white matter, and the



white matter also binds together several nerves to make a nerve trunk, or bundle of nerves.

There are two nervous systems in the body, the central nervous system and the autonomous system. The central nervous system consists of the brain and the spinal cord. The nerves of the body are connected either with the brain (cranial nerves) or with the spinal cord.

(Structure of a typical neuron)

1. Find the English equivalents in the text:

Мережа дротів, за допомогою мережі, керувати організмом, у відповідь, бути правильної форми, нервові волокна, нитки у вервечці, нервовий стовбур, клубок нервів, спинний мозок, черепні нерви.

2. Translate the following terms and terminological expressions:

The human nervous system, the brain, nerve cells, neurons, dendrites, axon, substance, grey matter, white matter, the central nervous system, the autonomous system.

3. Answer the following questions:

1. How does the brain rule the body?
2. What is a neuron?
3. Are neurons similar to other body cells?
4. What is a dendrite?
5. What is an axon?
6. What is a nerve composed of?
7. What is the role of the white matter?
8. What are two nervous systems in the body?
9. What does the central nervous system consist of?

4. Read the text and put 4 questions to it:

The Central Nervous System

Henry Hallett Dale

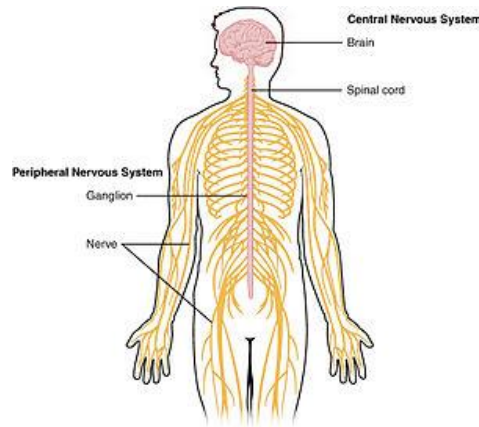
Feldberg, W. S. (1970). "Henry Hallett Dale. 1875-1968". Biographical Memoirs of Fellows of the Royal Society

Sir Henry Hallett Dale (9 June 1875 – 23 July 1968) was an English pharmacologist and physiologist. For his study of acetylcholine as agent in the chemical transmission of nerve impulses (neurotransmission) he shared the 1936 Nobel Prize in Physiology or Medicine with Otto Loewi.

Henry Hallett Dale was born in Islington, London, to Charles James Dale, a pottery manufacturer from Staffordshire, and his wife, Frances Anne Hallett, daughter of a furniture manufacturer. Henry was the third of seven children, one of whom (his younger brother, Benjamin Dale) became an accomplished composer and warden of the Royal Academy of Music.

Henry was educated at the local Tollington Park College and then the Leys School Cambridge (one of the school's houses is named after him) and in 1894 entered Trinity College at Cambridge University, working under the physiologist John Langley. For a few months in 1903 he also studied under Paul Ehrlich in Frankfurt, Germany.

Dale received his M.D. from Cambridge in 1909. While working at the University College London (UCL), he met and became friends with Otto Loewi. Dale became the Director of the Department of Biochemistry and Pharmacology at the National Institute for Medical Research in London in 1914. He was knighted in 1932, receiving the Order of Merit in 1944 and the Knight Grand Cross of the



The main line of communication between the brain and the body is the spinal cord, which is enclosed within the backbone, or spine. The spine is made up of small bones called the *vertebrae*. A hole goes through each vertebrae.

A spinal cord comes straight from the part of the brain called the *medulla*, and, like the brain, is surrounded by a liquid called the *cerebrospinal fluid*. The spinal cord is a grouping together of the nerve trunks. Nerve trunks extend in pairs, one to the right and the other to the left of the spinal cord. The vertebrae do not fit together exactly, and these nerve trunks (32 of them) go through the spaces between the vertebrae. Each nerve trunk branches off into the nerves which serve the various parts of the body.

5. Imagine that you are a neurologist. Tell the students about the human nervous system.



6. Make the annotation of the article:

Order of the British Empire in 1948. Dale served as President of the Royal Society from 1940 to 1945. He became a Professor of Chemistry at the Royal Institution in 1942. During World War II, he served on the Scientific Advisory Panel to the Cabinet.

7. Communication:

EVERYDAY ENGLISH

Exclamations with *so* and *such*

1 **T 10.7** Read and listen to the sentences.

Tom was scared. He was very scared. He was so scared!

Do you think this use of *so* is more written or spoken? What effect does it have?

2 Look at the sentences. When do we use *so*, *such a(n)*, *such*, *so many*, and *so much*?

We were all *so* worried!

Mike's *such* an idiot!

It was *such* a good idea of Jamie's!

He has *such* crazy friends!

We had *such* awful weather on holiday!

There are *so many* places I want to go to!

I've got *so much* work!

3 Complete the sentences in **A** with *so*, *such a*, *such*, *so many*, or *so much*. Then match them with the sentences in **B**.

A	B
1 Their house is _____ mess!	I could eat a horse.
2 There were _____ people at the party!	I don't know where it's all gone.
3 I'm _____ hungry!	You really didn't have to.
4 Jane and Pete are _____ nice people!	She understands every word I say.
5 I've spent _____ money this week!	There was nowhere to dance.
6 A present! For me? You're _____ kind!	Thank you so much for inviting us.
7 We've had _____ nice time!	But I can't stand their kids.
8 Molly's _____ clever dog!	I don't know how they live in it.

GRAMMAR EXERCISES

8. Choose the right form of the verb in brackets:

1. I'm interested in what you (say/says/is saying/are saying) about yourself.
2. "I'm not going to take it, Herb. You (to waste) my time, really."
3. I don't think we (to speak) of the same person.
4. He laughed. She glanced quickly over: "Why (to laugh) you?"
5. I say, listen! Someone (to have) a bath.
6. Water (to boil) at 100 C but your milk (to boil) now.
7. Take along your umbrella. It (to rain). It often (to rain) in England.
8. I want an honest answer. You (to tell) the truth? - I always (to do) so.
9. We (to start) tomorrow morning. He may join us if he (to want).
10. The teacher (to be going) to explain this rule again.

9. Answer the following questions:

1. What were you doing when I rang you up?
2. What was Ann doing when you came to her place?
3. Was it raining the whole day yesterday?
4. Was it snowing when you got off the trolley-bus?
5. What was your friend writing when I entered the room?
6. What were you thinking about when you asked me this question?
7. What were you planning when you made no reply?

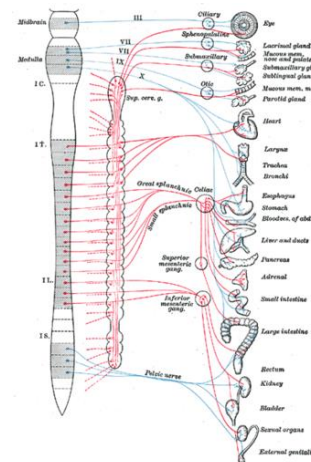
8. What was the man passing when the clock struck eleven?

10. Put the verb in brackets into Past Indefinite or Past Continuous:



Last night I (to be) alone at home. I (to lie) on my bed and (to watch) TV when I (to hear) a strange noise. The noise (to come) from the kitchen. I (to go) downstairs, (to pick up) a heavy vase from the table and (to make) for the kitchen. I (to open) the door very slowly. Then I (to see) someone. He (to search) in the fridge. I (to be) so frightened that I (to drop) the vase I (to carry) and it (to crash) onto the floor. The man (to turn) towards the door and I (to see) his face. It was my husband.

11. Put six different questions to the text of exercise 9.
12. Write down a similar story happened with you.



Text 5

The Autonomic System

The central nervous system only controls actions that are done deliberately, but much goes on in the body that has to be carried on

without conscious thought. For example, breathing and digestion go on all the time without effort. The beating of the heart does the same, although it can go faster because of emotion or for some other reason. These actions are carried on by the autonomic system, which does not have to be controlled by conscious thought, though the central nervous system can affect it.

The nerves of the autonomic system form a separate network inside the body and are centred round the backbone, running in two lines parallel to the spinal cord. Here and there is a cluster of nerves called a *plexus*, and from each plexus branch the nerves go to the heart, lungs, liver, kidneys and other internal organs.

A violent emotion, such as rage, may affect the organs controlled by the autonomic system because of their connection with the brain through the *vagus nerve*, which reaches into the chest and below.

1. Find the English equivalents in the text:

Виконуватися свідомо, здійснюватися без свідомої думки, вегетативна система, контролюватися свідомою думкою, впливати, концентруватися навколо хребта, скупчення нервів, сплетіння, різкі емоції, гнів, блукаючий нерв.

2. Translate the following terms and terminological expressions:

Breathing, digestion, the autonomic system, the central nervous system, backbone, spinal cord, plexus, heart, lungs, liver, kidneys, internal organs, vagus nerve, chest.

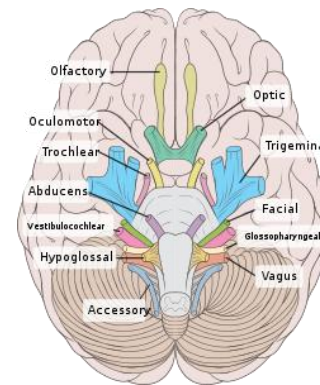
3. Answer the following questions:

1. What does the central nervous system control?
2. What actions are carried on by the autonomic system?
3. Where are the nerves of the autonomic system centred?
4. What is a plexus?
5. What does vagus nerve reach into?

4. Read the text and put 4 questions to it:

Cranial Nerves

The many nerves that serve the head form an almost separate system of their own, for they do not lead from the spinal cord but go directly from the brain through hollows in the skull. When the vagus nerve is included, there are 12 of these nerves, which are called *cranial nerves*.



The *olfactory nerve* serves the nose and sense of smell, and since the nose is too close to the brain the nerve linking them is quite short. The *optic nerve* serves the sense of sight; the *acoustic nerve* serves the ear and is responsible for the

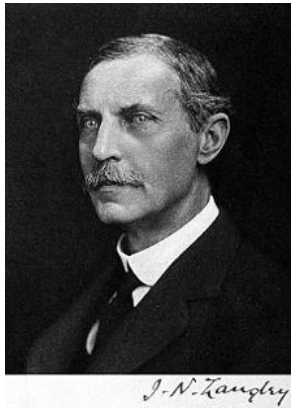
sense of hearing. The *spinal accessory nerve* controls the neck muscles.

5. Imagine that you are a neurologist. Tell the students about the nerves of the autonomic system.

6. Make the annotation of the article:

John Newport Langley

Todman, DH (2008) History of Neuroscience



John Newport Langley (2 November 1852 – 5 November 1925) was a British physiologist. He spent his entire career at Cambridge University. He was elected a Fellow of the Royal Society in 1883 and later its vice-president.

Langley is known as one of the fathers of the chemical receptor theory, and as the origin of the concept of "receptive substance".

In 1901, he advanced research in neurotransmitters and chemical receptors, working with extracts from adrenal glands. These extracts elicited responses in tissues that were similar to those induced by nerve stimulation.

John Newport Langley was born in Newbury, Berkshire, UK on 10 November 1852, the second son of John Langley a private school teacher. He was educated first at

home and then at Exeter Grammar School before entering St John's College, Cambridge in 1871.

His initial studies were in mathematics and history with a plan to enter the civil service in Britain or India. In his second year he was influenced by the biology lectures of Michael Foster (1836-1901) and changed his course to the natural sciences graduating with first class honours in 1875. In 1876 he became an associate to Foster in his physiology laboratory and by 1878 he received the MA and Fellowship of Trinity College (Sheehan, 1936).

Langley's career at Cambridge extended over 50 years in which he made seminal discoveries on the functional organization of the autonomic nervous system and also taught a generation of students including Henry Dale, Charles Sherrington and Thomas Elliott.

GRAMMAR EXERCISES

7. Put the verb in brackets into Past Indefinite or Past Continuous:

1. The sportsman of our team (to run) a long distance, when he saw his opponent in front of him.
2. My friend (to run) in the park yesterday morning.
3. We (to play) chess the whole evening yesterday.
4. They (to play) volleyball at the end of the lesson last time.
5. The students (to train) from 5 till 7 yesterday.
6. The sportsmen (to train) twice a day last month.

8. Translate the following sentences:

1. Вони слухали новини по радіо, коли задзвонив телефон.
2. Я шукаю гарну пару рукавичок.
3. Ваш потяг від'їжджає через пів години, поквартися.
4. Зараз автомобілі стають все більш дорожчими.
5. Йшов сніг та повівав легенький вітерець.
6. Вони були на мосту, коли почули сильний гуркіт.
7. Я відчуваю, що він втрачає контроль над машиною.
8. Я обіцяю, що робитиму доповідь протягом 30 хвилин.
9. Він сказав, що вестиме машину дуже обережно, оскільки дуже слизько.
10. Ти завжди виконуєш те, що плануєш?

9. Turn the following into the Future Continuous:

1. They were having dinner at three yesterday.
2. I am sending him an invitation to dinner now.
3. The children will ski in some days.
4. The girl was reciting a poem when the delegation entered the hall.
5. I shall wait for you at the metro station.
6. This team play hockey twice a day.
7. The students will discuss the article on Friday.

Unit V

Lesson 1

PHYSICAL FITNESS



Physical fitness is the ability to be physically active. A person is

physically fit if he or she can pass tests designed to measure physical performance. Such tests are necessary for some occupations, such as soldiers and firefighters.

Physical fitness has two components: **general fitness** (a state of health and well-being) and **specific fitness** (the ability to perform specific aspects of sports or occupations).

The President's Council on Physical Fitness and Sports — a study group sponsored by the United States Government — declines to offer a simple definition of physical fitness. Instead, it developed the following chart:

Physiological	Health-Related	Skill-Related	Sports
Metabolic	Body Composition	Agility	Team Sport
Morphological	Cardiovascular Fitness	Balance	Individual
Bone Integrity	Flexibility	Coordination	Lifetime
Other	Endurance	Power	Other
	Muscular Strength	Speed	
		Reaction Time	
		Other	

Accordingly, a general-purpose physical fitness program must address those issues.

Physical Education is a physical subject, that is taught in school. Students do many different sports, exercises and

activities using the body. Many types of physical fitness are involved. Physical Education is a course that utilizes learning in the cognitive, affective and psychomotor domains in a play or movement exploration setting.

1. Find the English equivalents in the text:

Розробити тести, вимірювати фізичну працездатність (фізичне виконання), стан добробуту, запропонувати просте визначення, кісткова цілісність, будова тіла, серцево-судинний фітнес, гнучкість, витривалість, спритність, пізнавальна сфера, емоційна сфера.

2. Translate the following terms and terminological expressions:

General fitness, a state of health, to perform specific aspects of sports, muscular strength, balance, coordination, power, speed, reaction time, team sport, to do sport, to do exercise, psychomotor domain.

3. Answer the following questions:

1. What is physical fitness?
2. How many components has physical fitness?
3. What is general fitness?
4. What is specific fitness?
5. What criteria did the President's Council on Physical Fitness and Sports use in its chart?
6. What is physical education?

7. What domains does physical education utilize learning in?

4. Read the text, put 5 questions to it and ask your friends to answer them:

Training



Specific or task-oriented fitness is a person's ability to perform in a specific activity with a reasonable efficiency: for example, sports or military service. Specific training

prepares athletes to perform well in their sports.

Examples are:

- 100 m sprint: in a sprint the athlete must be trained to work anaerobically throughout the race, an example of how to do this would be interval training.
- Marathon: in this case the athlete must be trained to work aerobically and their endurance must be built-up to a maximum.
- Many fire fighters and police officers undergo regular fitness testing to determine if they are capable of the physically demanding tasks required of the job.
- Members of armed forces will often be required to pass a formal fitness test - for example soldiers of the US Army



must be able to pass the Army Physical Fitness Test(APFT).

- Hill sprints: requires a level of fitness to begin with, the exercise is particularly good for the leg muscles. The army often trains doing mountain climbing and races.

In order for physical fitness to benefit the health of an individual, an unknown response in the person called a stimulus will be triggered by the exertion. When exercise is performed with the correct amount of intensity, duration and frequency, a significant amount of improvement can occur. The person will overall feel better but the physical effects on the human body take weeks, months, or even years to be noticed or fully developed. For training purposes, exercise must provide a stress or demand on either a function or tissue. To continue improvements, this demand must eventually increase little over an extended period of time. This sort of exercise training has three basic principles: overload, specificity, and progression. These principles are related to health but also enhancement of physical working capacity.

5. Imagine that you are a fitness instructor. Tell about the main aspects of physical fitness.

6. Read the dialogue and dramatize it with your partner.

Two friends at the gym

Janet: Wow, this gym is great! What a fantastic workout!

Susan: Yes, I like coming here very much. What other sports can you do?

Janet: Well, I can play tennis, I can do a little karate and I go windsurfing in the summer.

Susan: You're very fit! I can't do many sports. I like coming to the gym because the exercises are easy.

Janet: Listen, I have an idea. Why don't you come to karate class with me?

Susan: No, I can't do karate...

Janet: ... but you can learn! Karate is a great sport. How about coming with me on Saturday?

Susan: Well, OK.

Janet: Great, why don't we meet at my house at 10 in the morning?

Susan: Sure, that's a good idea. (changing subjects) By the way, what other hobbies do you have?

Janet: I like going to the cinema, and reading a little.

Susan: Do you like cooking, or baking?

Janet: No, I can't cook. I'm a horrible cook!

Susan: Oh, I love cooking. I tell you what. Why don't I cook lunch after karate class?

Janet: Now that's a great idea!

Susan: OK, karate and lunch on Saturday. It's a date!

7. Make an annotation of the article.



Health Club

Blair, S. N. (1993). Physical activity

A **health club** (also known as a **fitness club**, **fitness center**, and commonly referred to as a **gym**) is a place which houses exercise equipment for the purpose of physical exercise.

Most health clubs have a main workout area, which primarily consists of free weights including dumbbells, barbells and exercise machines. This area often includes mirrors so that exercisers can monitor and maintain correct posture during their workout.



A gym which predominately or exclusively consists of free weights (dumbbells and barbells), as opposed to exercise machines, is sometimes referred to as a **black-iron gym**, after the traditional colour of weight plates.

Most newer health clubs offer group exercise classes that are conducted by certified fitness instructors. Many types of group exercise classes exist, but generally these include classes based on aerobics, cycling (spin cycle), boxing or martial arts, high intensity training, step, regular and hot (Bikram) yoga, pilates, muscle training, and self-defense classes such as Krav Maga and Brazilian jiu-jitsu. Health clubs with swimming pools often offer aqua aerobics classes. The instructors often must gain certification in order to teach these classes and ensure participant safety.

Some health clubs offer sports facilities such as a swimming pools, squash courts or boxing areas. In some

cases, additional fees are charged for the use of these facilities.

Most health clubs employ personal trainers who are accessible to members for training/fitness/nutrition/health advice and consultation. Personal trainers can devise a customized fitness routine, sometimes including a nutrition plan, to help clients achieve their goals. They can also monitor and train with members. More often than not, access to personal trainers involves an additional hourly fee.

GRAMMAR EXERCISES

8. Answer the questions using Present Perfect:

Model: Are the students writing a dictation? – No, they have already written it.

1. Is your friend helping you to solve a difficult problem?
2. Is she learning a poem by heart?
3. Is Kate sweeping the floor?
4. Is the waiter putting a bottle of lemonade in front of him?
5. Is he bringing them some meat and vegetables?
6. Are they having tea?
7. Is she taking the dirty plates from the table?
8. Are you putting the dishes on the table?
9. Are you looking for more CDs with good music?
10. Are you recording your favourite film on his video recorder?

9. Use the verbs in brackets in Present Continuous or Present Perfect:

1. Who (to write) this article already?
2. They (to learn) a lot of English words.
3. What she (to teach) them now?
4. What you (to look) for?
5. You (to find) the book already?
6. What you (to talk) about?
7. They (to ask) me several questions.
8. I (to answer) the telephone right now.
9. You just (to hear) tomorrow's weather forecast?
10. He (to fix) his car and now he (not to have) any trouble with the brakes anymore.

10. Use the verbs in brackets in Past Indefinite or Present Perfect:

1. The rain (to stop) half an hour ago.
2. The rain (to stop) and the sun is shining in the sky again.
3. The wind (to blow) off the man's hat and he cannot catch it.
4. The weather (to change) and we can go for a walk.
5. The wind (to change) in the morning.
6. Yesterday they (to decide) to help him with his research.
7. The man already (to decide) what to do with the information.
8. I (not yet to eat) today.
9. You (to play) the piano yesterday?

10. When the lecture (to begin)?

Lesson 2

AEROBICS OR RHYTHMIC FITNESS



Aerobics or **rhythmic fitness** is a physical exercise performed under a rhythmic music. It includes running, jumping, stretching and strength training routines. It may be practiced in a group setting led by an instructor, although it can

be done solo and without musical accompaniment.

Aerobics classes may allow participants to select their level of participation according to their fitness level. Many gyms offer a wide variety of aerobic classes for participants to take. Each class is designed for a certain level of experience and taught by a certified instructor with a specialty area related to their particular class.

Jogging and cycling similarly promote aerobic fitness, but they are not usually done in classes led by instructors or with music, hence are not "aerobics".

Calisthenics is a series of exercises used to develop strength, power and balance or a repeated rhythmical exercise that uses the weight of the body as resistance or the systematic exercises for attaining strength-gracefulness or the practice of calisthenic exercises.

The name calisthenics is Greek in origin, a combination of the words 'beauty' and 'strength'.

Calisthenics is recommended for general good health, light exercises designed to promote general physical fitness.

1. Find the English equivalents in the text:

Розтягування, програма силових тренувань, без музичного супроводу, певний рівень досвіду, дипломований інструктор, розминочний біг, велоспорт, сприяти аеробному фітнесу, ритмічна гімнастика, використовувати вагу тіла, опір.

2. Translate the following terms and terminological expressions:

Rhythmic fitness, to perform under a rhythmic music, running, jumping, to select the level of participation, to offer aerobic classes, to develop strength, power and balance, systematic exercises, to attain strength-gracefulness, the practice of calisthenic exercises.

3. Answer the following questions:

1. What is aerobics?
2. What does aerobics include?
3. What may aerobics classes allow participants to select?
4. What do jogging promote?
5. Is cycling an “aerobics”?
6. What is calisthenics?
7. What is calisthenics recommended for?

4. Read the text, put 4 questions to it and ask your partner to answer them.



Jogging is running at a slow speed. Many people go for a jog in order to keep fit and healthy. People go jogging for exercise, not for competitions.

Jogging is a very cheap way of keeping fit, because all that is needed is a good pair of running shoes. One can jog anywhere, although it is good to stay away from main roads where the air is full of traffic



fumes. It is also good to avoid too much jogging on hard pavements (sidewalks). A softer surface such as grass is better for jogging because there is less hard jolting for the knees.

Flexibility training refers to developing a wide range of movement in a joint or series of joints that is attainable in a momentary effort with the help of a partner or a piece of equipment. Human flexibility is not the same in all joints. Thus, some easily perform longitudinal splits but are very hard in transversal ones. Flexibility in some joints can be increased to a certain degree by stretching.

Flexibility training has long been underestimated and perhaps overlooked by health-care professionals. Quality of

life is considerably enhanced by improving and maintaining a good range of motion in the joints.

5. Read the dialogue and dramatize it with your partner.

In the Gym

- Hello, my name is Jane and I'd like to ask a few questions about getting fit.
- Hi Jane. What can I do for you?
- I need to get in shape.
- Well, you've come to the right place. Have you been doing any exercise lately?
- I'm afraid not.
- OK. We'll start of slow. Which type of exercise do you enjoy doing?
- I like doing aerobics, but I hate jogging. I don't mind doing some weight-lifting, though.
- Great, that gives us plenty to work with. How often can you work out?
- Twice or three times a week would be good.
- Why don't we start with an aerobics class twice a week followed by a little weight lifting?
- Sounds fine to me.
- You'll need to start slowly, and build up gradually to three or four times a week.
- OK. What kind of equipment will I need?
- You'll need a leotard and some sneakers.
- Is that all? How do I sign up for the classes?

- We'll need you to join the gym and then you can choose which classes fit your schedule best.
- Great! I can't wait to get started. Thanks for your advice.
- No problem. I'll see you in aerobics class!

6. Imagine that you are an aerobics instructor. Tell about the main aspects of rhythmic fitness.

7. Make an annotation of the article.

Aerobic Exercise Facts

Medical Author: Richard Weil. Aerobic Exercise



- Aerobic exercise is sometimes known as "cardio"- exercise that requires pumping of oxygenated blood by the heart to deliver oxygen to working muscles.
- Aerobic exercise stimulates the heart rate and breathing rate to increase in a way that can be sustained for the exercise session. In contrast, anaerobic ("without oxygen") exercise is activity that causes you to be quickly out of breath, like sprinting or lifting a heavy weight.
- Examples of aerobic exercises include cardio machines, spinning, running, swimming, walking, hiking,

aerobics classes, dancing, cross country skiing, and kickboxing. There are many other types.

- Aerobic exercises can become anaerobic exercises if performed at a level of intensity that is too high.
- Aerobic exercise not only improves fitness; it also has known benefits for both physical and emotional health.
- Aerobic exercise can help prevent or reduce the chance of developing some cancers, diabetes, depression, cardiovascular disease, and osteoporosis.
- An aerobic exercise plan should be simple, practical, and realistic.
- Specific equipment (such as cardio machines) may be used but is not necessary for successful aerobic exercise.

8. Make an annotation of the article.

Stretching and Flexibility

by Bradford D. Appleton.

Types of Flexibility

Many people are unaware of the fact that there are different types of flexibility. These different types of flexibility are grouped according to the various types of activities involved in athletic training. The ones which involve motion are called *dynamic* and the ones which do not are called *static*. The different types of flexibility (according to *Kurz*) are:

- *dynamic flexibility*

Dynamic flexibility (also called *kinetic flexibility*) is the ability to perform dynamic (or kinetic) movements of the

muscles to bring a limb through its full range of motion in the joints.

- *static-active flexibility*

Static-active flexibility (also called *active flexibility*) is the ability to assume and maintain extended positions using only the tension of the agonists and synergists while the antagonists are being stretched. For example, lifting the leg and keeping it high without any external support (other than from your own leg muscles).

- *static-passive flexibility*

Static-passive flexibility (also called *passive flexibility*) is the ability to assume extended positions and then maintain them using only your weight, the support of your limbs, or some other apparatus (such as a chair or a barre). Note that the ability to maintain the position does not come solely from your muscles, as it does with static-active flexibility. Being able to perform the splits is an example of static-passive flexibility.

Research has shown that active flexibility is more closely related to the level of sports achievement than is passive flexibility. Active flexibility is harder to develop than passive flexibility (which is what most people think of as "flexibility"); not only does active flexibility require passive flexibility in order to assume an initial extended position, it also requires muscle strength to be able to hold and maintain that position.

GRAMMAR EXERCISES

7. Use the verbs in brackets in Past Indefinite or Past Perfect:

1. He (to think) that he (to lose) the money.
2. When father (to return) from work, we already (to do) our homework.
3. When the teacher (to enter) the lecture room, the students (to finish) their work.
4. Kate (to give) me the dictionary which she (to buy) the day before.
5. Nick (to show) the teacher the picture which he (to draw).
6. The boy (to give) the goats the grass which he (to bring) from the field.
7. Mother (to see) that Nick (not to wash) his hands.
8. The supervisor (to understand) that the postgraduate (not yet to finish) his research.
9. I (to know) that our delegation (not yet to arrive).
10. By two o'clock the teacher (to examine) all the students.

8. Use the verbs in brackets in Past Indefinite, Past Continuous or Present Perfect:

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) full of people as many fans (to want) to see the match. We (to get) off the bus and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to our city the day before and (to

wish) to see the new stadium. A man (to come) up to me and asked if I (to have) a spare ticket for the match. Victor told us that two boys just (to ask) him whether he (to have) a spare ticket. We (to enter) the stadium just as the football players (to come) out on to the field. At the entrance to the stadium we (to meet) Sergiy. He (to show) us to our seats and we (to agree) to meet in the snack bar during the interval. He (to ask) me if I (to play) football in my childhood.

9. Use the verbs in brackets in Future Indefinite, Future Continuous or Future Perfect:

1. I (to do) my homework at six tomorrow.
2. I (to do) all my work by the time he (to come) and we (to go) for a walk together.
3. When I (to come) home tomorrow, my family (to have) supper.
4. Don't come to my place tomorrow. I (to write) a composition the whole evening.
5. What you (to do) on Sunday?
6. What you (to do) at six on Sunday?
7. You (to do) this work by next Sunday?
8. When you (to go) to see your friends next time?
9. How many pages you (to read) by the end of the week?
10. I (not to go) to the University library next week.

10. Translate the sentences into English:

1. Він був щасливий: він написав чудовий твір.
2. Я шукаю тебе весь вечір. Де ти був?
3. На щастя, дощ уже перестав, коли ми вийшли.

4. Я вже тричі сказав тобі, що треба переписати вправу.
5. Я не прийду. Я писатиму доповідь увесь вечір.
6. Коли вона була у поїзді, вона згадала, що забула документи вдома.
7. Ви отримали від нього якісь листи?
8. Коли ти почав працювати над цим дослідженням?
9. Ви багато працювали сьогодні?
10. Невже вони грають у шахи зараз?
11. Вони виконують ці вправи до понеділка?
12. Він ще не спакував пристрій у коробку.

Lesson 3



STRENGTH TRAINING

Strength training is the use of resistance to muscular contraction to build the *physical strength* and *endurance*. There are many different methods of strength training, the most

common being the weight/gravity training and the training with the help of resistive equipment.

When properly performed, strength training can provide significant functional benefits and improvement in overall health and well-being, including increased bone, muscle, tendon and ligament strength, improved joint function, reduced potential for injury, increased bone density,

a temporary increase in metabolism, improved cardiac function.

Training commonly uses the technique of progressively increasing the force output of the muscle through incremental increases of weight, elastic tension or other resistance, and uses a variety of exercises and types of training equipment to target specific muscle groups. Strength training is primarily an anaerobic activity.

Strength training differs from *bodybuilding*, *weightlifting*, *powerlifting*, and *strongman*, which are sports rather than forms of exercise, although training for them totally depends on strength training. Many other sports use strength training as a part of their training regimen, notably football, lacrosse, basketball, hockey and track and field.

The basic principles of strength training involve a number of repetitions (reps), sets, tempo, exercises and force to cause desired changes in strength, endurance, size or shape by overloading of a group of muscles. Specific combination of reps, sets, exercises, resistance and force depend on the purpose of the individual performing the exercise: Sets with fewer reps can be performed using more force, but have a reduced impact on endurance.

1. Find the English equivalents in the text:

Силові тренування, стійкість до м'язового скорочення, резистивне обладнання, виконувати належним чином, забезпечити значні функціональні переваги, сила сухожиль та зв'язок, покращити функцію суглобів, щільність кісткової тканини, покращення

обміну речовин, поступове збільшення сили м'язів, поступове збільшення ваги, тренувальний режим, перевантаження м'язів, знижений вплив на витривалість.

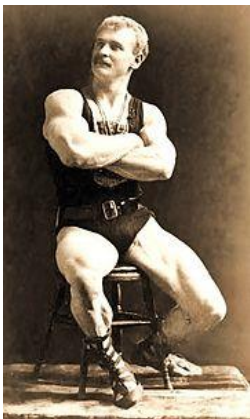
2. Translate the following terms and terminological expressions:

Muscular contraction, physical strength and endurance, weight/gravity training, bone strength, potential for injury, cardiac function, elastic tension, training equipment, anaerobic activity, bodybuilding, weightlifting, powerlifting.

3. Make up a dialogue with your partner using these questions:

- What is the aim of strength training?
- What are the methods of strength training?
- What can strength training provide?
- What technique does strength training use?
- What sports depend on strength training?
- What do the basic principles of strength training involve?

4. Discuss the text with your partner:



Bodybuilding is an activity where people build big muscles. It is a form of human body modification involving intensive muscle hypertrophy.

An individual who engages in this activity is referred to as a *bodybuilder*. In

competitive hello bodybuilding, bodybuilders display their physiques to a panel of judges, who assign points based on their appearance.

The muscles are revealed through a process known as the "cutting phase" - a combination of fat loss, oils, and tanning which, combined with the lighting, make the definition of the muscle group more distinct.

Some people do bodybuilding full time as a career choice. Bodybuilders train their body and then they pose when the competition starts. Bodybuilders do not show their power or strength. They only show their muscular body. It is important to have every muscle build up. The person with the best muscles and pose will win the contest. When Bodybuilders train they use very complex diet and training systems that will help them to achieve best results. Some popular bodybuilders that were taking part in competitions include Arnold Schwarzenegger and Charles Atlas.

5. Imagine that you are a strength training instructor. Tell about the aim, methods, techniques and principles of strength training.

6. Find the definitions of the terms:

Exercise	the speed with which an exercise is performed
Form	several repetitions performed one after another with no break between them
Rep	(short for repetition) a single cycle of lifting

	and lowering a weight in a controlled manner, moving through the form of the exercise
Set	a topography of movement designed to maximize safety and muscle strength gains
Tempo	different movements which involve rotating joints in specific patterns to challenge muscles in different ways

7. Make an annotation of the article.

Safety of Strength Training

Laskowski, ER (2006-07-28). "Strength training"



Orthopaedic specialists used to recommend that children avoid weight

training because the growth plates on their bones might be at risk. The very rare reports of growth plate fractures in children who trained with weights occurred as a result of inadequate supervision, improper form or excess weight, and there have been no reports of injuries to growth plates in youth training programs that followed established guidelines.

The position of the National Strength and Conditioning Association is that strength training is safe for children if properly designed and supervised.

Younger children are at greater risk of injury than adults if they drop a weight on themselves or perform an exercise incorrectly; further, they may lack understanding of, or ignore the safety precautions around weight training equipment. As a result, supervision of minors is considered vital to ensuring the safety of any youth engaging in strength training

Strength training is a safe form of exercise when the movements are controlled, and carefully defined. Or some safety measures can also be taken before the training. However, as with any form of exercise, improper execution and the failure to take appropriate precautions can result in injury. A helmet, boots, gloves, and back belt can aide in injury prevention.

Strength training exercise is primarily anaerobic. Even while training at a lower intensity, anaerobic glycolysis is still the major source of power, although aerobic metabolism makes a small contribution. Weight training is commonly perceived as anaerobic exercise, because one of the more common goals is to increase strength by lifting heavy weights. Other goals such as rehabilitation, weight loss, body shaping, and bodybuilding often use lower weights, adding aerobic character to the exercise.

Except in the extremes, a muscle will fire fibres of both the aerobic or anaerobic types on any given exercise, in varying ratio depending on the load on the intensity of the

contraction. This is known as the energy system continuum. At higher loads, the muscle will recruit all muscle fibres possible, both anaerobic ("fast-twitch") and aerobic ("slow-twitch"), in order to generate the most force. However, at maximum load, the anaerobic processes contract so forcefully that the aerobic fibers are completely shut out, and all work is done by the anaerobic processes. Because the anaerobic muscle fibre uses its fuel faster than the blood and intracellular restorative cycles can resupply it, the maximum number of repetitions is limited. In the aerobic regime, the blood and intracellular processes can maintain a supply of fuel and oxygen, and continual repetition of the motion will not cause the muscle to fail.

Circuit weight training is a form of exercise that uses a number of weight training exercise sets separated by short intervals. The cardiovascular effort to recover from each set serves a function similar to an aerobic exercise, but this is not the same as saying that a weight training set is itself an aerobic process.

GRAMMAR EXERCISES

8. Express the same idea in one sentence instead of two by using the Present Perfect Continuous Tense:

Model: I began to do this exercise a quarter of an hour ago. I am still doing it. – I have been doing this exercise for a quarter of an hour.

1. My sister began to learn French two years ago. She is still learning it.
2. Our teacher began to teach English fifteen years ago. She is still teaching it.
3. I began to look for this magazine half an hour ago. I am still looking for it.
4. His father began to work at the railway station in 1985. He is still working there.
5. The boy fell asleep at ten o'clock. He is still sleeping.

9. Put questions to the italicized words:

1. He has been playing chess *since childhood*.
2. His younger brother *has been skating* for an hour.
3. *Mary* has been looking after the baby since her mother went to the market.
4. We have been looking for you *for half an hour*.
5. Ann has been speaking over the telephone *for the last ten minutes*.

10. Replace the infinitives in brackets by the Present Indefinite, Present Continuous, Present Perfect or Present Perfect Continuous Tense:

1. Where are the pupils? – They (to plant) trees. They (to plant) them since the morning. They always (to plant) trees in October. They already (to plant) several hundred trees this year.
2. Ann (to have) her music lesson now. She (to have) her music lessons twice a week.

3. I am going to take a walk. I (to do) all my home exercises already. I (to do) them for three hours.
4. Since when they (to build) this house?
5. At last I (to find) the book I need. I (to look) for it for a quarter of an hour.
6. Don't shout. Helen (to read) an English book. She (to work) at her English every day. She (to learn) this language for three years. She (to read) many English stories this year.
7. What you (to do) in the morning? What you (to do) since the morning?

Lesson 4

WEIGHTLIFTING



Weightlifting first started in the so called Dark Ages of the human history. It was usually done by the strongest men in villages all over Europe. It was considered to be a sport for the lower classes, however since then it has changed into the sport for other people as well. It has been in the Olympic Games since 1896.

As a competitive sport,

Weightlifting is controlled by the *International Weightlifting Federation* (IWF). Based in Budapest, it was founded in 1905.

The *snatch* is one of the two Olympic weightlifting events. The essence of the event is to lift a barbell from the platform to locked arms overhead in a smooth continuous movement. The lift requires not only great strength, but mastery of technical skills, a high degree of shoulder flexibility, excellent balance, and speed.

The *clean and jerk* is another Olympic weightlifting event. It is a highly technical lift that is known as "the king of lifts" because more weight can be lifted above one's head as compared to any other known weightlifting technique.

1. Find the English equivalents in the text:

Змагальний спорт, бути заснованим, ривок, підняти штангу, майстерність технічних навичок, гнучкість, поштовх, техніка важкої атлетики.

2. Translate the following terms and terminological expressions:

International Weightlifting Federation, snatch, to lift a barbell, balance, speed, clean and jerk, weightlifting technique.

3. Make up a dialogue with your partner using these questions:

1. Since when has weightlifting been in the Olympic Games?

2. Whom is weightlifting controlled by?
3. What are Olympic weightlifting events?
4. What is the essence of the snatch?
5. What does the lift require?
6. Why is the *clean and jerk* known as "the king of lifts"?

4. Discuss the text with your partner:



Weight training is a common type of strength training. It uses the force of gravity in the form of weighted bars, dumbbells or weight stacks to oppose the force generated by muscles. Weight training uses many different special things to help certain areas of muscle and different kinds of body motions.

"Weight training" is not bodybuilding, Olympic weightlifting, or *powerlifting*; these are sports and not training. Weight training is a part of these sports' training.

5. Use these questions in the dialogue with your partner.

Conversation Questions about Sports

- Do you play any sports?
- Are you good at sports?
- What's your favourite sport?

- Do you think everybody should practice sports?
- Do you think playing sports helps people work better as a team at work?
- Do you think that parents are too involved in their children's sports activities?
- Have you ever been to watch a professional sporting event?
- Is it good that professional sports are so commercial nowadays?
- What do you think is the most popular sport in the world?
- What is the most popular sport in your country?

6. Imagine that you are a weightlifting instructor. Tell about the main aspects of weightlifting.

7. Make an annotation of the article.



THE WORLD'S
STRONGEST MAN

By John Worthy for
Sport Life

The **World's Strongest Man** is a strongman competition. Organized by TWI, an IMG Media company, it is broadcast around the end of December each year. Competitors qualify based on placing in the top three at the four to eight Giants Live events each year.

The current event sponsor is the Commerce Casino in Los Angeles, California; other past sponsors include Tonka,

Met-rx, and PartyPoker.com. The event has a number of rival and parallel competitions with which it is sometimes confused, including the Strongman Super Series, the now defunct IFSA Strongman World Championships (run from 2005-2007 after the International Federation of Strength Athletes parted company with WSM in 2004 and Strongman Champions League.

Initially, eight men representing various sports and strength disciplines were invited to compete against each other in unique events designed to test each individual to the fullest extent. The earliest events were relatively crude, but new ideas were introduced over the years. Some events had a basis in both powerlifting and Highland Games heavy events, and others were created based on mythological feats of strength. There are a number of events that make up each competition. The events used in each individual contest vary in order to prevent favoring certain types of competitor.

Champion	Country	Times	Years
Mariusz Pudzianowski	 Poland	5	2002, 2003, 2005, 2007, 2008
Jón Páll Sigmarsson	 Iceland	4	1984, 1986, 1988, 1990
Magnús Ver Magnússon	 Iceland	4	1991, 1994, 1995, 1996
Žydrūnas		4	2009, 2010, 2012, 2014

Savickas	Lithuania		
Bill Kazmaier	 United States	3	1980, 1981, 1982
Brian Shaw	 United States	2	2011, 2013
Jouko Ahola	 Finland	2	1997, 1999
Geoff Capes	 United Kingdom	2	1983, 1985
Bruce Wilhelm	 United States	2	1977, 1978

GRAMMAR EXERCISES

8. Turn the following into the Past Perfect Continuous, adding other words indicating a past moment as in the model:

Model: I have been waiting for you for half an hour. – I had been waiting for you for half an hour when you came.

9. I have been packing my things for an hour and a half.
10. He has been working in the laboratory for two years.
11. They have been quarrelling for a long time.
12. The children have been skating for an hour.

13. He has been wearing this suit for a year.
 14. My brother has been serving in the army for two years.

9. Translate into English:

1. Коли я увійшов в аудиторію, студенти обговорювали план екскурсії.
2. Вони обговорювали його вже 20 хвилин.
3. Коли Ольга закінчила інститут, її сестра вже 5 років викладала англійську мову.
4. Його батьки залишили квартиру, в якій вони прожили двадцять років.
5. Я шукав свій зошит півгодини, перш ніж знайшов його під газетою.
6. Вчора листоноша приніс мені лист. Я чекав на нього три тижні.
7. Коли ми вийшли з дому, йшов дощ. Він ішов уже дві години.

10. Use the verb in brackets in correct tense form and read the dialogue:

- What you (to do) now?
- I (to write) a letter.
- How long you (to write) it?
- I (to write) it for half an hour.
- You (to write) it when I rang you up?
- Yes, I (to be).
- How long you (to write) the letter when I rang you up?
- I (to write) it for ten minutes by that time.
- By what time you (to write) it?

- I hope I (to write) it by six o'clock.

Lesson 5

SWIMMING



Swimming is a way of moving in water. Swimming is an activity that can be both useful and recreational. Its primary uses are bathing, cooling, fishing, recreation, exercise, and sport.

Swimming has been known amongst humans since prehistoric times; the earliest record of swimming dates back to Stone Age, from around 7,000 years ago. Competitive swimming started in Europe around 1800 and was part of the first modern 1896 Summer Olympics in Athens, though not in a form comparable to the contemporary events. It was not until 1908 that regulations were implemented by the International Swimming Federation to produce competitive swimming.

Winter swimming is the activity of human swimming during the winter season, typically in outdoor locations, or in unheated pools. It is done mostly for health benefits. Many winter swimmers swim with standard swimming costumes rather than with wetsuits or other thermal protection.



In colder countries winter swimming may be synonymous with *ice swimming*. In Finland, Northern Russia, Norway, Sweden, Denmark, Estonia,

Lithuania and Latvia the ice swimming tradition has been connected with the sauna tradition.

1. Find the English equivalents in the text:

Корисна та відновлювальна діяльність, сучасні види, реалізувати положення (правила), створити (заснувати) змагальне плавання, на відкритому повітрі, для користі здоров'я, гідрокостюм.

2. Translate the following terms and terminological expressions:

Bathing, cooling, fishing, recreation, exercise, competitive swimming, swimming-pool, swimming costume, thermal protection, ice swimming, sauna tradition.

3. Make up a dialogue with your partner using these questions:

1. What are primary uses of swimming?
2. When do the earliest record of swimming date back?
3. When did competitive swimming start in Europe?
4. What is winter swimming?
5. What protection do winter swimmers wear?

6. What traditions has the ice swimming been connected with?

4. Discuss the text with your partner:

Swimming Techniques



Swimming can be undertaken using a wide range of different styles, known as 'strokes,' and these strokes are used for different purposes, or to distinguish between classes in

competitive swimming. It is not necessary to use a defined stroke for propulsion through the water, and untrained swimmers may use a 'doggy paddle' of arm and leg movements, similar to the way four-legged animals swim.

There are four main strokes used in competition and recreation swimming: the front crawl, the breaststroke, the backstroke and the butterfly. Competitive swimming in Europe started around 1800, mostly using the breaststroke. In 1873 John Arthur Trudgen introduced the trudgen to Western swimming competitions, after copying the front crawl used by Native Americans, but substituting a scissor kick for the traditional flutter kick in order to reduce splashing. The butterfly stroke was developed in the 1930s and was considered a variant of the breaststroke until it was accepted as a separate style in 1952.

Other strokes exist for specific purposes, such as training or rescue, and it is also possible to adapt strokes to avoid using parts of the body, either to isolate certain body parts, such as swimming with arms only or legs only to train them harder, or for use by amputees or those suffering from paralysis.

5. Use these questions in the dialogue with your partner.

- What new sports would you like to try?
- What sports do you like to watch on TV?
- What's a sport that you don't like?
- Who is your favourite professional athlete? Why?
- How do you feel about extreme sports?
- If you had the opportunity to do away with any sport, what sport would you do away with? Why?
- Do you think professional athletes earn too much money? Why or why not? Which sport's athletes do you think earn the money money?
- What are some of the benefits of sports?
- Do you prefer playing or watching sports?
- What do you think of the famous quote: "Sports do not build character, they reveal it."?

6. Imagine that you are a swimming instructor. Tell about the main aspects of swimming.

7. Make an annotation of the article.

Swimming Lessons

By Kate Burg for *Healthy Life*



Children generally do not swim independently until 4 years of age.

In Sweden, Denmark, Norway, Estonia and Finland, the curriculum for the fifth grade (fourth grade in Estonia) states that all children should learn how to swim as well as how to handle emergencies near water. Most commonly, children are expected to be able to swim 200 metres – of which at least 50 metres on their back – after first falling into deep water and getting their head under water. Even though about 95 percent of Swedish school children know how to swim, drowning remains the third most common cause of death among children.

In both the Netherlands and Belgium swimming lessons under school time (school swimming) are supported by the government. Most schools provide swimming lessons. There is a long tradition of swimming lessons in the Netherlands and Belgium, the Dutch translation for the breaststroke swimming style is even *schoolslag* (schoolstroke). The children learn a variant of the breaststroke, which is technically not entirely correct. In France, swimming is a compulsory part of the curriculum for primary schools. Children usually spend one semester per

year learning swimming during CE1/CE2/CM1 (2nd, 3rd and 4th grade).

In many places, swimming lessons are provided by local swimming pools, both those run by the local authority and by private leisure companies. Many schools also include swimming lessons into their Physical Education curricula, provided either in the schools' own pool, or in the nearest public pool.

In the UK, the "Top-ups scheme" calls for school children who cannot swim by the age of 11 to receive intensive daily lessons. These children who have not reached Great Britain's National Curriculum standard of swimming 25 metres by the time they leave primary school will be given a half-hour lesson every day for two weeks during term-time.

In Canada and Mexico there has been a call for swimming to be included in the public school curriculum.

In USA there is the Infant Swimming Resource (ISR) initiative that provides lessons for infant children, to cope with emergency situation when they have fallen into water. They are taught how to roll-back-to-float (hold their breath underwater, to roll onto their back, to float unassisted, rest and breathe until help arrives).

GRAMMAR EXERCISES

8. Use the correct form of the verb in Present Simple, Present Continuous or Present Perfect:

1. In the evening George often (to go) to see his friends.

2. He just (to meet) them at the stadium.
3. They (to play) a friendly match with the team "Navigator" now.
4. Michael (to like) to read a colourful exciting magazine "Ring".
5. He (to buy) a new issue already.
6. My friend (to read) an interesting article about brothers Klychko now.

9. Use the correct form of the verb in Past Simple, Past Continuous or Past Perfect:

1. When I (to come) to the hostel, my friends (to watch) a Wimbledon tournament.
2. They (to translate) two articles before the tournament started.
3. My brother (to play) computer games the whole evening yesterday.
4. I (to take part) in the Faculty competitions last month.
5. Peter (to set) a record before his team arrived.
6. When Henry (to train) in the swimming-pool he met a world champion.
7. While Oliver (to run), his friend (to jump) at the stadium.

10. Use the correct form of the verb in Future Simple, Future Continuous or Future Perfect:

1. Jennifer (to participate) in the chess tournament next season.

2. She (to arrive) to Sydney a week before the competitions (to start).
3. Brian (to skate) in the skating-rink from 6 till 8 tomorrow.
4. You (to do) these exercises at the next lesson.
5. They (to translate) some articles before the English guest (to arrive) to the University.

11. Translate the following sentences into English:

1. Олена вивчає англійську мову. Вона вивчає її вже чотири роки. В школі вона вивчала також німецьку.
2. Я зустрів Петра в читальному залі. Він читав статтю, коли я його побачив. Він читав уже сорок хвилин. Петро завжди проглядає останні спортивні новини.
3. Іван тренується на веслувальній станції зараз. Він братиме участь у чемпіонаті світу. Він завтра тренуватиметься з 11 до 15 години. Іван вже потренується, коли команда прийде на станцію.

UNIT VI

REMEDIAL GYMNASTICS AND MASSAGE



Lesson 1 GYMNASTICS

Gymnastics is the practice of exercises for developing and strengthening the body.

There have been several kinds of gymnastics but the main ones are usually called Swedish and German and were developed in the early part of the 19th century. Swedish gymnastics were started by P.H. Ling, who founded the Central Gymnastic Institute at Stockholm in 1813. His so called “free exercises” helped to make people supple, while exercises on beams and wall-bars helped to develop strength; the balancing exercises and vaults were devised to make people graceful and agile.

At about the same time F.L. Jahn was founding another system of gymnastics in Germany and he is known as the father of German gymnastics. Both systems spread in Europe and farther afield. Doctors tended, on the whole, to favour the Swedish system. The German system produced the apparatus of rings, horizontal and parallel bars and the exercises on these have developed into a competitive sport, with national and international championships.

Gymnastics also forms part of the Olympic Games. Competitive gymnastics is a thrilling and graceful sport and the different exercises call for strength, artistic feeling and a high level of technical skill.

1. Find the English equivalents in the text:

Зміцнення тіла, заснувати інститут, робити гнучким, розвивати силу, жвавий, далеко, турнік, бруси, захоплюючий спорт.

2. Translate the following words and word-combinations:

The practice of exercises, free exercises, beam, wall-bars, balancing exercises, vaults, the apparatus of rings, competitive sport, international championships, graceful sport, a high level of technical skill.

3. Answer the following questions:

1. What is gymnastics?
2. When was it developed?
3. Who developed Swedish gymnastics?
4. What was the purpose of free exercises?
5. Who founded German gymnastics?
6. What sport facilities did the German system produce?
7. Is gymnastics an Olympic sport?

4. Find the definitions of the following notions:

Beam	an apparatus for gymnastic exercises consisting of two horizontal bars set parallel to each other in adjustable upright supports and used mainly for swinging maneuvers
Wall-bars	a gymnastics apparatus consisting of a single bar mounted approximately eight feet above the ground and used for swinging maneuvers
Horizontal bar	a series of horizontal bars attached to a wall and used in gymnastics
Parallel bars	small, thin apparatus which is typically raised from the floor on a leg or stand at both end

5. Read the text and put 4 questions to it:

Gymnastics

Gymnastics is a sport which involves running, jumping, tumbling, somersaulting, and balancing. For girls, there are four pieces of equipment that the gymnasts do tricks on: floor, bars, beam and vault. For boys, there are six pieces of equipment that the gymnasts do tricks on: floor, parallel bars, high bar, pommel horse, vault and the rings.

Gymnasts can compete with other gymnasts to see who can do their tricks are better. Usually the winner gets a trophy, ribbon, or a medal.

Gymnastics is an Olympic sport.

There are several other forms of gymnastics, including: rhythmic gymnastics, artistic gymnastics', acrobatics, trampolining and wheel gymnastics. *Artistic gymnastics* is the one where a gymnast performs with apparatus, *acrobatics*

is performing balance and flips on the floor or in the air, *trampolining* is doing flips only on the trampoline while *wheel gymnastics* exercise in a large wheel known as German

wheel. In rhythmic gymnastics, which is performed mostly by women, a gymnast works with ribbons, rope, ball, hoop and clubs. When doing gymnastics, the agility, flexibility and

balance are needed. Gymnastics is one of those sports where you have to be patient to learn tricks when, on the other hand,

some people just naturally have it in them!

6. Make an annotation of the article:

Pehr Henrik Ling

From Massage Magazine

By Calvert, Robert Noah



Pehr Henrik Ling (15 November 1776, Södra Ljunga– 3 May 1839, Stockholm) was a Swedish physical therapist, developer and teacher of medical-gymnastics.

Ling was born in 1776, the son of a minister, Lars Peter Ling. Through his mother, he was a great-great grandson of the famous

Swedish scientist Olof Rudbeck (1630–1702), discoverer of the human lymphatic system. After graduating from Växjö gymnasium in 1792, he studied theology at Lund University from 1793, but went to Uppsala University and completed his degree there in 1797.

Having established himself as a teacher in these arts, Ling was appointed fencing-master at Lund University (1805). He found that his daily exercises had completely restored his bodily health, and his thoughts now turned towards applying this experience for the benefit of others. He saw the potential for adapting these techniques to promote better health in many situations and thus attended classes on anatomy and physiology, and went through the entire curriculum for the training of a doctor.

He then elaborated a system of gymnastics, exercises and maneuvers, divided into four branches, (1) pedagogical, (2) medical, (3) military, (4) aesthetic, which carried out his theories and would demonstrate the required occidental scientific rigor to be integrated or approved by established medical practitioners.

After several attempts to interest the Swedish government, Ling at last obtained government co-operation in 1813, when the Royal Gymnastic Central Institute for the training of gymnastic instructors was opened in Stockholm, with Ling appointed as principal.

The orthodox medical practitioners were naturally opposed to the larger claims made by Ling and his disciples concerning cures of diseases, so far at least as anything more than the occasional benefit of some form of skillfully applied massage and maneuvers was concerned; But the fact that in 1831 Ling was elected a member of the Swedish General Medical Association shows that in his own country at all events his methods were regarded as consistent with professional recognition. He was elected a member of the Swedish Academy in 1835 and became a titular professor the same year.

- 7. Imagine that you are a gymnastics coach. Tell the sportsmen about the role and place of gymnastics.**

GRAMMAR EXERCISES

8. Transform the Active Voice into Passive:

1. They sent for a doctor.
2. They looked for the book everywhere.
3. They listened to the lecture with great interest.
4. They always look at this picture.
5. They will look through these letters tomorrow.
6. They often laughed at him.

9. Change the following into the Passive Voice.

Leave out the subject of the action.

1. The girls water the flowers every day.
2. They publish this magazine in Paris.
3. We do not discuss such questions at our meeting.
4. Somebody built this castle in the 16th century.
5. They did not show this film last week.
6. They will not finish this work tomorrow.
7. We shall invite him to take part in the concert.
8. The workers repaired this road last year.
9. They write compositions regularly.
10. The travellers made camp not far from the village.

10. Change the following into the Passive Voice, without leaving out the subject of the action.

1. My sister teaches me English.
2. Peter drives the car.
3. The fascists killed her father.
4. His assistant will meet the delegation.
5. Alan opened the door.
6. He put the letter in the envelope.

7. The hunter killed the bear.
8. The guide showed us the monuments of Lviv.
9. The waitress offered me a cup of tea.
10. He showed me the way to the railway station.

11. Choose the right form of the verb.

1. This house (to build) by my great-grandfather in 1790.
2. As a result of an earthquake the house (to burn down) there.
3. The door of this house (to close) for you tomorrow.
4. He (to recognize) by the policeman two days ago.
5. The Paris newspapers declared that the child (to call) Juliet.
6. That building (to paint) yellow some years ago.

12. Fill in the blanks with the necessary verb form:

1. A huge housing program ... (to carry out) now.
2. Something important ... (to announce) over the radio now.
3. Don't enter the room. It is ... (to clean) now.
4. What question ... (to discuss) when you came to the meeting.
5. Your papers ... (to type) from 5 till 6 tomorrow.
6. He ... (to wait for) downstairs.

13. Translate into English:

- 1) Переклад вже закінчено.
- 2) Лист щойно відправлено.
- 3) За останні роки в нашому місті побудовано багато нових будинків.
- 4) Стаття ще не

опублікована. 5) Це запитання вже обговорено? 6) Мене тільки що запитали про це. 7) Делегацію вже зустріли? 8) Вчора до цього часу робота вже була завершена. 9) Ми зрозуміли, що наш лист ще не отримали. 10) До того часу, коли вони приїхали, питання було вже вирішено.

Lesson 2



HINTS TO GYMNASTS

The person who wants to become strong and active must remember that fresh air, wholesome food, regular habits and plenty of sleep are as important as exercise. Gymnastics can make a person supple and strong.

A good course of gymnastics at school should help in games and sports, but generally anyone who wants to improve at football, cricket or swimming is best advised to practice football, cricket or swimming. Exercise can help, however, by developing the supple shoulders of a good swimmer or the looseness of hip joint needed for hurdling. Any exercises which work a limb or joint through its whole range of movement should help, provided they are not violent or painful. Most exercises of this type do not help much to strengthen muscles, for that can be done only when the muscles are worked at movements demanding much effort. Such movements are not easy to make except by using

apparatus or by lifting weights, but the advice of an expert should always be sought before beginning gymnastic exercises of this kind.

Remedial gymnastics is of great value in helping to bring back movement and strength after illness or accidents.

1. Find the English equivalents in the text:

Здорове харчування, гнучкі плечі, розкутість тазостегнового суглоба, кінцівки, рух з надмірним зусиллям або болем, вимагати зусилля, піднімання ваги, повернути рух.

2. Translate the following words and word-combinations:

Fresh air, to practice football, hurdling, to strengthen muscles, remedial gymnastics, to be of great value, to bring back strength after illness.

3. Answer the following questions:

1. What must the person, who wants to become strong and active, remember?
2. What can gymnastics help?
3. What can exercise help?
4. What exercises help to strengthen muscles?
5. What does remedial gymnastics help?

4. Find the definitions of the following notions:

Physical	stretch and lengthen your muscles
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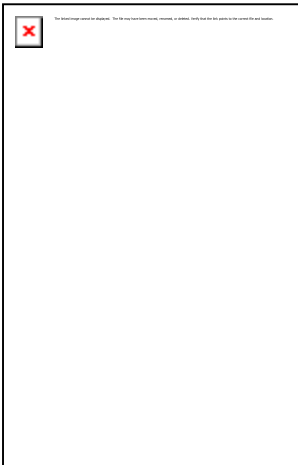
exercise		disease, cardiovascular disease, Type 2 diabetes and obesity.
Aerobic exercise	also called strength or Resistance training and can firm, strengthen, and tone your muscles, as well as improve bone strength, Balance, and Coordination	It also improves mental health, helps prevent depression, helps to promote or maintain positive self-esteem, and can even augment an individual's sex appeal or body image, which is also found to be linked with higher levels of self-esteem.
Anaerobic exercise	any physical activity that uses large muscle groups and causes your body to use more oxygen than it would while resting	Childhood obesity is a growing global concern and physical exercise may help decrease some of the effects of childhood and adult obesity. Health care providers often call exercise the "miracle" or "wonder" drug—alluding to the wide variety of proven benefits that it provides.
Flexibility exercises	any bodily activity that enhances or maintains physical fitness and overall health and wellness	

6. Make an annotation of the article:

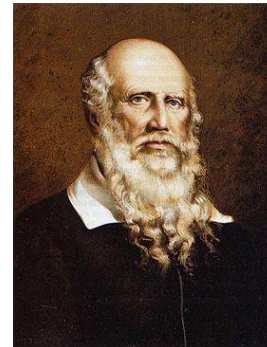
5. Read the text and put 4 questions to it:

Physical Exercise

Physical exercise is any bodily activity that enhances or maintains physical fitness and overall health and wellness. It is performed for various reasons including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, as well as for the purpose of enjoyment.



Frequent and regular physical exercise boosts the immune system, and helps prevent the "diseases of affluence" such as heart



Friedrich Ludwig Jahn

From the Illustrated History of Gymnastics

By Goodbody, John

Friedrich Ludwig Jahn (August 11, 1778 – October 15, 1852) was a German gymnastics educator and nationalist. His admirers know him as

"father of gymnastics" Jahn.

F.L. Jahn was born in Lanz in Brandenburg. He studied theology and philology from 1796 to 1802 at Halle, Göttingen at the University of Greifswald. In 1809 he went to Berlin, where he became a teacher at the Gymnasium zum Grauen Kloster and at the Plamann School.

Brooding upon what he saw as the humiliation of his native land by Napoleon, Jahn conceived the idea of restoring the spirits of his countrymen by the development of their physical and moral powers through the practice of gymnastics. The first open-air gymnasium was opened by Jahn in Berlin in 1811, and gymnastics association movement spread rapidly. Young gymnasts were taught to regard themselves as members of a kind of guild for the emancipation of their fatherland. This nationalistic spirit was nourished in no small degree by the writings of Jahn.

Early in 1813 Jahn took an active part in the formation of the famous Lützow Free Corps, a volunteer force in the Prussian army fighting Napoleon. He commanded a battalion of the corps, though he was often employed in the secret service during the same period. After the war he returned to Berlin where he was appointed state teacher of gymnastics, and took on a role in the formation of the student patriotic fraternities in Jena.

A man of populist nature, rugged, eccentric and outspoken, Jahn often came into conflict with the authorities. The authorities finally realized he aimed at establishing a united Germany, and that his schools were political and liberal clubs. The conflict resulted in the closing of the gymnasium in 1819 and Jahn's arrest. Kept in semi-confinement successively at Spandau, Küstrin, and at the fortress in Kolberg until 1824, he was sentenced to imprisonment for two years. The sentence was reversed in 1825, but he was forbidden to live within ten miles of Berlin.

He therefore took up residence at Freyburg on the Unstrut, where he remained until his death, with the exception of a short period in 1828, when he was exiled to Kölleda on a charge of sedition. While at Freyburg, he received an invitation to become professor of German literature at Cambridge, Massachusetts, which he declined, saying that "deer and hares love to live where they are most hunted."

Jahn promoted the use of parallel bars, rings and high bar in international competition. In honor and memory of him, some gymnastic clubs, called *Turnvereine*, took up his name, the most well known of these is probably the SSV Jahn Regensburg.

7. Imagine that you are a coach. Tell the sportsmen about the role of physical exercises.

GRAMMAR EXERCISES

8. Change these sentences into the Passive. Make the underlined words subjects of the passive sentences.

1. The police fined the driver for speeding.
2. People have sent her lots of birthday cards this year.
3. The lights went out when they were serving the meal.
4. Journalists asked the prime minister a lot of difficult questions.
5. Nobody has told me what to do.
6. The police were following him until he got to the office.

9. Use an appropriate tense of the verb in brackets.

1. He ____ just ____ (offer) a well-paid job with Radio Four.
2. The ceremony ____ (report) in the news last night.
3. I think cinema ____ (replace) gradually by TV and computers in the next century.
4. This program became very popular after the main presenter ____ (vote) the most interesting TV personality of the year.
5. Her latest series of articles ____ (publish) in a national newspaper at the moment.
6. Some films should ____ (not watch) by children and they ____ (show) on TV before 22.00.
7. Look at those men in dark glasses! I think we ____ (watch).

10. Choose the correct verb form.

1. The news ____ by James Cook tomorrow (will read, was read, will be read).
2. Three men ____ now about last month's bank robbery in Weymouth (are questioned, are being questioned, were being questioned).
3. According to a report, hundreds of people ____ in the streets every day (attack, are attacked, were attacked).
4. The law about TV stations ____ in parliament today (was passed, has passed, has been passed).
5. The scandal ____ by two reporters from *The Washington Post* (was uncovered, covered, was being uncovered).

11. Translate the sentences, using Passive Voice.

- a)
1. Цю статтю написав англійський журналіст.
 2. Переклад буде закінчено вчасно.
 3. Наш будинок зараз ремонтують.
 4. Обід варили, коли я прийшов додому.
 5. Цей театр було побудовано до того, як ми приїхали сюди.
 6. Про вас щойно говорили.
 7. Твори англійських письменників публікуються у всьому світі.
- b)
1. Грабіжника було заарештовано на місці злочину.
 2. Пацієнта було прооперовано одразу після нещасного випадку.
 3. Машину щойно вкрали.
 4. Скульптуру перефарбовували весь вечір.
 5. Це рішення вже прийнято міністром Берtrandом Осборном.
 6. Нове попередження було надано вченими вулканічної обсерваторії до 5 години вчора.

LESSON 3

REMEDIAL GYMNASTICS



Remedial gymnastics is a medical treatment and prophylactic of diseases by means of physical culture.

An instructor in physical culture must have a clear understanding of the essence of the disease, and the effect produced by certain physical exercises. He must know the indications and contraindications for the application of curative gymnastics.

Unlike other methods of treatment curative gymnastics has no ready-made prescriptions. Every patient needs a special set of exercises which will prove the most effective in his case. These sets of exercises must change as the patient's condition improves. The instructor in curative gymnastics treating the patient by means of physical culture must keep an eye even on the minutest changes in his organism; inform the physician about them so as to change accordingly the methods of curative gymnastics and the quantity of exercises.

Medical treatment by means of physical culture is a creative process and the effect of treatment depends upon the instructor's qualification, i.e. his knowledge, experience and pedagogical skill.

Every instructor in physical culture must know the fundamentals of curative gymnastics. It is most important for

introducing physical culture into the life of higher school students, pupils of schools, middle-aged and elderly persons in particular.

Physical culture is of the greatest importance for patients in sanatoria, hospitals and polyclinics.

1. Find the English equivalents in the text:

Лікувальна гімнастика, лікування, на відміну від інших методів, готові рецепти, спеціальний комплекс вправ, уважно слідкувати за.

2. Translate the following words and word-combinations:

Prophylactic of diseases, by means of physical culture, the essence of the disease, indications and contraindications, the application of curative gymnastics, a special set of exercises, to keep an eye, medical treatment, pedagogical skill, the fundamentals of curative gymnastics.

3. Complete the following sentences:

1. An instructor in physical culture must know the indications and ... for the application of curative gymnastics.
2. Every patient needs ... which will prove the most effective in his case.
3. The effect of treatment by means of physical culture depends upon
4. Every instructor in physical culture must know
5. Physical culture is of the greatest importance for

4. Answer the following questions:

1. What is remedial gymnastics?
2. What must an instructor in physical culture know?
3. Has curative gymnastics ready-made prescriptions?
4. What does every patient need?
5. What must the instructor in curative gymnastics do?
6. What does the effect of treatment depends on?
7. What must every instructor in physical culture know?
8. Whom is physical culture of the greatest importance for?

5. Read the information and discuss it with your partner.



Society of Remedial Gymnasts

The origins of the Society can be found in World War II when remedial exercises and group therapy were used to rehabilitate injured servicemen. Physical training instructors from the armed services were used also in civilian emergency hospitals.

Training courses in remedial gymnastics were offered to ex-service physical training instructors, the first course

beginning in Autumn 1945 at Pinderfields General Hospital, Wakefield. The training school at Pinderfields became permanent in 1952 and the course was re-organised in 1961. A second training school at University Hospital of Wales, Cardiff, was opened in 1973. The joint services school established at Chessington moved to Woolwich in 1979.

The Association of Remedial Gymnasts was formed in October 1946, becoming the Society of Remedial Gymnasts in 1953. The Society was incorporated in 1962, it became the Society of Remedial Gymnasts and Recreational Therapy in 1982, and the Society of Remedial Gymnastics and Recreational Therapy Ltd in 1984.

In 1953 men who had not been in the services and women were first accepted for training. Proposals to amalgamate with the CSP were made in the early 1970s. There was much opposition from both sides, and merger did not occur until 16 November 1985.

6. Make an annotation of the article: Physical Therapy

From the Journal of Manual Therapy

By Thomas J.A. Terlow



Physical therapy or **physiotherapy** (sometimes abbreviated to **PT**) is a health care profession primarily concerned with the remediation of impairments and disabilities and the promotion of mobility,

functional ability, quality of life and movement potential through examination, evaluation, diagnosis and physical intervention. It is carried out by **physical therapists** (known as **physiotherapists** in most countries) and **physical therapist assistants** (known as **physical rehabilitation therapists** or **physiotherapy assistants** in some countries).

In addition to clinical practice, other activities encompassed in the physical therapy profession include research, education, consultation, and administration.

Physical therapy involves the interaction between therapist(s), patients or clients, other health care professionals, families, care givers, and communities in a process where movement potential is assessed and diagnosed and goals are agreed upon. Physical therapy is performed by a therapist and sometimes services are provided by a physical therapist assistant (PTA) acting under their direction. Physical therapists and occupational therapists often work together in conjunction to provide treatment for patients. In some cases, physical rehabilitation technicians may provide physiotherapy services.

PTs are healthcare professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions, illnesses, or injuries that limit their abilities to move and perform functional activities as well as they would like in their daily lives. PTs use an individual's history and physical examination to arrive at a diagnosis and establish a management plan and, when necessary, incorporate the results of laboratory and imaging studies.

7. Imagine that you are an instructor of physical culture. Tell the students about the purpose and role of remedial gymnastics.

GRAMMAR EXERCISES

8. Use the verbs in brackets in the correct tense form of the Active Voice:

- Hello, Peter. I (not to see) you for ages. Where you (to be) all this time?
- Hello, Victor. I (to be) in the sport camp of our University.
- I see. Is it far from the city?
- It (to be) in the suburbs in a pine forest.
- Wonderful place! What you (to do) there?
- We (to train) and (to have) a rest.
- You (to take part) in any competitions soon?
- I (to hope) so. The national athletics championship (to take) place in two months.
- I (to wish) you luck and success.
- Thanks a lot. And what about you? What you (to do) here now?
- I (to prepare) a report for my presentation at the students' conference now.
- Where and when it (to take place)?
- It (to take place) in Lviv National University next month.
- I (to wish) you successful performance and interesting communication.
- Thanks. See you later.

- Bye.

9. Use the verbs in brackets in the Active or Passive Voice:

1. Nobody (to see) him yesterday.
2. The telegram (to receive) tomorrow in the evening.
3. He (to give) me this book next week or in a week.
4. The answer to this question can (to find) in the encyclopaedia.
5. We (to show) the historical monuments of the capital to the delegation.
6. You can (to find) interesting information about the life in the USA in this book.
7. Budapest (to divide) by the Danube into two parts: Buda and Pest.
8. Yuri Dolgoruki (to found) Moscow in 1147.
9. Moscow University (to found) by Lomonosov.
10. We (to call) Zhukovski the father of Russian aviation.

10. Translate into English using Passive Infinitive after modal verbs:

1. Руки треба мити перед кожною їжею.
2. Кімнати треба регулярно провітрювати.
3. Кішку слід годувати рибою.
4. Собаку можна годувати м'ясом та овочами.
5. Дітям треба регулярно давати фрукти та овочі.

6. Книги треба класти в шафу або на книжкову полицю.
7. Цю картину можна повісити над каміном.
8. Як можна перекласти це слово?
9. Куди можна поставити валізи?
10. На що потрібно звернути увагу?
11. Треба записати твій номер телефону про всяк випадок.
12. Потрібно виміряти ваш кров'яний тиск та температуру.
13. Його треба запросити на мій день народження.
14. Їй можна запропонувати нову посаду або нову роботу.

LESSON 4

MASSAGE



True
e massage
is a
special
kind of
rubbing
with
hands,

and it should be done only by people who have been trained to do it and know all about the structure of the body and how the different parts work.

Massage is used for many purposes, including soothing pain and getting rid of swellings, improving the circulation of the blood and strengthening muscles and other parts of the body which have been injured by accident or disease.

Three main kinds of movements are used in massage: stroking, kneading (or squeezing) and tapping. Stroking may be gentle movements on the skin, or firmer movements which are to affect organs inside the body and improve the flow of blood. Kneading consists of squeezing movements with the fingers or knuckles or with the thumb. Tapping is done with the points of the fingers.

A man who is trained to perform massage is called a masseur and a woman a masseuse.

1. Find the following words and word-combinations in the text:

Розтирання руками, використовуватися з метою, заспокоїти (пом'якшити) біль, позбавитися набряку, покращити кровообіг, зміцнити м'язи, бути травмованим, погладжувати, розтирати (тиснути), стукати, легкі рухи, міцніші рухи, суглоби пальців.

2. Translate the following words and word-combinations:

True massage, the structure of the body, accident or disease, stroking, kneading (or squeezing) and tapping, skin, to affect organs, to improve the flow of blood, thumb, the points of the fingers, masseur, masseuse.

3. Answer the following questions:

1. What is true massage?
2. Whom should massage be done by?
3. What purposes is massage done for?
4. What movements are used in massage?

4. Find the definitions of the following notions:

Massage	stimulating movements for general toning effect
Stroking	movements performed by the part of the hand to accomplish the massage
Kneading	movements that start and finish massage routine and other movements
Tapping	the manipulation of muscle and connective tissue by rhythmic techniques

5. Read the information and discuss it with your partner.



Massage has been utilized in the treatment of illness and injury for thousands of years by health care practitioners. Chinese writings dating back to 2500 BC describe the use of this modality for a variety of medical purposes. Massage has been promoted as a treatment of choice for numerous conditions such as

musculoskeletal injuries, cancer, stress, relaxation, and pregnancy.

Physical therapists who specialize in sports medicine often utilize massage techniques to aid an athlete's recovery from intense exercise or as a treatment option when performing clinical rehabilitation. Sports massage has been suggested as a means to help prepare an athlete for competition, as a tool to enhance athletic performance, as a treatment approach to help the athlete recover after exercise or competition, and as a manual therapy intervention for sports-related musculoskeletal injuries. While massage is frequently performed by physical therapists (and other healthcare or alternative medicine practitioners) and is popular with athletes and coaches, its actual efficacy is questionable.

6. Make an annotation of the article:

The Role of Massage in Sports Performance and Rehabilitation: Current Evidence and Future Direction

Jason Brummitt

North American Journal of Sports Physical Therapy



Sports massage is defined as a collection of massage techniques performed on athletes or active individuals for the purpose of

aiding recovery or treating pathology. Three forms of massage are frequently reported in the sports medicine literature: effleurage, petrissage, and deep transverse friction massage (DTFM).

Effleurage techniques are performed along the length of the muscle, typically in a distal to proximal sequence. These techniques are executed throughout a massage routine, with the strokes performed slowly utilizing light or gentle pressure.

The petrissage techniques include kneading, wringing, and scooping strokes. These techniques are generally performed with deeper pressure to patient tolerance.

Deep transverse friction massage (also known as cross-friction massage) is performed by using the fingers to apply a force .

Athletes routinely prepare both physically and psychologically prior to competition. Athletes typically incorporate one or more of the following pre-competition preparation strategies: static stretching, dynamic stretching, warm-up drills, game simulations, and mental imagery. A pre-event massage has been suggested as a strategy to decrease pre-competition anxiety and to prepare the muscles for competition.

Currently a paucity in the literature exists addressing the effects of a pre-event massage in order to reduce injury risk or enhance psychological readiness

7. Imagine that you are a masseur. Tell the students about massage and its role.

GRAMMAR EXERCISES

8. Turn the following into the Passive Voice:

1. They looked for the girl everywhere. 2. They did not listen to the boy. 3. She looked after the patients well. 4. They asked for our address. 5. My father looked through these papers this morning. 6. He will give my brother English lessons. 7. A friend of his has shown me an interesting magazine. 8. His friend told him everything. 9. The students greeted the famous lecturer warmly. 10. They have recently built a huge plant in the town. 11. We must finish the work by tomorrow. 12. When I fell ill, my mother sent for the doctor. 13. They showed Helen the nearest way to the theatre. 14. He gave his patient some good advice. 15. Mary has told me the news. 16. The people looked at the little boy with interest. 17. They examined the paper attentively.

9. Turn the following into the Active Voice:

1. Invitations have been sent to all the old pupils to be present at the school's thirtieth anniversary. 2. All the passengers in the bus were listening to the story of the boy who had been saved from drowning by the quickness of the driver. 3. The work was finished in time. 4. The child is taken care of. 5. This book must be read by every student. 6. This film can be seen in the Picture Palace. 7. Spartan children were taught by their parents to endure all hardships. 8. Which article was translated by your brother?

9. They were being taught drawing at that lesson. 10. This name was seldom mentioned in his novels.

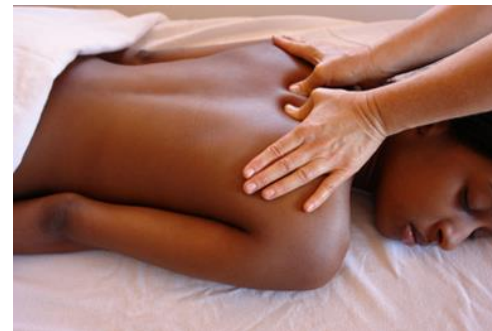
10. Turn the following into the Active Voice:

1. I am often told about it. 2. This man has been much spoken of. 3. When was it done? 4. What museums were visited last year? 5. Have your compositions been handed in? 6. What has been said is true. 7. After the facts had been thoroughly explained to her, she no longer felt worried. 8. He was fined for crossing the street in the wrong place. 9. The Greeks were attacked by the Persians from the sea. 10. This mountain has been climbed before. 11. She told me that those newspapers had been carefully put away where they would not be lost. 12. Why have these cups been put here in this cupboard? 13. Nick was told to go home at once. 14. Whom were these letters written by?

LESSON 5

Massage Techniques

Text 1



Massage movements

Massage movements come under four main headings Effleurage and stroking. Petrissage, Tapotement also called percussion,

Vibrations and shaking. These main groups can be further divided and most movements used will fall into one of these main groups.

Effleurage consists of stroking movements. Stroking movements start and finish a massage routine and also link other movements. They are applied with the entire palm surface of the hand and starting with superficial strokes to apply the oil or cream. As the pressure used in superficial stroking is light, the direction of the strokes may be towards the heart or away from heart. Effleurage movements are directed towards the venous and lymphatic flow and are applied over the skin a lot firmer than the stroking mentioned earlier.

Petrissage consists of compression movements. These include kneading, skin rolling, wringing, frictions with finger or thumb. Petrissage movements are performed with intermittent pressure either with one or both hands. The pressure is firmly and smoothly applied, then relaxed. The movement is then progressed to the next adjacent area and is then repeated. Kneading may be performed in several different ways and is described by the part of a hand used to accomplish the massage, e.g. thumb kneading, palm kneading. The pressure used will vary according to the purpose of the massage and the amount of the tissue under treatment. The therapist needs to be careful to avoid pinching the skin at the end of the strokes.

Tapotement movements include beating, pounding, cupping and hacking and frictions. All these movements are

stimulating and should only be used if a general toning effect is required from the massage rather than relaxation.

1. Find the English equivalents in the text:

Ефлераж (поглажування), розминка, биття, вібрація, погладжуючі рухи, масажна процедура, поверхня долоні, поверневі поглажування, застосовувати олію, стискаючі рухи, розтирання, скручування шкіри, натискання, тертя, періодичний (переривчастий), прилегла ділянка, мета масажу, кількість тканини, затискання шкіри, стукання, плескання, рубання, тертя.

2. Translate the following terms and terminological expression:

Effleurage. petrissage, tapotement, vibrations, stroking movements, massage routine, light stroking, the direction of the strokes, venous and lymphatic flow, compression movements, thumb kneading, palm kneading, beating, pounding, cupping, hacking, frictions.

3. Answer the following questions:

1. What are the main massage movements?
2. What movements start and finish a massage routine?
3. What part of the hand are they applied with?
4. What is the direction of the strokes?
5. What do compression movements include?
6. What do tapotement movements include?

4. Read and translate the text. Put 5 questions to the text and ask your partner to answer them.

Text 2

Cupping is performed with hands forming a loose cups which rhythmically strike the body. Beating is when the hands are formed into loose fists dropping from shoulder level to strike the client's body.

Hacking is a light and fast movement performed with the hands at right angles to the wrists. The fingers touch and leave the skin's surface very rapidly with the outer three fingers of each hand doing the work. Hacking is very stimulating both to the circulation and to the sensory nerve endings.

Frictions are concentrated movements using controlled pressure on a small area of the surface tissues moving them over the underlying structures. The movement completes several small circles over a limited area placing a degree of stretch in the muscles; pressure is then relaxed and the hand moves on to the next area without losing contact.

Vibration and shaking movements produce a tremor or shake in the tissues, but they are very different in their uses. Vibration is a single or double handed technique which is a fine shaking or tremor which is given to the area by hand or fingertips, vibrations include thumb vibrations and finger vibrations. They are fine trembling movements performed on or along the nerve path by the fingers of the thumb. The

shaking is the same as above but with a rhythmic shaking movement or tremor is applied.

5. Make an annotation of the article:

Introduction to Massage Therapy

From Medical Journal

By John Cavendish



- Scientific evidence on massage therapy is limited. Scientists are not yet certain what changes occur in the body during massage, whether they influence health, and, if so, how. The National Center for Complementary and Alternative Medicine (NCCAM) is sponsoring studies to answer these questions and identify the purposes for which massage may be most helpful.
- Massage therapy appears to have few serious risks if it is used appropriately and provided by a trained massage professional.
- Tell your health care providers about any complementary and alternative practices you use. Give them a full picture of what you do to manage your health. This will help ensure coordinated and safe care.

What is the history of massage therapy?

Massage therapy dates back thousands of years. References to massage appear in writings from ancient China, Japan, India, Arabic nations, Egypt, Greece (Hippocrates defined medicine as "the art of rubbing"), and Rome.

Massage became widely used in Europe during the Renaissance. In the 1850s, two American physicians who had studied in Sweden introduced massage therapy in the United States, where it became popular and was promoted for a variety of health purposes. With scientific and technological advances in medical treatment during the 1930s and 1940s, massage fell out of favor in the United States. Interest in massage revived in the 1970s, especially among athletes.

What are the health benefits of massage therapy?

According to the 2007 National Health Interview Survey, which included a comprehensive survey of CAM use by Americans, an estimated 18 million U.S. adults and 700,000 children had received massage therapy in the previous year.

People use massage for a variety of health-related purposes, including to relieve pain, rehabilitate sports injuries, reduce stress, increase relaxation, address anxiety and depression, and aid general wellness.

6. Imagine that you are a masseur. Tell the students about massage techniques.

GRAMMAR EXERCISES

7. Translate the sentences using the modal verb *can* or its equivalent *to be able to*:

1. Вона не може вас зрозуміти, спробуйте пояснити ще раз.
2. У минулому році я абсолютно не вмів кататися на лижах, а зараз я умію.
3. Вона не зможе вчасно дістатися до аеропорту.
4. Чи зможеш ти відправити йому повідомлення електронною поштою?
5. Я думаю, вона не зуміє розв'язати цю задачу.
6. Ти зможеш полагодити мій магнітофон?
7. Боюсь, він не зможе допомогти мені переїхати в новий будинок наступної неділі.
8. Учора я не зміг побачити директора, тому що він обув на конференції, але сьогодні після роботи я зможе це зробити.

8. Remember the meaning of the modal verb *may* (дозвіл, припущення),

e.g. *You may take my pen. It may rain soon.* Translate the following sentences:

1. Якщо ти не надягнеш пальто, ти можеш захворіти.
2. Не йди з дому: мама може скоро прийти, а в неї немає ключа.
3. Будь обережним: ти можеш упасти.
4. Якщо твоя робота готова, можеш іти додому.
5. Вчитель сказав, що ми можемо обговорити це питання разом.
6. Чи мені можна увійти?

9. Translate into English, using the equivalent of the verb *may* - *to be allowed to*:

1. Палити заборонено.
2. В Англії вам дозволяють водити машину, якщо вам 17 років.
3. У США дозволяють продовжувати їздити на машині навіть у віці 90 років.
4. Їм дозволяють користуватися магнітофоном у фонолабораторії.
5. Учора їм дозволили прийти на тренування трохи пізніше.
6. Я думаю, тобі не дозволять закінчити роботу без експерименту.

10. Use the verb *may* (*might*) or *to be allowed to*, where *may* cannot be used:

1. He ... go home if he likes.
2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside.
3. ... I bring me sister to the party?
4. He ... join the sports section as soon as he is through with his medical examination.
5. If you pass your examinations, you ... go to the south.
6. He asked if he ... borrow my car.

11. Use the modal verbs *may* (*might*) or *can* (*could*):

1. Most children ... slide on the ice very well.

2. Be careful: you ... spill the milk if you carry it like that.
3. I ... not imagine her speaking in public: I knew she was so shy.
4. She asked me if she ... use my telephone.
5. A fool ... ask more questions than a wise man ... answer.
6. You ... read this book: you know the language well enough.
7. You ... take this book: I don't need it.
8. The school was silent: nothing ... be heard in the long dark corridors.
9. Waiting ... be endless, you know.
- 10.... you tell me the nearest way to the city museum?

12. Remember the meaning of the modal verb *must* (необхідність, обов'язок, припущення), e.g. *You must respect your parents. It must be cold outside.*

Translate the following sentences:

1. Ти повинен виїхати завтра вранці?
2. Він, мабуть, дуже втомився.
3. Ви не повинні спізнюватися.
4. Я повинна наполегливо працювати над англійською.
5. Ви не повинні забувати про свої обов'язки.
6. Ви напевно дуже голодні.
7. Я мушу визнати, що я неправий.

13. Remember the equivalents of the modal verb *must*:

to have to – вимушена необхідність,
to be to – необхідність за домовленістю, наміченим планом, наказ.

Fill in the blanks with *to have to* or *to be to*:

1. If I don't ring you up before six o'clock, you ... to go to the concert hall alone and wait for me at the entrance. Is that clear?
2. The planters ... to gather their cotton at once, as they had been warned that heavy rains were expected.
3. I ... to wear glasses as my eyesight is very weak.
4. She ... to send a telegram because it was too late to send a letter.
5. You ... to learn all the new words for the next lesson.
6. Who ... to go to the library to get the new books? – I was, but I couldn't because I ... to finish some work at the phonetics laboratory.
7. It is raining. You ... to put on your raincoat.

UNIT VII

HUMAN HEALTH

Lesson 1



HEALTH

Health is "a state of complete physical, mental, and social well-being and not merely the absence of disease" according to the World Health

Organization (WHO). *Physical* is about the body. *Mental* is about how people think and feel. *Social* talks about how people live with other people. It is about family, work, school, and friends.

Physical fitness refers to good body health, and is the result of regular exercise, proper diet and nutrition, and proper rest for physical recovery. A person who is physically fit will be able to walk or run without getting breathless and they will be able to carry out the activities of everyday living and not need help.

A physically fit person usually has a normal weight for their height. The relation between their height and weight is called their Body Mass Index. A taller person can be heavier and still be fit. If a person is too heavy or too thin for their height it may affect their health.

Mental health refers to a person's emotional and psychological well-being. "A state of emotional and psychological well-being in which an individual is able to use his or her thinking and emotional (feeling) abilities, function in society, and meet the ordinary demands of everyday life."

Public health refers to trying to stop a disease that is unhealthy to the community, and does not help in long life or promote your health. This is fixed by organized efforts and choices of society, public and private clubs, communities and individuals. It is about the health of many people, or everybody, rather than one person.

1. Find the English equivalents in the text:

Повний добробут, належне харчування, фізичне відновлення, бути у хорошій фізичній формі, задихатися, вага, зріст, впливати на здоров'я, відповідати вимогам.

2. Find English equivalents of these words and word-combinations:

The absence of disease, regular exercise, proper diet, proper rest, physically fit person, normal weight, Body Mass Index, emotional (feeling) abilities, everyday life, to promote health, organized efforts.

3. Answer the following questions:

1. What is health according to the World Health Organization?
2. What does physical fitness refer to?
3. What will a person, who is physically fit, be able to?
4. What does mental health refer to?
5. What does public health refer to?

4. Read the text and put 4 questions to it:

WHO



The **World Health Organization (WHO)** is part of the United Nations (UN), working on international public health, with headquarters in Geneva, Switzerland. The WHO was

established by the UN on April 7, 1948. World Health Day is celebrated on April 7.

WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.

In the 21st century, health is a shared responsibility, involving equitable access to essential care and collective defense against transnational threats.

5. Tell your friends what you know about health and World Health Organization.

6. Make an annotation of the article:

Sports Injuries



National Institute of
Arthritis and Musculoskeletal
and Skin Diseases

The term “sports injury,” in the broadest sense, refers to the kinds of injuries that most commonly occur during sports or exercise. Some sports injuries result from accidents; others are due to poor training practices, improper

equipment, lack of conditioning, or insufficient warm-up and stretching.

Although virtually any part of your body can be injured during sports or exercise, the term is typically reserved for injuries that involve the musculoskeletal system, which includes the muscles, bones, and associated tissues like cartilage. Following are some of the most common sports injuries.

Common Types of Sports Injuries

- Muscle sprains and strains
- Tears of the ligaments that hold joints together
- Tears of the tendons that support joints and allow them to move
- Dislocated joints
- Fractured bones, including vertebrae.

Preventing injuries in children is a team effort, requiring the support of parents, coaches, and the kids themselves. Here's what each should do to reduce injury risk.

What parents and coaches can do:

- Try to group youngsters according to skill level and size, not by chronological age, particularly during contact sports. If this is not practical, modify the sport to accommodate the needs of children with varying skill levels.
- Match the child to the sport, and don't push the child too hard into an activity that she or he may not like or be physically capable of doing.
- Try to find sports programs where certified athletic trainers are present. These people, in addition to health care

professionals, are trained to prevent, recognize, and give immediate care to sports injuries.

- See that all children get a preseason physical exam.
- Don't let (or insist that) a child play when injured. No child (or adult) should ever be allowed to work through the pain.
- Get the child medical attention if needed. A child who develops any symptom that persists or that affects athletic performance should be examined by a health care professional. Other clues that a child needs to see a health professional include inability to play following a sudden injury, visible abnormality of the arms and legs, and severe pain that prevents the use of an arm or leg.
- Provide a safe environment for sports. A poor playing field, unsafe gym sets, unsecured soccer goals, etc., can cause serious injury to children.

What children can do:

- Be in proper condition to play the sport. Get a preseason physical exam.
- Follow the rules of the game.
- Wear appropriate protective gear.
- Know how to use athletic equipment.
- Avoid playing when very tired or in pain.
- Make warm-ups and cool-downs part of your routine. Warm-up exercises, such as stretching or light jogging, can help minimize the chances of muscle strain or other soft tissue injury. They also make the body's tissues warmer and more flexible. Cool-down exercises loosen the muscles that have tightened during exercise.

GRAMMAR EXERCISES

7. Remember the meaning of the verb
need – *необхідність (треба, потрібно),*
need not – *відсутність необхідності,*
Need ... ? – *Чи треба? Чи потрібно?*
Compare cannot and need not, e.g.
You cannot do it. – *Ти не можеш робити цього.*
You need not do it. – *Ти можеш не робити цього.*
You need not have done it. – *Ти міг і не робити цього*
(але зробив).

Translate the following sentences:

1. Вони не можуть перекласти цю статтю.
2. Моя сестра може не писати цього листа, я можу зателефонувати їм.
3. Він не міг залишитися там на ніч.
4. Він міг і не залишатися там на ніч.
5. Вона не могла приготувати такий великий обід.
6. Вона могла й не готувати такий великий обід.

8. Compare the verbs in the meaning of supposition:

must – *мабуть, напевно;*

may – *можливо;*

might – *можливо (але мало ймовірно);*

can't – *не може бути.*

Translate the following sentences:

1. Вони, напевно, працюють за кордоном.
2. Вони, можливо, працюють за кордоном.

3. Можливо, вони й працюють за кордоном.
4. Не може бути, що вони працюють за кордоном.
5. Вони, напевно, працювали за кордоном.
6. Вони, можливо, працювали за кордоном.
7. Можливо, вони й працювали за кордоном.
8. Не може бути, щоб вони працювали за кордоном.

9. Compare the sentences: *He must train.* – *Він повинен тренуватися.* *He must be training.* – *Він, напевно, тренується.* *He had to go.* – *Йому довелося піти.* *He must have gone.* – *Він, напевно, пішов.*

Translate the following sentences:

13. Вони повинні поговорити з нею.
14. Напевно, вони зараз розмовляють про це.
15. Мені довелося написати про це сестрі.
16. Вона, напевно, написала сестрі.
17. Я повинен прочитати цю книжку.
18. Вона, напевно, читає цю книжку.
19. Він, напевно, прочитав цей твір.

10. Compare the sentences: *You should do it.* – *Вам слід було б зробити це (тепер).* *You should have done it.* – *Вам слід було б зробити це (раніше).* *You should not do it.* – *Вам не слід було б робити цього (тепер).* *You should not have done it.* – *Вам не слід було б робити цього (раніше).* *You needn't have done it.* – *Ви могли й не робити це.*

Translate the following sentences:

1. Треба було сказати їй по це.
2. Вам не слід було залишатися там так пізно.
3. Їй слід зараз же піти до лікаря.
4. Їм слід було почати цю роботу раніше.
5. Вам не слід було говорити з нею англійською.
6. Треба було повернути праворуч.
7. Треба було раніше сказати кому-небудь про це.

11. Comment the actions using *should, shouldn't or needn't*:

Model: *Your aunt is running a temperature. – You should consult a doctor.*

What will you say to the person who:

- 1) crossed the street under the red light?
- 2) bought bread which was not necessary?
- 3) went out without his coat and caught a cold?
- 4) apologised for asking you a question?
- 5) didn't attend a very important lecture?
- 6) hasn't returned the books to the library?

12. Translate the following sentences:

1. He must have sold his piano. 2. He may have sold his piano. 3. He might have sold his piano. 4. He can't have sold his piano. 5. He should have sold his piano. 6. He shouldn't have sold his piano. 7. He needn't have sold his piano. 8. He had to sell his piano. 9. He was to sell his piano.

**Lesson 2
CARE**

HEALTH



Health care is the preservation of mental and physical health by preventing or treating illnesses through services offered by the health profession and its staff. Health care includes all reasonable and necessary medical aid, medical examinations, medical treatments, medical diagnoses, medical evaluations and medical services. The right to health care is considered one of human rights with international human rights law as well as social security.

Physical fitness is the ability to be physically active. A person is physically fit if he or she can pass tests designed to measure physical performance. Such tests are necessary for some occupations, such as soldiers and firefighters. Physical fitness has two components: **general fitness** (a state of health and well-being) and **specific fitness** (the ability to perform specific aspects of sports or occupations).

Physical Education is a physical subject, that is taught in school. Students do many different sports, exercises and activities using the body. Many types of physical fitness are involved. Physical Education is a course that utilizes learning

in the cognitive, affective and psychomotor domains in a play or movement exploration setting.

A **healthy lifestyle** is one which helps to keep and improve people's health and well-being. Many governments and non-governmental organizations have made big efforts in healthy lifestyle and health promotion.

1. Find the English equivalents in the text:

Охорона здоров'я, збереження здоров'я, запобігання та лікування хвороб, медична спеціальність, виміряти фізичну працездатність, фізична підготовка, фізична культура, здоровий спосіб життя, зміцнення здоров'я (оздоровлення).

2. Translate the following terms and terminological expressions:

Health care, medical aid, medical examinations, medical treatments, medical diagnoses, medical evaluations, medical services, physical performance, a state of health and well-being, physical fitness, physical education, healthy lifestyle, health promotion.

3. Answer the following questions:

1. What is health care?
2. What does health care include?
3. When a person is considered to be physically fit?
4. What are the components of physical fitness?
5. What is physical education?
6. What is the goal of healthy lifestyle?

4. Read the text about healthcare in the UK and discuss it with your partner.

Healthcare in the United Kingdom is a devolved matter, meaning England, Northern Ireland, Scotland and Wales each have their own systems of private and publicly funded healthcare. Each region having different policies and priorities has resulted in a variety of differences existing between the systems. That said, each country provides public healthcare to all UK permanent residents that is free at the point of need, being paid for from general taxation. In addition, each also has a private healthcare sector which is considerably smaller than its public equivalent, with provision of private healthcare acquired by means of private health insurance, funded as part of an employer funded healthcare scheme or paid directly by the customer, though provision can be restricted for those with conditions such as AIDS/HIV.



Taken together, the World Health Organization, in 2000, ranked the provision of healthcare in the United Kingdom as fifteenth best in Europe and eighteenth in the world. A report from the Commonwealth Fund *Mirror, Mirror on the Wall* used information from surveys to

compare seven first world healthcare systems, ranking the United Kingdom as second overall, taking first place in subcategories including effective care and efficiency. The UK performed best overall and best in many categories when this report was updated in 2014, when the comparisons were extended to include 11 countries.

Overall, around 8.4 per cent of the United Kingdom's gross domestic product is spent on healthcare, which is 0.5% below the Organisation for Economic Co-operation and Development average and about one percent below the average of the European Union

5. Imagine that you are a specialist in healthcare. Describe the main aspects of this notion.

6. Make an annotation of the article.

Healthy Living: Steps to Take Today

Healthy living starts right now. Experts tell you how.

By Miranda Hitti

Healthy living is within your reach, starting today. Sure, healthy living is a long-term commitment, not a flash-in-the-pan fad. But there are steps you can take right now that will make today healthier than yesterday and pave the way for healthy living tomorrow, too.

Here's your checklist of practical healthy living tips that are ready to go. Let's get started.

Healthy Living Step No. 1: Take stock.

Your first step toward healthy living is to get a handle on your health status right now. Here's your to-do list:

- **Make appointments with your doctor and dentist.** Catch up on your routine screening and immunizations, and take the opportunity to ask your doctor any questions you might have.
- **Gauge your girth.** Measure your height and weight to check your BMI, and measure your waist circumference to see if you're overweight and if your waistline is putting your health at risk.
- **Assess your activity.** How much physical activity do you get in a typical week? How intense is that activity? How much variety do you get in your activity, and how much do you enjoy it? The CDC recommends that adults get at least two and a half hours per week of moderate-intensity aerobic activity or one hour and 15 minutes per week of vigorous-intensity aerobic activity, plus muscle-strengthening activities at least two days per week.
- **Keep a food diary.** Write down everything you eat for a day -- and no fair skipping the items you're embarrassed about. "The idea is to write it down ... without judgment," says Kathianne Sellers Williams, MEd, RD, LD, a nutritionist, wellness coach, and personal trainer with Cafe Physique in Atlanta. "You can't change what you're not aware of or don't acknowledge."
- **Check your mood and energy.** Healthy living includes emotional wellness and adequate rest. How has your mood been lately? Are you experiencing any symptoms of

depression or anxiety? Do you usually sleep well for seven to eight hours a night?

- **Consider your social network.** How strong are your connections with family and friends? Are you plugged in with social or spiritual groups that enrich your life? "People have a fundamental need for positive and lasting relationships," C. Nathan DeWall, assistant professor of psychology at the University of Kentucky, tells WebMD.

GRAMMAR EXERCISES

7. Read the text and complete it with these words: articles (a, the); prepositions (of, to, from in); quantity expressions (some, all).

Welsh

Welsh is ... Celtic language that is spoken in ... principality of Wales, with ... speakers in Patagonia in ... south ... Argentina. It is very different ... English. For example, "Welcome ... Wales" is "Croesu i Cymry" in Welsh.

The Celts arrived ... Europe in ... fifth century BC. When ... Anglo-Saxons invaded Britain, the British Celts moved west and northwards. Before ... sixteenth century, Wales had ... rich literary tradition and everybody in Wales spoke Welsh.

After ... unification of Wales with England in 1536, Welsh was banned and it declined rapidly. Until the 1960s, Welsh was not taught in schools and English was the only

official language. A few years ago only 500,000 out ... a population of nearly three million spoke Welsh and ... people thought that ... language was dying out. However, now it is growing again: Welsh is used in government, there is ... Welsh TV station and it is now taught in nearly ... schools.

8. Complete the text with these adverbs:

Immediately, certainly, luckily, suddenly, unfortunately.

Yesterday was ... a lucky day for me, but it began badly. I left my house. ... I realised I had no money for the bus. I went to ask our neighbours for help. ... they were out. I began walking to school. I ... remembered we had an exam, and I would be late. I ran all the way. ... my teacher was also late – and she cancelled the exam!

9. Choose the correct word from the brackets:

The trekkers were walking (slow/slowly) up the mountain path. Suddenly, they saw a large figure about them. It looked very (strange/strangely), with a large head and thick black hair. The creature screamed (loud/loudly). It sounded (horrible/horribly), like the scream of a mad person. Then the figure ran (quick/quickly) behind a rock. When the trekkers got there, they saw big footprints in the snow and some black hair on the rocks. The hair was dirty and smelt (terrible/terribly). The trekkers (careful/carefully) took photos. From that moment they started to feel (nervous/nervously) and they slept (bad/badly) that night.

When they got back home, they developed the photos.
There was nothing there – only snow and rocks!

10. Complete the sentences using *must* or *can't*:

1. They have got two houses and three cars. They ... be rich.
2. There was no answer when I phoned. They ... be at home.
3. Fiona is very brown. She ... have just got back from holiday.
4. I can't find my pen. I ... have left it at school.
5. His light's on. He ... have gone to bed yet.
6. The letter's not here. She ... have taken it.

11. Complete the sentences with *will*, *may*, *might* or *won't*:

1. Most people ... do their shopping on the Internet.
2. We ... find life on another planet.
3. Doctors ... find a cure for Aids.
4. Traffic pollution ... be a bigger problem.
5. An African team ... win the football World Cup.
6. People ... live in Antarctica.
7. A woman ... become President of the USA.
8. Cigarette smoking ... be illegal.

12. In pairs speculate about the following situations using *must*, *might*, *may* or *can't*:

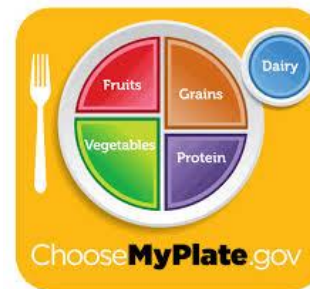
Example:

A: He scored three goals in one match. He must be a good player.

B: Or he might have been lucky.

1. Paul hasn't come to school today.
2. Miriam knows a lot about dinosaurs.
3. He crashed into a bus.
4. Kate's crying.

**Lesson 3
NUTRITION**



Nutrition provides the cells of an organism with food, in a form they can use. Organisms need food to be able to keep their bodies working properly. They also need food to be able to do certain things. Malnutrition can happen when a person doesn't eat the right amount of nutrients. They can get better by changing their diet so it has the right amount of nutrients.

Different organisms have different food requirements, and they eat different things in order to meet those requirements. Animals that do not eat meat, for example, will have to get certain nutrients like protein from other foods.

A nutrition expert is called a dietician. Nutritionists are different because they don't need the government to recognize them as experts. Anyone can call themselves a nutritionist.

The six main types of nutrient are carbohydrates, fats, minerals, protein, vitamins, and water. A macronutrient is a nutrient that needs to be eaten a lot. A micronutrient is needed in smaller amounts but it is still important. Carbohydrates are not needed by the body but most people eat a lot of them. Complex carbohydrates are more nutritious than simple carbohydrates. They take longer to digest. Because they stay in the stomach for longer they leave the person who has eaten them feeling fuller for longer. Protein is needed for building cells. It is found in meat, beans, and eggs. Protein is made of amino acids. Fat is found naturally in some foods. People often eat it in processed foods such as cakes and chocolate. It is high in energy. Omega 3 and omega 6 fats are needed by the body. There are saturated and unsaturated fats. It is recommended that people avoid the saturated type. It has been linked with heart disease. A lot of people think that fat is bad in general. It is controversial.

Most people eat three meals a day. Eating every few hours keeps blood sugar stable.

1. Find the English equivalents in the text:

Забезпечити їжею, клітини організму, кількість поживних речовин, експерт з харчування, визнавати експертом, вуглеводи, переварити (перетравити), побудова клітин, насичені жири, унікати.

2. Translate the following terms and terminological expressions:

Nutrition, malnutrition, nutrients, food requirements, dietician, carbohydrates, fats, minerals, protein, vitamins, water, to be found in meat, unsaturated fats, heart disease, blood sugar.

3. Answer the following questions:

1. What does nutrition provide the cells of an organism with?
2. Why does an organism need food?
3. When can malnutrition happen?
4. How is a nutrition expert called?
5. What are the six main types of nutrient?
6. What is protein needed for?
7. Where is it found?
8. What keeps blood sugar stable?

4. Read the information and discuss it with your partner.

Recent Nutrition Developments

Five fruit and veggies a day helps you live longer - researchers from the Karolinska Institute, Sweden found that people who ate their "five-a-day" portions of fruit-and-veggies tended to live longer than those who did not. Their findings were published in the American Journal of Clinical Nutrition (July 2013 issue).

The researchers said that for those who went a step further and had more than five portions per day, there

appeared to be no additional benefits in terms of longer lifespans.

A large breakfast promotes weight loss - scientists from Tel Aviv University, Israel, wrote in the journal *Obesity*³ that a large breakfast - containing 700 calories - promotes weight loss and lowers the person's risk of developing *heart disease*, highcholesterol and *diabetes*.

Prof. Daniela Jakubowicz and colleagues emphasized that when we eat our food has a considerable impact on how our bodies process food.

5. Imagine that you are a specialist in nutrition. Describe the main aspects of this notion.

6. Make an annotation of the article.

Dietary Supplement Tips for Older Adults

By Shereen Lehman, MS

Updated February 09, 2014



Your health status, nutritional needs, and dietary intake can change as you age. Maybe you're thinking about taking dietary supplements to ensure you get all the nutrients you need, or maybe you're hoping that a specific dietary supplement will act as a natural remedy or will work as an anti-aging pill.

They'll help you accomplish the first part -- ensure nutrient intake -- but they're not going to turn back the hands of time.

Benefits, Risks and Tips

Dietary supplements have both benefits and risks, but companies that make dietary supplements don't have to prove that they're safe or effective for treating or preventing any type of disease. You need to be careful with dietary supplements, especially as you age. So before you buy, I've got some tips for you.

Consult Your Healthcare Provider: Talk to your doctor or other healthcare provider if you think you need dietary supplements. This is especially important if you're currently taking any medications or have any health issues.

Know What's In the Supplement: Some formulas contain several different ingredients, which increases the chance you'll have some negative side effects. Read the label to make sure you're only getting the nutrients, herbs, or botanicals you want.

Be Aware of Possible Drug Interactions: Some dietary supplements can interfere with medications, even over-the-counter medicines. Vitamin E, for example, has a blood thinning effect and shouldn't be used if you're taking an anticoagulant.

Don't Replace Medications With Supplements: Certain dietary supplements can have drug-like effects on your body. For example, niacin in large doses can reduce cholesterol levels, but if you're currently taking medication to lower cholesterol, don't replace them with niacin (or any

other supplement). Niacin can also cause an uncomfortable niacin flush.

Supplements before Surgery: If you're going to have surgery, you must tell your doctor about all the dietary supplements you're taking. Some supplements, like vitamin E, can have negative effects if taken before or after surgery. You may have to stop taking your supplements at least two weeks before your operation.

Follow Label Directions: Some supplements, like calcium carbonate, are best taken with food, and others – like iron supplements -- may be best taken on an empty stomach. Don't take a larger dose than what's suggested on the label unless your health provider tells you to do so. Some vitamins are dangerous when taken in dosages much larger than directed on the label.

Don't Believe Any Hype: Avoid any dietary supplements advertised as miracle cures, scientific breakthroughs, or that are sold by websites or companies that make health and anti-aging claims that seem too good to be true. Legitimate supplement companies won't make those types of claims.

If you choose to buy any dietary supplements online, the website should have contact information, including a phone number, so you can contact them with any questions. You may want to ask them what proof they have that the product is effective, and what types of testing and quality control procedures they have in place. If the website doesn't have any contact information, or makes it difficult to speak to an actual human being, then don't buy their product.

Lesson 4



DIET

A person's diet is what he eats and drinks, and it is highly important because both growth and health are affected by it. Everyone knows that without food people starve to death, and every year this happens in some countries of the world in times of famine. Even people who can get food, however, sometimes suffer from various kinds of illness because they eat too much of one kind of food and not enough of another. This is because the body has many different needs and these needs require a balanced diet.

A balanced diet contains the right proportions of certain food substances: the three main kinds of these are proteins, fats and carbohydrates.

Proteins are supplied by meat, fish, cheese, eggs, milk and, to a much lesser degree, by bread, peas and beans.

Fats are found in butter, cream, milk, lard, suet, yolk of egg, nuts, margarine, oily fish, fat meat and cod-liver oil.

Carbohydrates are present in sugars, starches, cereals, oatmeal, porridge, rice, corn flour, fruit, flour, bread, cake, biscuits, potatoes, carrots, macaroni, spaghetti, honey, treacle and syrups.

In addition to these three groups the body needs certain minerals. These are calcium and phosphorus, which are

found especially in milk and fish; and iron, manganese and copper, supplied by eggs yolk, peas, spinach, watercress, oatmeal and raisins.

Vitamins are also essential to a good diet.

1. Find the English equivalents in the text:

Впливати на зріст, вмирати від голоду, у часи голоду, страждати від хвороби, потребувати збалансованої дієти, харчові речовини, постачатися, горох і боби, вершки, смалець, нутряне сало, жовток, печінка тріски, крохмаль, крупи, вівсяні пластівці, борошно, патока, сиропи, марганець, шпинат, крес-салат.

2. Translate the following words and - combinations:

To affect health, a balanced diet, the right proportions, proteins, fats, carbohydrates, meat, fish, cheese, eggs, milk, butter, nuts, margarine, oily fish, fat meat, porridge, rice, corn flour, fruit, bread, cake, biscuits, potatoes, carrots, macaroni, spaghetti, honey, calcium, phosphorus, manganese, copper, raisins.

3. Say true or false:

1. A balanced diet is a diet which contains various food substances.
2. Proteins are supplied by meat, fish, cheese, eggs, milk.
3. Fats are supplied by bread, peas and beans.

4. Carbohydrates are present in sugars, starches, cereals, oatmeal, porridge, rice, corn flour, fruit, flour and others.

5. The body needs certain minerals in addition to proteins, fats and carbohydrates.

6. Vitamins are not very important to a balanced diet.

4. Answer the following questions:

1. Why is a person's diet very important?
2. What is a well-balanced diet?
3. What products contain proteins?
4. What products are rich in fats?
5. Where are carbohydrates present?
6. What does the body need except for proteins, fats and carbohydrates?
7. Where are calcium and phosphorus found?
8. What are iron, manganese and copper supplied by?
9. Are vitamins also essential to a good diet?

5. Read the text and put 5 questions to it:

Proteins, Fats and Carbohydrates



Proteins are complicated chemical substances. They contain carbon, hydrogen, oxygen, nitrogen and other elements, such as phosphorus and sulphur. These are made up into what are called amino-

acids, and groups of these form the proteins people eat.

Because some amino-acids are more necessary than others for the growth and health of the body, some protein foods are better than others since they contain more of these important amino-acids. The animal proteins, such as those in meat, milk and eggs, are better for the body than the vegetable proteins. Such animal proteins are sometimes called the “body-builders” and it is important that about half the protein in a diet should consist of them rather than of the less good vegetable proteins.

Fats are made up of carbon, hydrogen and oxygen. They are organic acids combined with alcohols and they help to keep people warm. Fats can be stored in most of the tissues of the body and people who eat too much of them become overweight. They are best taken in the form of butter, milk, cheese, eggs and certain kinds of oily fish. Herrings, for example, are a good source of fat.

Sugar and starches are carbohydrates. They are digested fairly quickly and are at once used by the body to supply energy. They are also compounds of carbon, oxygen and hydrogen. Glucose is the simplest form of sugar and can be absorbed rapidly into the blood stream, where it provides the kind of fuel used by the muscles in making movements. The starches, however, have to be broken down into glucose and in this process starts in the mouth, where they are mixed with saliva, and goes on in the stomach and the small intestine.

6. Imagine that you are a sport instructor. Tell the sportsmen about well-balanced diet.

7. Make an annotation of the article.

Adult nutrition

By Thomson Gale



Nutrition describes the processes by which all of the food a person eats are taken in and the nutrients that the body needs are absorbed. Good nutrition can help prevent disease and promote health.

Vitamins and **minerals** are an important part of nutrition. Vitamins are organic substances present in food. They are required by the body in small amounts to regulate **metabolism** and to maintain normal growth and functioning. Minerals are vital because they are the building blocks that make up the muscles, tissues, and bones. They also are important to many life-supporting systems, such as hormones, transport of oxygen, and enzyme systems.

There are many nutrients the body absorbs from food and each of the food groups supplies at least one nutrient. For example, oat bran, which is a whole grain, can supply **fiber** and a mineral called **magnesium**. A good nutrition plan will ensure that a balance of food groups and

nutrition are important for normal growth and development. As adults, nutrition still promotes health and reduces risk of disease. Studies have shown that Americans have gained weight largely because they eat too much and because they choose to eat the wrong foods. Good nutrition can help prevent weight gain by focusing on consuming calories that are high in nutrients, not in sugars and fat. Nutrition also plays a role in preventing and controlling diseases. For example, poor nutrition can lead to high cholesterol, which causes **coronary heart disease**. Lowering salt in the diet can control high blood pressure. People with diabetes must follow special diets to control their blood glucose levels.

GRAMMAR EXERCISES

8. State the forms and functions of the Infinitive and translate the following sentences into Ukrainian:

1. Present day standards of experimental techniques make it possible to obtain antiparticles in laboratory conditions.
2. Scientists have set a centre for launching meteorological rockets in the Antarctic to cover an extensive programme of research into the upper layers of the Antarctic atmosphere.
3. People of all ages use the reading-room to prepare for exams, work on a thesis for a degree, keep up with the latest publications in their field or look at rare editions.
4. This experiment is too serious to be explained in a few words.

5. To irrigate deserts we build canals.
6. To use welding for joining metal parts means to obtain products which possess higher strength, better quality and lower cost.
7. M. Lomonosov was the first to find that heat, light and electricity are different forms of motion.

9. Translate the following sentences into English and state the forms of the Infinitive:

1. Я завжди радий поговорити з вами.
2. Дуже радий, що розмовляю зараз з вами.
3. Я радий, що поговорив з вами.
4. Я радий, що весь цей час розмовляю з вами.
5. Я завжди радий, коли зі мною розмовляють.
6. Я радий, що зі мною розмовляють.

10. Transform the sentences using the Infinitive Complex:

1. I have only a few minutes *in which I can explain these words to you*.
2. There was nothing *that he could do* except go home.
3. Don't forget that she has a babe *which she must take care of*.
4. Is there anybody *who will help you with your spelling?*
5. King Lear decided to have a hundred knights *who would serve him* after he had divided up his kingdom.
6. Here are some more facts *which will prove* that your theory is correct.
7. Here are some tablets *which will relieve your headache?*

11. Remember the word-combinations with the Infinitive and translate the sentences:

to cut a long story short – коротше кажучи;

to tell the truth – правду кажучи;

to say nothing of – не говорячи вже про;

to put it mildly – м'яко кажучи;

to say the least of it – принаймні, щонайменше;

to begin with – почнемо з того, що;

The book leaves much to be desired. – Книга залишає бажати кращого.

He is difficult to deal with. – З ним важко мати справу.

She is pleasant to look at. – На неї приємно дивитися.

1. М'яко кажучи, він був не ввічливий.
2. Ваша праця залишає бажати кращого.
3. Вашій сестрі важко догодити.
4. Почнемо з того, що я зайнятий.
5. Всі аспіранти були дуже раді, не говорячи вже про їх керівника.
6. Це дуже дивно, принаймні.
7. Правду кажучи, ви мене здивували.
8. На цих дітей приємно дивитися.
9. Коротше кажучи, вони одружилися.

12. Change the following complex sentences into simple ones using the Objective Infinitive Complex:

1. We watched the dockers as they unloaded the ship.
2. They expect that their football team will win the game.

3. I suppose that he is a good engineer.
4. He believes that you are an honest man.
5. My wish is that you should tell me about it.
6. I desire that he should stop smoking.
7. Nobody noticed her as she went away.

13. Transform the following complex sentences into simple ones using the Subjective Infinitive Complex:

1. It is believed that she knows several foreign languages.
2. It is reported that the cosmonauts feel well.
3. It is said that the painter is working at a new picture.
4. It is said that he is writing a historical novel.
5. It is reported that the spaceship has reached the moon.
6. It is said that she has been teaching mathematics for thirty years.
7. It is expected that he will arrive on Monday.
8. It seems that he is composing a new symphony.
9. It proved that you were right.
10. He must know French.

14. Transform the following complex sentences into simple ones using the Prepositional Infinitive Complex:

1. It is necessary that we should start early in the morning.
2. It is necessary that she should come here in time.
3. It is important that he should work systematically.
4. It is necessary that you should air the room twice a day.
5. It is necessary that you should go in for sports.

15. Translate into English using infinitive complexes:

1. Вони бачили, як приземлився літак.
2. Всі чули, як ти це сказав.
3. Я хочу, щоб ви зробили це сьогодні.
4. Мені не подобається, коли він говорить так повільно.
5. Я не думав, що ти запізнишся.
6. Вчені вважають, що це місто було засноване у 18 столітті.
7. Що примусило вас іти туди в таку погану погоду?
8. Я не змушує вас робити це.
9. Вважають, що ця фортеця була збудована в 10 столітті.
10. Кажуть, він дуже освічена людина.
11. Вона, здається, знає французьку.
12. Він виявився здібним математиком.
13. Він, напевно, прийде сьогодні ввечері.
14. Навряд, щоб вона дістала цю книгу.

Lesson 5

LIQUIDS IN DIET



Water is, of course, absolutely necessary to every kind of diet. About 70% of the weight of the human body is water, and a healthy man requires four quarts of water every 24 hours. However, since about 70% of

most of the foods eaten is water, a large proportion of this comes from his food. The rest must be provided by tea, coffee, milk, soup and, of course, plain water.

Three meals a day – breakfast, dinner and supper (or a late tea) – are enough for most people. The meals should be varied, well cooked and attractive to look at. Fresh food is better than tinned food and freshly cooked food is better than food that has been left in the oven or reheated after having become cold. Milk and butter (or margarine) are needed every day, with meat or fish or cheese or eggs (note *or*, and *and*). Fresh green vegetables or fruit are also needed every day. Every growing person, which means everyone up to the age of 20, should drink milk.

It is best not to eat last thing at night and not to swim, play energetic games or take a bath after a meal. In order to give the digestive system time to get to work on food, it is always a good thing to pause for thought - and digestion – instead of rushing into activity after a meal. Nor should anyone eat while he is a temper, as his whole system is then upset.

1. Find the English equivalents in the text:

Вага тіла людини, здорова людина, бути забезпеченим, бути різноманітним, консерви, свіжеприготовлена їжа, м'ясо, риба, сир, яйця, овочі або фрукти, приймати ванну, після їжі, травна система, травлення.

2. Translate the following terms and terminological

expressions:

Large proportion, human body, healthy man, plain water, meal, fresh food, tinned food, milk and butter, fresh green vegetables or fruit, digestive system, digestion.

3. Answer the following questions:

1. What is absolutely necessary to every kind of diet?
2. How much water does a healthy man require?
3. What does a large proportion of water come from?
4. What should the meals be?
5. What meal is better?
6. What is needed every day?
7. What is necessary to do after a meal?
8. What is recommended not to do after a meal?

4. Read the text about special diets and discuss it with your partner.**Special Diets**

Many people overeat, generally taking too much sugar and other carbohydrate foodstuffs such as bread, cakes and potatoes. Overeating makes people fat, and obesity (extreme fatness) is the cause of several diseases. Avoiding

sugars and carbohydrates, together with a reduction in butter and other fatty foods is generally sufficient to make people lose weight. Stricter weight-reducing diets should be

followed only on a doctor's advice. The ideal diet for really fat people consists of meat and salads.

Some diseases have to be treated with special diets. For example, diabetics need a diet which contains no sugar and in which other carbohydrates are reduced. Some types of digestive disease have to be treated with diets free from flour.

Some people, known as vegetarians, will not eat any meat, either because they think vegetables are more healthy or because they do not approve of killing animals for food. Many vegetarians, however, will eat milk, butter, cheese and eggs.

In a normal healthy diet careful balance between protein, fat and carbohydrates is required. Protein is needed for "body building", and carbohydrates and fats are required as sources of energy, and also, to build up the body's fat stores. Minerals such as calcium occur in milk and are needed for proper bone structure. Iron, which is obtained principally from meat, is needed to prevent some types of anaemia.

5. Imagine that you are a specialist in diet. Describe the main aspects of this notion.**6. Make an annotation of the article.****Special Diets for Adults**

By Thomson Gale

Special diets or nutritional therapy may be used to complement other treatments subscribed by a physician to treat particular diseases and conditions. Examples include:

- High cholesterol. Eating a diet high in fiber and low in saturated fats and cholesterol can help keep cholesterol in check.
- High blood pressure. Reducing salt and certain fats, as well as reducing overall weight, helps lower blood pressure. Special diets have been developed to lower risk of high blood pressure and heart disease.
- Diabetes. Nutrition is critical to adults with type 2 diabetes. They will have to control portions, eat regularly and eat nutrient-rich foods, along with other dietary guidelines.
- Anemia. People with anemia need to get more iron from their diets and will be encouraged to eat more foods such as soybeans, spinach, and others.

Sometimes, people who are ill need artificial nutrition to help them receive the proper nutrients. The nutrition may come in the form of special drinks that supplement their diets or even be provided through intravenous (IV) injections in a hospital or other facility.

Nutrition is important throughout adults' lives. As younger adults, good nutrition helps keep people strong as they need energy for active lives that may involve athletic pursuits and busy days filled with work and raising children. Pregnant women will need to pay particular attention to nutrition. In the middle years, proper nutrition helps prevent disease and weight gain that normally is associated with

aging and lives that may become more sedentary. And as people reach their mature years, nutrition becomes critical, as many people in their later years fail to eat properly due to medical conditions and medications or social factors.

7. Make an annotation of the article.

William Banting



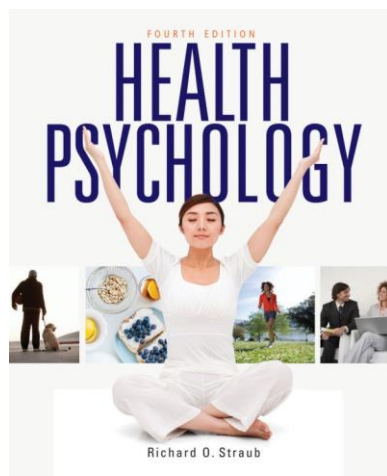
William Banting (December 1796 – 16 March 1878), was a notable English undertaker. Formerly suffering from obesity, he is also known for being the first to popularise a weight loss diet based on limiting intake of refined and easily digestible carbohydrates. He undertook his dietary changes at the suggestion of Soho Square physician Dr. William Harvey, who in turn had learnt of this type of diet, but in the context of diabetes management, from attending lectures in Paris by Claude Bernard.

In the early 19th century, the family business of William Banting of St. James's Street, London, was among the most eminent companies of funeral directors in Britain. As funeral directors to the Royal Household, the Banting family conducted the funerals of King George III in 1820, King George IV in 1830, the Duke of Gloucester in 1834, the Duke of Wellington in 1852, Prince Albert in 1861, Prince Leopold in 1884, Queen Victoria in 1901,

and King Edward VII in 1910. The royal undertaking warrant for the Banting family eventually ended in 1928 with the retirement of William Westport Banting.

In 1863, Banting wrote a booklet called *Letter on Corpulence, Addressed to the Public* which contained the particular plan for the diet he followed. It was written as an open letter in the form of a personal testimonial. Banting accounted all of his unsuccessful fasts, diets, spa and exercise regimes in his past, then described the dietary change which finally had worked for him, following the advice of a physician. His own diet was four meals per day, consisting of meat, greens, fruits, and dry wine. The emphasis was on avoiding sugar, saccharine matter, starch, beer, milk and butter. Banting's pamphlet was popular for years to come, and would be used as a model for modern diets.^{[4][6]} Initially, he published the booklet at his personal expense. The self-published edition was so popular that he determined to sell it to the general public. The third and later editions were published by Harrison, London.

UNIT VIII



Lesson 1 HEALTH PSYCHOLOGY

Health psychology is the study of psychological and behavioural processes in health, illness, and healthcare. It is

concerned with understanding how psychological, behavioural, and cultural factors contribute to physical health and illness. Psychological factors can affect health directly. For example, chronically occurring environmental stressors, cumulatively, can harm health. Behavioural factors can also affect a person's health. For example, certain behaviours can, over time, harm (smoking, excessive alcohol consumption) or enhance health (exercise, low fat diet). Health psychologists take a biopsychosocial approach. In other words, health psychologists understand health to be the product not only of biological processes (e.g., a virus, tumor, etc.) but also of psychological (e.g., thoughts and beliefs), behavioural (e.g., habits), and social processes (e.g., socioeconomic status and ethnicity).

By understanding psychological factors that influence health, and constructively applying that knowledge, health psychologists can improve health by working directly with individual patients or indirectly in large-scale public health programs. In addition, health psychologists can help train other healthcare professionals (e.g., physicians and nurses) to take advantage of the knowledge the discipline has generated, when treating patients.

1. Find the English equivalents in the text:

Охорона здоров'я, вживати на здоров'я людини, шкодити здоров'ю, покращити здоров'я, застосовувати підхід, готувати фахівців з охорони здоров'я, лікування пацієнтів.

2. Translate the following terms and terminological expressions:

Health psychology, psychological and behavioural processes, health, illness, environmental stressors, excessive alcohol consumption, biopsychosocial approach, psychological factors, physicians, nurses.

3. Say whether the statements are true or false:

1. Health psychology is the study of psychological processes in health.
2. Psychological factors cannot affect health directly.
3. Health psychologists understand health to be the product of biological processes.
4. Health psychologists can improve health by working directly with individual patients or indirectly in large-scale public health programs.

4. Find the definitions:

Healthcare	a state of complete physical, mental, and social <u>well-</u>
Health	the maintenance and improvement of physical and <u>psychology</u> especially through the provision of medical services
Behaviour	the way in which an individual acts or conducts <u>one</u> toward others

5. Answer the following questions:

1. What does health psychology study?
2. What behaviour can harm health?
3. What behaviour can enhance health?
4. What does biopsychosocial approach mean?

5. How can health psychologists improve health?

**6. Read the text and discuss it with your partner:
HEALTH PSYCHOLOGISTS**

Michie, S.; Abraham, C. (2004). *Health psychology in practice*.



Health psychologists work in a variety of settings: alongside other medical professionals in hospitals and clinics, in public health departments working on large-scale behavior change and health promotion programs, and in universities and medical schools where they teach and

conduct research.

Although its early beginnings can be traced to the field of clinical psychology, four different divisions within health psychology and one related field, occupational health psychology (OHP), have developed over time. The four divisions include clinical health psychology, public health psychology, community health psychology, and critical health psychology. Professional organizations for the field of health psychology include Division 38 of the American Psychological Association (APA), the Division of Health Psychology of the British Psychological Society (BPS), and the European Health Psychology Society. Advanced credentialing in the US as a clinical health psychologist is

provided through the American Board of Professional Psychology.

7. Give an annotation of the article:



“I was trained as a clinical psychologist, but I specialize in health psychology. Now, I’m at the intersection of environmental psychology and public health.”

Take a Walk

Looking for a simple way to stay healthy, fit and active? You may want to give some thought to where you live.

Research suggests that cities that are spread out offer fewer opportunities than a compact urban area for walking or biking, often obligating residents to drive frequently and decreasing physical activity as a result. According to health psychologist James Sallis, PhD, “Our studies show that having destinations nearby — such as homes, schools, employers, businesses and parks — makes walking more pleasant and stimulates physical activity, especially in the case of walking for transportation.”

Sallis is a researcher who specializes in health psychology, often collaborating with urban planners to design walkable cities and communities in an effort to

combat obesity. People who live in high-sprawl areas are heavier than people who live in compact, walkable cities.

GRAMMAR EXERCISES

8. Transform the following sentences using participle phrases instead of subordinate clauses:

1. Many students who learn English are members of our English club.
2. The man who is making the report is the postgraduate of this chair.
3. As I entered the laboratory, I saw my friends making the experiment.
4. When I read this text, I came across many new terms.
5. As we had booked tickets beforehand, we went to the theatre half an hour before the performance began.
6. The decisions which were adopted at the conference are supported by many scientists.

9. Transform the following complex sentences into simple ones using the Objective Participle Complex:

1. I saw him as he was picking flowers in the park.
2. We watched them as they were playing hockey.
3. The teacher observed the pupils as they were writing compositions.
4. I saw the girl as she was crossing the street.
5. She watched him as he was repairing his car.
6. We saw wild geese as they were flying to the South.

10. Paraphrase the following using the Objective Participle Complex.

Model: *The hairdresser did her hair. – She had her hair done.*

1. The tailor made a suit for him.
2. The photographer took a photograph of him.
3. The typist typed my article for me.
4. The waitress brought them dinner.
5. His wife washed and ironed his shirt.
6. Their daughter cooked supper for them.
7. The porter brought his luggage into the car.

11. Translate into English using the Objective Participle Complex:

1. Я бачила, як вони пили чай у затишному кафе.
2. Вони чули, як вона розмовляла німецькою мовою з незнайомцем.
3. Ми бачили, як він сідав у трамвай.
4. Я спостерігав, як човен наближався до берега.
5. Ми помітили, як вона сміялася під час вистави.
6. Інспектор бачив, як приземлявся літак.
7. Нарешті мені відремонтували обладнання для експериментальної частини мого дослідження.
8. Їй зробили досить дивну зачіску.
9. Нам надрукували статті для науково-практичної конференції.
10. Цій групі записали всі необхідні тексти у фонолабораторії.

12. Transform the following complex sentences into simple ones using the Absolute Participle Complex.

Model: *As the weather was fine, we went for a walk.*

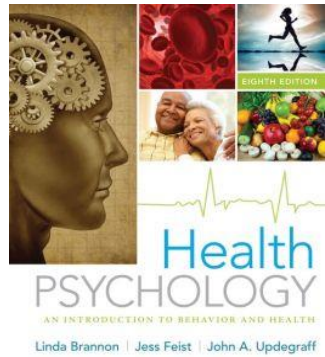
1. As the play was very popular, it was difficult to get tickets.
2. As my friend had bought the tickets beforehand, we did not need to worry.
3. After the sun had risen, we continued our way.
4. As the bridge was destroyed, we couldn't cross the river.
5. As houses are built very quickly nowadays, we'll soon get a new flat.
6. As the key had been lost, she couldn't get into the room.
7. As all the tickets had been sold out, we couldn't see the performance.

13. Translate into English using the Absolute Participle Complex:

1. Оскільки вітер дув з півночі, було дуже холодно.
2. Коли лист був написаний, я відніс його на пошту.
3. Оскільки було вже пізно, ми не могли починати новий варіант.
4. Оскільки телефон був несправний, ніхто не міг вам повідомити.
5. Оскільки гуртожиток досить далеко від цього корпусу, він добирається туди автобусом.

Lesson 2

RECENT RESEARCH



Recent advances in psychological, medical, and physiological research have led to a new way of thinking about health and illness. This conceptualization, which has been labeled the biopsychosocial model, views health and illness as the product of a combination of factors including biological characteristics (e.g., genetic predisposition), behavioral factors (e.g., lifestyle, stress, health beliefs), and social conditions (e.g., cultural influences, family relationships, social support).

Psychologists who strive to understand how biological, behavioural, and social factors influence health and illness are called health psychologists. Health psychologists use their knowledge of psychology and health to promote general well-being and understand physical illness. They are specially trained to help people deal with the psychological and emotional aspects of health and illness. Health psychologists work with many different health care professionals (e.g., physicians, dentists, nurses, physician's assistants, dietitians, social workers, pharmacists, physical and occupational therapists, etc.) to conduct research and provide clinical assessments and treatment services.

1. Find the English equivalents in the text:

Останні досягнення, приводить до, отримати назву, розглядати як, генетична схильність, прагнути зрозуміти, сприяти загальному добробуту, мати справу з аспектами здоров'я, лікар, дієтолог, фармацевт.

2. Translate the following terms and terminological expressions:

Physiological research, biopsychosocial model, social support, health psychologist, physical illness, health care professional, nurse, social worker, physical and occupational therapist, to conduct research, to provide clinical assessments and treatment services.

3. Say whether the statements are true or false:

1. Biopsychosocial model views health and illness as the product of characteristics.
2. Behavioral factors involve lifestyle, stress, and health beliefs.
3. Health psychologists study the influence of biological, behavioural, and social factors upon health and illness.
4. Health psychologists use their knowledge of psychology and health to treat physical illness.

4. Find the definitions:

Psychology	an expert or specialist in psychology.
Psychologist	the study of psychological and behavioral processes in health, illness, and healthcare

Health psychology	the scientific study of the human mind and its functions, especially those affecting behavior in a given context.
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5. Answer the following questions:

1. What do recent advances in psychological, medical, and physiological research have led to?
2. What do social conditions involve?
3. What does health psychology study?
4. What professionals do health psychologists work with?

6. Read the text and discuss it with your partner (put 4 questions on it):

From the History of Health Psychology

Psychological factors in health had been studied since the early 20th century by disciplines such as psychosomatic medicine and later behavioral medicine, but these were primarily branches of medicine, not psychology.

Health psychology began to emerge as a distinct discipline of psychology in the United States in the 1970s. In the mid-20th century there was a growing understanding in medicine of the effect of behavior on health. For example, the Alameda County Study, which began in the 1960s, showed that people who ate regular meals (e.g., breakfast), maintained a healthy weight, received adequate sleep, did not smoke, drank little alcohol, and exercised regularly were in better health and lived longer.

In addition, psychologists and other scientists were discovering relationships between psychological processes

and physiological ones. These discoveries include a better understanding of the impact of psychosocial stress on the cardiovascular and immune systems, and the early finding that the functioning of the immune system could be altered by learning.

7. Give an annotation of the article:

Joseph Matarazzo

Sheehy, N., Chapman, A., Conroy, W. (1997). Biographical Dictionary of Psychology



Giuseppe (Joseph) Dominic Matarazzo (born November 12, 1925) is an American psychologist and a past president of the American Psychological Association (APA). He chaired the first medical psychology department in the United States and has been credited with much of the early work in health psychology.

Matarazzo was born in Caiazzo, Italy. He attended school in New York and then joined the United States Navy. He attended Columbia University and Brown University before earning a PhD in clinical psychology at Northwestern University. Matarazzo had decided upon a career in psychology while talking with a physician aboard a naval ship.

Early in his career, Matarazzo taught psychology at the Washington University School of Medicine and Harvard

Medical School. From 1957 to 1996, Matarazzo was the founding chairman of the medical psychology department at Oregon Health Sciences University (OHSU), the first such department in the U.S. with administrative autonomy. In 1989, Matarazzo served as president of the APA. He is a professor emeritus at OHSU, where his research interests included behavioral cardiology and neuropsychology. He is credited with naming and laying the foundation for the field of health psychology. He was the first president of the APA's Division of Health Psychology in 1978.

The Joseph D. Matarazzo Award for Distinguished Contributions to Psychology in Academic Health Centers is awarded by the Association of Psychologists in Academic Health Centers to recognize "outstanding psychologists whose work in medical school and health care settings has enhanced the roles of psychologists in education, research, and clinical care."

In 2015, *Newsweek* mentioned Matarazzo in an article on the involvement of APA officials in U.S. interrogation programs and torture. When psychologists had complained about the involvement of their profession in such interrogation programs, Matarazzo had authored a memo stating that sleep deprivation did not amount to torture. He later held owned shares in a company that had designed the interrogation programs.

GRAMMAR EXERCISES

8. Transform the following sentences using gerundial phrases:

*Model 1: I think I'll go to Minsk next week. - I think of **going** to Minsk next week.*

1. I think I'll go to the theatre tomorrow.
2. I think I'll join them.
3. I thought I would buy that coat.
4. Tom thinks he would play hockey on Saturday.
5. She thought she would take a taxi.
6. We think we shall visit him in the hospital.

*Model 2: After he finished school, he worked at a plant. - After **finishing** school he worked at a plant.*

1. After they passed their exams, they went to the Caucasus.
2. Before we moved to this town we lived in Kyiv.
3. After she wrote the letter, she went to the post-office.
4. Before you cross the street, you must look to the left and then to the right.
5. I turned off the light before I left home.
6. We met him after we walked about two miles.

*Models 3: She insisted that she should go to the library. - She insisted on **going** to the library. She insisted that she should be sent to the library. - She insisted on **being sent** to the library.*

1. He insisted that he should show them the way.
2. He insisted that he should be shown the way.
3. They insisted that they should help me.
4. They insisted that they should be helped with their work.
5. I insisted that I should examine them in the afternoon.

6. I insisted that I should be examined first.

*Model 4: I want very much to get a letter from you. - I am looking forward to **getting** a letter from you.*

1. I want very much to visit that exhibition.
2. She wanted very much to go to the country.
3. He wants very much to be offered this job.
4. We want very much to see this performance.
5. I want very much to be invited to the conference.

*Model 5: It gave me much pleasure to see this performance. - I enjoyed **seeing** this performance.*

1. It gave me much pleasure to work with you.
2. It gave me much pleasure to read this story.
3. It gave me much pleasure to play tennis.
4. It gives him much pleasure to ride a bicycle.
5. It will give him much pleasure to listen to this lecture.

*Model 6: It is useless to learn rules without examples. - It is no use **learning** rules without examples.*

1. It is useless to invite her. She won't come.
2. It is useless to grow tomatoes in this region.
3. It is useless to teach her to play the piano. She has no ear for music.
4. It is useless to go shopping now. Most of the shops are closed.
5. It is useless to go to the theatre now. The tickets are sold out.

*Model 7: I am sorry that I trouble you. - Excuse me for **troubling** you.*

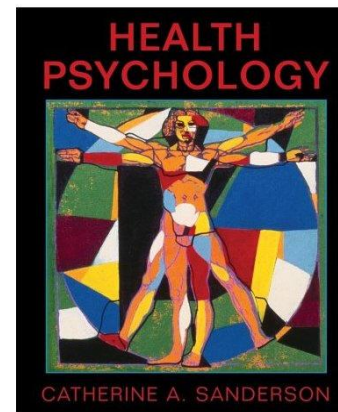
1. I am sorry that I ring you up so late.
2. I am sorry that I turned on the radio when you are working.
3. I am sorry that I came so late.
4. I am sorry that I broke your pencil.
5. I am sorry that I went home without waiting you.

*Model 8: I am sorry that I didn't tell you about it. - I'm sorry for **not telling** you about it.*

1. I am sorry that I did not help you yesterday.
2. I am sorry that I did not wait for you.
3. I am sorry that I did not do my homework.
4. I am sorry that I did not ring you up.
5. I am sorry that I did not answer your letter.

LESSON 3

HEALTH PSYCHOLOGY FOCUS



Many health psychologists focus on prevention research and interventions designed to promote healthier lifestyles and try to find ways to encourage people to improve their health. For example, they may help people to lose weight or stop smoking. Health psychologists also use their skills to try to

improve the healthcare system. For example, they may advise doctors about better ways to communicate with their patients.

Health psychologists work in many different settings including the UK's National Health Service (NHS), private practice, universities, communities, schools and organizations. While many health psychologists provide clinical services as part of their duties, others function in non-clinical roles, primarily involving teaching and research. Leading journals include *Health Psychology*, the *Journal of Health Psychology*, the *British Journal of Health Psychology*, and *Applied Psychology: Health and Well-Being*. Health psychologists can work with people on a one-to-one basis, in groups, as a family, or at a larger population level.

1. Find the English equivalents in the text:

Дослідження та заходи з профілактики, сприяти більш здоровому способу життя, заохочувати людей, покращити здоров'я, схуднути, забезпечити медичні послуги.

2. Translate the following terms and terminological expressions:

Health psychologist, to stop smoking, to communicate with patients, private practice, to function in non-clinical roles, to work on a one-to-one basis, to work at a population level.

3. Say whether the statements are true or false:

- 1) Health psychologists focus on the treatment of diseases.

- 2) Health psychologists try to improve the healthcare system.
- 3) Health psychologists work in medical institutions.
- 4) Health psychologists only provide clinical services.

4. Find the definitions:

Prevention	the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Intervention	the action of stopping something from happening or arising.
Research	the action or process of intervening.

5. Answer the following questions:

- 1) What do health psychologists focus on?
- 2) What else do health psychologists try to do?
- 3) Where do health psychologists work?
- 4) What do leading journals include?
- 5) How can health psychologists work with people?

6. Read the text and discuss it with your partner:



The *Journal of Health Psychology* is a peer-reviewed academic journal covering all aspects of health psychology.

The editor-in-chief is David Marks (City University London). The journal publishes reports of empirical studies,

critical reviews of the literature, book reviews, contributions related to theory, commentaries related to theory, and editorials on what are deemed to be significant issues.

The journal was established in 1996 and is published by Sage Publications.

7. Give an annotation of the article:

Occupational Health Psychology

Tetrick, L.E., Quick, J.C. (2011). Overview of occupational health psychology

Occupational health psychology (OHP) is an interdisciplinary area of psychology that is concerned with the health and safety of workers.

Major topics of OHP are:

- occupational stress,
- occupational burnout,
- work-family conflict,
- workplace violence and other forms of mistreatment,
- safety,
- employment issues,
- health issues.

OHP emerged from two distinct applied psychology disciplines, health psychology and industrial and organizational psychology, and has been informed by other disciplines including industrial sociology, industrial

engineering, economics, preventive medicine, public health, and occupational health.

The term “occupational health psychology” first appeared in print in 1986. In 1988, in response to a dramatic increase in the number of stress-related worker's compensation claims in the U.S. the National Institute of Occupational Safety and Health (NIOSH) adding psychological factors as a “leading occupational health risk” .

The main purpose of OHP research is to understand how working conditions affect worker health, as well as to evaluate the effectiveness of interventions that improve and/or protect worker health.

The research methods used are similar to those used in other branches of psychology.

GRAMMAR EXERCISES

8. Combine the following couples of sentences into one using the Gerund:

*Model 1: I am his pupil. I am proud of this. - I am proud of **being** his pupil.*

*I was his pupil. I am proud of it. - I am proud of **having been** his pupil.*

1. He works with Professor Collins. He is proud of it.
2. He worked with Professor Collins. He is proud of it.
3. He is playing chess with a champion. He is proud of it.
4. He was playing chess with a champion. He is proud of it.
5. She made many mistakes. She is ashamed of it.
6. She makes many mistakes. She is ashamed of it.

*Model 2: I am often invited there. I am proud of it. - I am proud of **being** often **invited** there. I was invited there. I am proud of this. - I am proud of **having been invited** there.*

1. He is given an important task. He is proud of it.
2. He was given an important task he is proud of it.
3. She is loved by the pupils. She is proud of it.
4. She was loved by the pupils. She is proud of it.
5. The boy is praised by the teacher. He is proud of it.
6. The boy was praised by the teacher. He is proud of it.

*Model 3: They went home. They did not wait for me. – They went home **without waiting** for me.*

9. I translated the text. I did not use the dictionary.
10. Mary left home. She did not lock the door.
11. He went to bed. He did not take off his shirt.
12. The boy continued to speak. He did not look at us.
13. The man saved the child. He did not give his name.

*Model 4: I did not take a taxi. I went there by bus. – **Instead of taking** a taxi, I went there by bus.*

1. We did not go to the Crimea. We spent the summer in the country.
2. He was not preparing for his exam. He was playing chess.
3. I did not learn the story by heart. I prepared to retell it.
4. I shall not go to the cinema. I shall watch television.
5. I shan't write her a letter. I'll send her a telegram.

*Model 5: Mother is busy. She is cooking dinner. – Mother **is busy cooking** dinner.*

10. Tom is busy. He is repairing his bicycle.
11. Jane is busy. She is washing her dress.
12. I was busy. I was preparing my report.
13. The children are busy. They are cleaning the room.
14. The teacher was busy. She was correcting our tests.

*Model 6: This radio set is good. I advise you to buy it. – This radio set **is worth buying**.*

1. This book is interesting. I advise you to read it.
2. This film is good. I advise you to see it.
3. This house is not very old. I advise you to repair it.
4. This museum has many interesting things. I advise you to visit it.
5. Many scientific works are published in this language. I advise you to learn it.

Lesson 4

HEALTH PSYCHOLOGY SCOPE



Clinical health psychology (CIHP) is a term that refers to the application of scientific knowledge, derived from the field of health psychology, to clinical questions that may arise across the spectrum of health care. CIHP is

one of many specialty practice areas for clinical psychologists. It is also a major contributor to the prevention-focused field of behavioural health and the treatment-oriented field of behavioural medicine. Clinical practice includes education, the techniques of behaviour change, and psychotherapy. In some countries, a clinical health psychologist, with additional training, can become a medical psychologist and, thereby, obtain prescription privileges.

Public health psychology (PHP) is population oriented. A major aim of PHP is to investigate potential causal links between psychosocial factors and health at the population level. Public health psychologists present research results to educators, policy makers, and health care providers in order to promote better public health. PHP is allied to other public health disciplines including epidemiology, nutrition, genetics and biostatistics. Some PHP interventions are targeted toward risk population groups (e.g., undereducated, single pregnant women who smoke) and not the population as a whole (e.g., all pregnant women).

1. Find the English equivalents in the text:

Застосування наукових знань, основний внесок, сфера профілактичного спрямування, сфера лікувального спрямування, отримати призначальні привілеї, досліджувати потенційні причинні зв'язки, презентувати результати дослідження, постачальники медичних послуг, втручання (заходи, посередництво), бути націленим.

2. Translate the following terms and terminological expressions:

Health psychology, health care, behavioural health, techniques of behaviour change, psychotherapy, psychosocial factor, epidemiology, nutrition, genetics and biostatistics.

3. Say whether the statements are true or false:

- 1) Clinical health psychology is population oriented.
- 2) Public health psychology is a major contributor to the prevention-focused field of behavioural health and the treatment-oriented field of behavioural medicine.
- 3) Public health psychologists present research results to educators, policy makers, and health care providers.
- 4) Some PHP interventions are targeted toward risk population groups.

4. Find the definitions:

Medicine	the scientific study of the human mind and its functions, especially those affecting behavior in a given context.
Psychology	the process of receiving or giving systematic instruction, especially at a school or university
Education	the science or practice of the diagnosis, treatment, and prevention of disease

5. Answer the following questions:

- 1) What does clinical health psychology refer to?
- 2) What does clinical practice include?

- 3) What is a major aim of public health psychology?
- 4) What disciplines is public health psychology associated with?

6. Read the text and discuss it with your partner:

Community health psychology (CoHP) investigates community factors that contribute to the health and well-being of individuals who live in communities. CoHP also develops community-level interventions that are designed to combat disease and promote physical and mental health. The community often serves as the level of analysis, and is frequently sought as a partner in health-related interventions.

Critical health psychology (CrHP) is concerned with the distribution of power and the impact of power differentials on health experience and behavior, health care systems, and health policy. CrHP prioritizes social justice and the universal right to health for people of all races, genders, ages, and socioeconomic positions. A major concern is health inequalities. The critical health psychologist is an agent of change, not simply an analyst or cataloger. A leading organization in this area is the International Society of Critical Health Psychology.

7. Give an annotation of the article:

Public Health Psychology



During a pandemic like the 2009 influenza A (H1N1) flu virus, public health professionals are quoted in newspapers and blogs, and they appear on

television and radio. They report on virus specifics and how it spreads, offer treatment options for those contracting the virus, and help promote prevention techniques to contain the further spread of such an unpredictable disease.

Besides pandemics, however, public health professionals conduct research and educate people on a multitude of far-reaching health concerns. One of the newest fields in public health, Public Health Psychology, expands the public health field by applying psychology to a population's overall health and well-being. Like other public health professions, those in public health psychology address health concerns for whole populations or sub-populations of people.

Because chronic diseases - also called non-communicable diseases - are the leading causes of illness and death today, public health psychology professionals focus on the connection between behavioral and emotional factors contributing to these illnesses. These illnesses include cardiovascular disease and stroke, type 2 diabetes, cancer and degenerative diseases.

"Non-communicable diseases cause 38 million deaths annually..." according to the World Health Organization. The WHO also reports that 80% of these deaths occur in low-income and middle-income countries, and it forecasts deaths from non-communicable diseases to increase by 17% over the next 10 years.

GRAMMAR EXERCISES

8. Choose the correct form of the verb in brackets.

Mind the rules of Sequence of Tenses.

1. He said he (will come, would come) to the station to see me off.
2. I was sure he (posted, had posted) the letter.
3. I think the weather (will be, would be) fine next week. I hope it (will not, would not) change for the worse.
4. I knew that he (is, was) a very clever man.
5. He said he (is staying, was staying) at the "Ritz" Hotel.
6. They realised that they (lost, had lost) their way in the dark.
7. I thought that I (shall finish, should finish) my work at that time.
8. He says he (works, worked) at school two years ago.
9. Victor said he (is, was) very busy.
10. They say they (will write, would write) me a letter when they return home.

9. Translate into English:

1. Я боявся, що заблукаю у лісі.
2. Вона знала, що ми ніколи не бачили її картини.
3. Вчений був впевнений, що знайде розв'язання проблеми.
4. Я знав, що ти приїхав у місто, і сподівався, що ти відвідаєш мене.
5. Ми не думали, що він так розсердиться.
6. Ми вчора довідалися, що вона хвора.
7. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде у Париж.

8. Вчитель сказав, що наші друзі надіслали лист з Лондона.
9. Ми боялися, що не дістанемо квитки на цю виставу в театр.
10. Моя двоюрідна сестра сказала, що любить оперу і буде рада піти з нами в театр, хоча вже двічі слухала "Травіату".

10. Transform the sentences using indirect speech:

1. The teacher said to me: "Hand this note to your parents, please."
2. Oleh said to his sister: "Put the letter into an envelope and give it to Kate."
3. "Please help me with this work, Henry," said Robert.
4. "Please bring me some fish soup," he said to the waitress.
5. "Don't worry over such a small thing," she said to me.
6. "Please don't mention it to anybody," Mary said to her friend.
7. Peter said to them "Don't leave the room until I come back."
8. "Take my luggage to room 145," he said to the porter.
9. "Bring me a cup of black coffee," she said to the waiter.
10. "Don't be late for dinner," said mother to us.

11. Transform the sentences using indirect speech. Begin your sentences with the words in brackets.

3. Where did I put the book? (I forgot ...)
4. Who has given you this nice kitten? (She wanted to know ...)

5. Where can I buy an English-Ukrainian dictionary? (He asked me ...)
6. How long will it take your brother to get to Madrid? (He wondered ...)
7. Where is he going? (He didn't tell anybody ...)
8. Where has he gone? (Did you know ...)
9. Where is he? (Did you know ...)
10. When is he leaving school? (I wanted to know ...)
11. Where did she buy this hat? (He wanted to know ...)
12. How much did she pay for it? (I had no idea ...)

12. Transform the sentences using indirect speech.

Begin your sentences with the words in brackets.

1. Have they sold the picture? (I did not know ...)
2. Do they know anything about it? (I wondered ...)
3. Has Jack given you his telephone number? (She asked me ...)
4. Is he coming back today? (I was not sure ...)
5. Have you found the book? (She asked me ...)
6. Are there any more books here? (The man asked ...)
7. Did she go shopping yesterday? (I wanted to know ...)
8. Has she bought the dictionary? (He didn't ask her ...)
9. Does she know the name of the man? (I doubted ...)
10. Did Boris see the man this morning? (I asked ...)

13. Transform the direct speech into indirect:

6. Kate said: "Mike, do you like my dress?"
7. Grandfather said to Mary: "What mark did you get at school?"

8. My sister said to me: "Will you take me to the theatre with you tomorrow?"
9. Mother asked me: "Did you play with your friends yesterday?"
10. "Why don't you play with your friends, Kate?" said her mother.
11. "Do you like chocolates?" said my little sister to me.
12. "Did you see your sister yesterday, Lena?" asked Mr. Brown.
13. The doctor asked Nick: "Do you wash your face and hands every morning?"
14. "Lock the door when you leave the house," said my elder sister to me.
15. "Please don't smoke in the room," said the old woman to her nephew.

Lesson 5

HEALTH PSYCHOLOGY METHODS AND PROBLEMS



Health psychology, like other areas of applied psychology, is both a theoretical and applied field. Health psychologists employ diverse research methods. These methods include various investigative

techniques and technologies.

Health psychologists study a broad range of variables including cardiovascular disease, (cardiac psychology), smoking habits, the relation of religious beliefs to health, alcohol use, social support, living conditions, emotional state, social class, and more.

Some health psychologists treat individuals with sleep problems, headaches, alcohol problems, etc. Other health psychologists work to empower community by helping its members gain control over their health and improve quality of life of entire communities.

1. Find the English equivalents in the text:

Практична психологія, застосовувати методи дослідження, дослідницькі технології, серцево-судинні захворювання, звичка паління, вживання алкоголю, головний біль, розширити можливості суспільства, отримувати контроль над, покращити якість життя.

2. Translate the following terms and terminological expressions:

Health psychology, applied psychology, theoretical field, applied field, to study a broad range of variables, the relation of religious beliefs to health, social support, living conditions, emotional state, sleep problems, gain control over their health.

3. Say whether the statements are true or false:

- 1) Health psychology is a theoretical field.
- 2) Health psychologists apply different research methods.

- 3) Health psychologists study psychological problems.
- 4) Some health psychologists treat individuals with sleep problems, headaches and alcohol problems.

4. Find the definitions:

Habit	a disorder of structure or function in a human, animal, or plant, especially one that produces specific signs or symptoms or that affects a specific location and is not simply a direct result of physical injury
Disease	a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome
Problem	a settled or regular tendency or practice, especially one that is hard to give up

5. Answer the following questions:

- 1) Is health psychology an applied field?
- 2) What do health psychologists study?
- 3) What problems do health psychologists treat?

6. Read the text and discuss it with your partner.

What is your point of view as to this problem?

Smoking: Habit or Addiction?

In the Student Health Survey 2006, 71% of current smokers aged between 13 and 16 years agreed with the statement 'I can quit smoking anytime I want to'. Studies, have shown this to be far from true. Contrary to popular belief, smoking is often not just a habit but an addiction. It is

easy to become dependent on tobacco products and be controlled by cravings for them, more so if you are a young person. However, with persistence and professional help, a smoker can overcome this addiction.

7. Give an annotation of the article:



What Is Health Psychology?

By Kendra Cherry

Health and illness are influenced by a wide variety of factors. While contagious and hereditary illness are common, there are many behavioural and psychological factors that can impact overall physical well-being and various medical conditions. Health psychology is a specialty area that focuses on how biology, psychology, behaviour and social factors influence health and illness. Other terms including medical psychology and behavioural medicine are sometimes used interchangeably with the term health psychology.

The field of health psychology is focused on promoting health as well as the prevention and treatment of disease and illness. Health psychologists also focus on understanding how people react, cope and recover from illness. Some health psychologists work to improve the health care system and the government's approach to health care policy.

Division 38 of the American Psychological Association is devoted to health psychology. According to the division, their focus is on better understanding health and illness, studying the psychological factors that impact health and contributing to the health care system and health policy.

So what makes health psychology unique? In what way does it contribute to our understanding of health and wellness? "Given its emphasis on behaviour and behavioural change, psychology has a unique contribution to make," suggests Division 38 of the APA. "For example, Health Psychologists are currently conducting applied research on the development of healthy habits as well as the prevention or reduction of unhealthy behaviours. The impact of behaviour on health and the influence of health and disease states on psychological factors are being explored."

GRAMMAR EXERCISES

8. Make up five sentences from each table and translate them:

In your place	I	should	take a rest
But for him	he	would	go to the forest
But for the bad weather	she		stay at home
	we		take part in the concert
	you		bathe in the river
	they		be sent to Lviv

I	should return the book	tomorrow
he	would go to the theatre	this evening
she	should visit the exhibition	this summer
we	would translate the story	next winter
you	would do it	this year
they	would built the bridge	next week

I wish	she were at home	now
	they knew my address	today
	he were not so busy	at present
	I told the truth	at this time
	he worked at our school	
	I told her about it	

9. Answer the following questions as in the model.

Models: Suppose you want to buy a book. Where would you go? – I should go to a book-shop.

1. Suppose the ice is still very thin on the river. Would you skate on it? Why?
2. Suppose you must be in Kyiv in the shortest time possible. Would you go there by bus or by train?
3. Suppose tomorrow is your friend’s birthday. What would you buy for him as a present?
4. Suppose the weather is fine tomorrow. What would you do after classes?
5. Suppose you must translate a text but you have no English dictionary. What would you do?

10. Answer the following questions as in the model.

Models: Suppose you wanted to see a film yesterday. Where would you have gone? – I should have gone to the cinema.

1. Suppose you were very busy last night. Would you have watched television?
2. The other day the librarian offered me a popular science book and a novel. What would you have chosen?
3. Yesterday I could go to the theatre or to the cinema. What would you have done in my place?
4. Last summer I could spend my holidays in the Crimea or in the Carpathians. Where would you have gone in my place?
5. Suppose you had dinner in the dinning-room yesterday. Would you have taken cutlets or fried fish for the second course?

11. Make up five sentences from the table:

If	I	were you	I	would	go there
	he	had time	he	should	buy it
	she	had money	she		read it
	we	were free	we		write him a letter
	you	were young	you		go home on foot
	they	liked it	they		play chess
		lived there			play football

12. Paraphrase the following sentences:

Model: It's pity she is so indifferent to music. – I wish she were not so indifferent to music.

1. It's a pity he is not at school now. 2. It's a pity you are so absent-minded. 3. I am sorry I don't speak French. 4. Unfortunately, he is busy now. 5. What a pity you are leaving our school. 6. It's a pity she is so shy. 7. I am sorry I can't help you. 8. Unfortunately, I have no Ukrainian-English dictionary.

13. Paraphrase the following sentences:

Model: Unfortunately, I did not see him there. – I wish I had seen him there.

1. I am sorry I haven't read that article. 2. It's a pity she went there yesterday. 3. What a pity she wasn't invited to take part in the concert. 4. Unfortunately, the night was very dark. 5. I am sorry I said this in his presence. 6. It's a pity the weather was so bad. 7. I am sorry I didn't learn this language in my childhood.

GRAMMAR EXERCISES

7. Transform the following conditional sentences using the Present Subjunctive II in the subordinate clauses:

Model: If you work hard, you will pass your English exam. – If you worked hard, you would pass your English exam.

1. If the weather is fine, they will swim in the river. 2. If there is much snow in winter, they will go skating and skiing every day. 3. If the rain stops, the boys will play

football. 4. If you tell the truth, he will help you with the work. 5. If he sends her a telegram, she will come to Kyiv. 6. If she is not busy, she will finish this work in time. 7. If they train hard, they will take part in the national championship.

8. Read the sentences and then put the verbs in a suitable tense:

1. People who don't work hard usually don't achieve anything in life. If people ___ (work) hard, they usually ___ (achieve) success in life.
2. It is very difficult to win a Noble prize. If my brother ___ (win) a Nobel prize, we ___ (be) surprised!
3. More and more young people are studying abroad nowadays. If I ___ (go) to France to study, I ___ (improve) my French.
4. Most teachers are women. If there ___ (be) more male teachers, teaching ___ (can) become a better-paid profession.
5. Studying at a good University usually gives a person better chances of getting a good job. If someone ___ (study) at a good university, they usually ___ (get) a good job.
6. Your friend wants to find a job straight after leaving school. If I ___ (be) you, I ___ (go) to university.

9. Paraphrase the sentences as in the model.

Model: This student doesn't know English, so I don't speak English with him. – If this student knew English, I should speak English with him.

1. It is very cold, so we shan't go skiing.
2. Our hostel is not far from the University, so we don't go there by bus.
3. My friend doesn't believe her, so he won't ask her to help him.
4. We are not free tonight, so we shan't take part in the chess tournament.
5. He is not tired, so he won't object to our travelling.

10. Paraphrase the sentences as in the model.

Model: I have no textbook, so I can't answer these questions. – If I had a textbook, I could answer these questions.

8. He doesn't know my telephone number, so he can't inform me in time.
9. My friend misses many lessons, so he can't pass his examination.
10. She doesn't know French, so she can't communicate with them.
11. I don't know his right address, so I can't write him a letter.
12. I have no dictionary, so I can't prepare my home-reading.

11. Transform the sentences as in the model.

Model: He can't get all the questions, so he won't take part in the conference. – If he could get all the questions, he would take part in the conference.

1. They can't get tickets, so they won't go to the concert.

2. She can't speak French, so she won't make a report in Paris University.
3. I can't go to the movies, so I shan't take part in the discussion.
4. He can't swim, so he won't participate in the competition.
5. My friend can't sing, so he won't take part in the Faculty Day.

ГРАМАТИЧНИЙ ДОВІДНИК

§1. Однина і множина іменників

Обчислювальні іменники можуть мати форму однини і множини.

1. Як правило, множина іменників в англійській мові утворюється за допомогою додавання закінчення **-s**:

book – some books	книга – декілька книг
photo – photos	фотографія – фотографії
ball – balls	м'яч – м'ячі
one kilo – ten kilos	один кілограм – десять кілограм

shop – shops	магазин – магазини
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2. Після **-s, -ss, -sh, -ch, -x** – додається **-es**:

bus – buses	автобус – автобуси
glass – glasses	стакан – стакани
dish – dishes	страва – страви
watch – watches	годинник – годинники

dress – dresses сукня – сукні

bench – benches лавка – лавки

box – boxes коробка – коробки

3. Якщо іменник закінчується на приголосну + **y**, тоді у змінюється на **i + es**:

faculty – faculties факультет – факультети

city – cities місто – міста

lorry – lorries вантажівка – вантажівки

family – families сім'я – сім'ї

Після голосної – **y** не змінюється:

day – days день – дні

boy – boys хлопець – хлопці

journey – journeys подорож – подорожі

4. Якщо іменник закінчується на **-f** та **-fe**, в множині маємо **-ves**:

leaf – leaves листок – листки

shelf – shelves полицка – полицки

thief – thieves злодій – злодії

1. До декількох іменників, які закінчуються на **-o** у множині додається **-es**:

potato – potatoes картоплина – картоплини

tomato – tomatoes помідор – помідори

hero – heroes герой – герої

До більшості іменників, які закінчуються на **-o**, у множині додається **-s**:

photo – photos фотографія – фотографії

zoo – zoos зоопарк – зоопарки

2. Деякі іменники утворюють форму множини не за правилами:

man – men чоловік – чоловіки

woman – women жінка – жінки

child – children дитина – діти

foot – feet нога – ноги (стопа – стопи)

tooth – teeth зуб – зуби

mouse – mice миша – миші

sheep – sheep вівця – вівці

fish – fish риба – риби

person – people людина – люди

e.g. I have three **days** to prepare for the competitions.

He has some **information** for the **coaches** of the **teams**.

Money is always useful.

Can you buy two bottles of **milk**?

Track-and-field athletics includes many different **events**.

§2. Ступені порівняння прикметників

1. В англійській мові *односкладові* прикметники утворюють вищий та найвищий ступінь порівняння за допомогою суфіксів **-er**, **-est**:

cheap – cheaper – the cheapest дешевий – дешевший – найдешевший

small – smaller – the smallest (малий)

big – bigger – the biggest (великий)

nice – nicer – the nicest (гарний)

2. Двоскладові прикметники, які закінчуються на приголосну + у, теж утворюють ступені порівнянн за допомогою цих суфіксів:

happy – happier – the happiest (щасливий)

lucky – luckier – the luckiest (удачливий)

lovely – lovelier – the loveliest (приємний)

pretty – prettier – the prettiest (симпатичний)

heavy (важкий), dirty (брудний), tidy (охайний),

easy (легкий), silly (нерозумний), funny (смішний).

3. Деякі двоскладові прикметники можуть утворювати ступені порівнянн і за допомогою суфіксів, і за допомогою слів **more, the most**:

Narrow – narrower / more narrow – the narrowest / the most narrow (вузький)

Common (загальний), pleasant (приємний), quiet (тихий), polite (ввічливий), clever (розумний), simple (простий), gentle (лагідний), cruel (жорстокий), tired (втомлений), stupid (нерозумний).

4. Деякі двоскладові прикметники утворюють ступені порівнянн за допомогою слів **more, the most**:

Useful – more useful – the most useful (корисний)

Helpful (корисний), careful (обережний), hopeless (безнадійний), boring (нудний), willing (готовий), annoyed (надоїдливий), surprised (здивований), correct (правильний), exact (точний), certain (певний), normal (звичайний), frequent (частий), recent (недавній),

famous (відомий), modern (сучасний), afraid (зляканий), eager (нетерплячий), foolish (глупий).

5. Трискладові та багатоскладові прикметники утворюють ступені порівнянн за допомогою слів **more, the most**:

exciting – more exciting – the most exciting (захоплюючий)

interesting – more interesting – the most interesting (цікавий)

elegant – more elegant – the most elegant (елегантний)

reliable – more reliable – the most reliable (надійний)

6. Деякі прикметники утворюють ступені порівнянн не за правилами:

Good – better – the best (хороший)

Bad – worse – the worst (поганий)

Far – farther / further – the farthest / furthest (далекий)

7. Ми використовуємо **more, the most** та їх антоніми **less, the least**, щоб порівняти кількості:

Many / much – more – the most

Little – less - the least

e.g. The room is **the warmest**.

This dress is **more elegant**.

These results of the experiment are **the most reliable**.

It is his **best** record in jumping.

I am very busy these days, I have **less** free time than I used to.

§3. The Present Indefinite (Present Simple) Tense

Часи групи Indefinite вживаються для вираження дії як факт, регулярної повторюваної дії стосовно теперішнього, минулого чи майбутнього часу.

1. Дієслова у формі Present Indefinite показують дію як факт, регулярну повторювану дію в теперішньому часі. Ця форма утворюється від форми інфінітиву без частки *to*:

e.g.: I **train** every day. – *Я тренуюся щодня.*

They **play** football every evening. – *Вони грають у футбол щовечора.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *do*:

e.g.: **Do I train** every day? – Yes, I do.

No, I do not (don't).

I **don't train** every day.

Do they play football every evening? – Yes, they do.

No, they don't.

They **don't play** football every evening.

3. Якщо підмет виражений 3 особою однини, до дієслова додається закінчення *-s*. Це ж закінчення

переходить до допоміжного дієслова в питальній та заперечній формах:

e.g.: He runs in the park every morning.

Does he run in the park every morning? – Yes, he does.

No, he does not (doesn't).

He **doesn't run** in the park every morning.

4. Дієслово *to be* – *бути* має такі форми в Present Indefinite:

(I) **am**

(you, we, they) **are**

(he, she, it) **is**

e.g.: He **is** a record-holder. – *Він рекордсмен.*

They **are** students of the Physical Training Faculty. –

Вони студенти факультету фізичної культури.

I **am** a coach of the University team.

Питальна та заперечна форма утворюються без допоміжного дієслова:

Is he a record-holder? – Yes, he is.

No, he isn't. He **is not** a record-holder.

Are they students of the Physical Training Faculty? – Yes, they are.

No, they are not.

They **are not** students of the Physical Training Faculty.

§4. The Past Indefinite (Past Simple) Tense

1. Дієслова у формі Past Indefinite показують дію як факт, повторювану дію в минулому часі. Ця форма утворюється шляхом додавання закінчення *-ed* до форми інфінітиву без частки *to* для правильних дієслів; для неправильних дієслів – друга форма (таблиці неправильних дієслів):

e.g.: to train – **trained**
to play – **played**
to run – **ran**
to swim – **swam**

I **trained** yesterday. – Я тренувався вчора.

They **played** football last week. – Вони грали у футбол минулого тижня.

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *did*:

e.g.: **Did I train** yesterday? – Yes, I did.

No, I did not (didn't).

I **didn't train** yesterday.

Did they play football last week? – Yes, they did.

No, they didn't.

They **didn't play** football last week.

3. Дієслово *to be* – *бути* має такі форми в Past Indefinite:

to be – **was, were** – been

e.g.: He **was** a record-holder five years ago. Він був рекордсменом п'ять років тому.

They **were** students of the Physical Training Faculty last year. – Вони були студентами факультету фізичної культури минулого року.

Питальна та заперечна форма утворюються без допоміжного дієслова:

Was he a record-holder five years ago? – Yes, he was.

No, he wasn't.

He **was** not a record-holder five years ago.

§5. The Future Indefinite (Future Simple) Tense

1. Дієслова у формі Future Indefinite показують дію, яка відбудеться в майбутньому. Ця форма утворюється за допомогою допоміжних дієслів *shall* (для першої особи однини та множини) та *will* (для інших осіб) та форми інфінітиву змістового дієслова без частки *to*:

e.g.: I **shall train** tomorrow. – Я тренуватимусь завтра.

They **will play** football next week. – Вони гратимуть у футбол наступного тижня.

2. Заперечна та питальна форма утворюються за допомогою допоміжних дієслів:

e.g.: **Shall I train** tomorrow? – Yes, I shall.

No, I shall not (shan't).

I **shan't train** tomorrow.

Will they play football next week? – Yes, they will.

No, they will not (won't).

They **won't play** football next week.

3. Заміна майбутнього часу на теперішній в підрядних реченнях часу і умови:

В англійській мові існує правило стосовно складнопідрядних речень з підрядними часу і умови – в таких підрядних майбутній час замінюється на теперішній.

e.g.:

1. They **will go** to London, if they **win** the first place at the championship. – Вони поїдуть до Лондону, якщо виграють перше місце на чемпіонаті.

2. They **will finish** their warm up when the coach **comes** to the stadium. – Вони закінчать розминку, коли тренер прийде на стадіон.

§6. The Present Continuous Tense

Часи групи *Continuios* виражають дію, як процес; дію, яка відбувається в момент мовлення, підкреслюючи її тривалість. Часи групи *Continuios* утворюються за допомогою допоміжного дієслова **to be** та *Participle I* (-**ing**) основного дієслова.

1. Дієслова у формі *Present Continuous* показують дію, яка відбувається (триває) в даний момент. Ця форма утворюється за допомогою допоміжного дієслова **to be** у формі *Present Indefinite* та форми *Participle I* змістового дієслова:

e.g.: is (are, am) + V (ing).

I **am reading** a grammar rule now. – Я читаю граматичне правило зараз.

He **is doing** his homework now. – Він робить домашнє завдання зараз.

They **are training** now. – Вони тренуються зараз.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Am I reading** a grammar rule now? – Yes, I am.

No, I am not.

Is he doing his home task now? – Yes, he is.

No, he is not (isn't).

Are they training now? – Yes, they are.

No, they are not (aren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **am not reading** a grammar rule now.

He **is not (isn't) doing** his homework now.

They **are not (aren't) training** now.

4. Present Continuous вживається також для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух:

e.g.: We **are starting** tomorrow morning. – Ми вирушаємо завтра вранці.

§7. The Past Continuous Tense

1. Дієслова у формі *Past Continuous* показують дію, яка відбувалася (тривала) в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Past Indefinite* та форми *Participle I* змістового дієслова:

e.g.: was (were) + V (ing).

I **was reading** a grammar rule from 9 till 10 yesterday. – Я читав граматичне правило з 9 до 10 години вчора.

He **was doing** his homework when you came. – Він робив домашнє завдання, коли ви прийшли.

They **were training** the whole morning yesterday. – Вони тренувалися весь ранок вчора.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Was I reading** a grammar rule from 9 till 10 yesterday? – Yes, I was.

No, I was not.

Was he doing his homework when you came? – Yes, he was.

No, he was not (wasn't).

Were they training the whole morning yesterday? – Yes, they were.

No, they were not (weren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **was not reading** a grammar rule from 9 till 10 yesterday.

He **was not (wasn't) doing** his homework when you came.

They **were not (weren't) training** the whole morning yesterday.

§8. The Future Continuous Tense

1. Дієслова у формі *Future Continuous* показують тривалу дію, яка відбуватиметься (триватиме) у певний момент у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Future Indefinite* та форми *Participle I* змістового дієслова:

e.g.: shall (will) be + V (ing).

I **shall be reading** this sport article from 5 till 6 tomorrow. – Я читатиму цю спортивну статтю з 5 до 6 години завтра.

He **will be doing** his hometask when you *come*. (Правило заміни майбутнього часу на теперішній у підрядних часу і умови). – *Він робитиме домашнє завдання, коли ти прийдеш.*

They **will be training** the whole evening tomorrow. – *Вони тренуватимуться весь вечір завтра.*

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall I be reading** this sport article from 5 till 6 tomorrow? – Yes, I shall.

No, I shan't.

Will he be doing his hometask when you come? – Yes, he will.

No, he won't.

Will they be training the whole evening tomorrow? – Yes, they will.

No, they won't.

3. У заперечній формі частка **not** додається до першого допоміжного дієслова:

e.g.: I **shall not (shan't) be reading** this sport article from 5 till 6 tomorrow.

He **will not (won't) be doing** his hometask when you come.

They **will not (won't) be training** the whole evening tomorrow.

§9. The Present Perfect Tense

*Часи групи Perfect виражають дію, як результат; дію, яка закінчилася до певного моменту у минулому, теперішньому чи майбутньому часі, але пов'язана з ним у вигляді якогось результату. Часи групи Perfect утворюються за допомогою допоміжного дієслова **to have** та Participle II (-ed; III f.) основного дієслова.*

1. Дієслова у формі *Present Perfect* показують дію, яка відбулася до моменту мовлення, але пов'язана з ним у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Present Indefinite* та форми *Participle II* змістового дієслова:

e.g.: have (has) + Participle II

I **have** already **read** this sport news. – Я вже прочитав ці спортивні новини.

He **has** just **done** his favourite exercise. – Він щойно виконав свою улюблену вправу.

They **have** already **trained**. – Вони вже потренувалися.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Have** I already **read** this sport news? – Yes, I have.

No, I have not.

Has he done his favourite exercise? – Yes, he has.

No, he has not (hasn't).

Have they already trained? – Yes, they have.
No, they have not (haven't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **have not read** this sport news.

He **has not done** his favourite exercise.

They **haven't trained yet**. – Вони ще не потренувалися.

§10. The Past Perfect Tense

1. Дієслова у формі *Past Perfect* показують дію, яка відбулася до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Past Indefinite* та форми *Participle II* змістового дієслова:

e.g.: had + Participle II

I **had read** this sport news before my friend told me about it. – Я прочитав ці спортивні новини до того, як мій друг розповів мені про них.

He **had done** his morning exercises by 7 o'clock. – Він зробив зарядку до 7 години.

They **had trained** before his coach came. – Вони потренувалися до того, як прийшов тренер.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Had I read** this sport news before my friend told me about it? – Yes, I had.

No, I had not.

Had he done his morning exercises by 7 o'clock? – Yes, he had.

No, he had not (hadn't).

Had they trained before his coach came? – Yes, they had.

No, they had not (hadn't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **had not read** this sport news before my friend told me about it.

He **had not done** his morning exercises by 7 o'clock.

They **had not trained** before their coach came.

§11. The Future Perfect Tense

1. Дієслова у формі *Future Perfect* показують дію, яка відбудеться до певного моменту у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Future Indefinite* та форми *Participle II* змістового дієслова:

e.g.: shall (will) have + Participle II

I **shall have read** this sport news before my friend tells me about it. – Я прочитаю ці спортивні новини до того, як мій друг розповість мені про них.

He **will have done** his morning exercises by 7 o'clock. – Він зробить зарядку до 7 години.

They **will have trained** before their coach comes. – Вони потренуються до того, як прийде тренер.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall I have read** this sport news before my friend tells me about it? – Yes, I shall.

No, I shall not.

Will he have done his morning exercises by 7 o'clock? – Yes, he will.

No, he will not (won't).

Will they have trained before their coach comes? – Yes, they will.

No, they will not (won't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **shall not have read** this sport news before my friend tells me about it.

He **will not have done** his morning exercises by 7 o'clock.

They **will not have trained** before their coach comes.

§12. Passive Voice. Present Indefinite Passive

Якщо у реченні підмет не є суб'єктом дії (не виконує дію), а є об'єктом дії (дія спрямована на нього), то дієслово-присудок вживається у пасивному стані. Усі часові форми пасивного стану утворюються за допомогою допоміжного дієслова to be та дієприкметника минулого часу основного дієслова:

To be + Participle II (-ed; III f.)

1. Дієслово у Present Indefinite Passive показує дію як факт або регулярну повторювану дію у теперішньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова to be у Present Indefinite та дієприкметника минулого часу основного дієслова:

am (is, are) + Participle II

e.g.: This team **is trained** by our coach. – Ця команда тренується нашим тренером (Цю команду тренує наш тренер).

Free standing exercises **are performed** during warming up. – Вільні вправи виконуються протягом розминки.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Is this team trained** by our coach?

Are free standing exercises **performed** during warming up?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: This team **is not trained** by our coach.

Free standing exercises **are not performed** during warming up.

§13. Past Indefinite Passive

1. Дієслово у Past Indefinite Passive показує дію як факт у минулому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Indefinite та дієприкметника минулого часу основного дієслова:

was (were) + Participle II

e.g.: This team **was trained** by our coach. – Ця команда тренувалася нашим тренером (Цю команду тренував наш тренер).

Free standing exercises **were performed** during warming up. – Вільні вправи виконувалися протягом розминки.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Was** this team **trained** by our coach?

Were free standing exercises **performed** during warming up?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: This team **was not trained** by our coach.

Free standing exercises **were not performed** during warming up.

§14. Future Indefinite Passive

1. Дієслово у Future Indefinite Passive показує дію як факт у майбутньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Future Indefinite та дієприкметника минулого часу основного дієслова:

Shall be (will be) + Participle II

e.g.: This team **will be trained** by our coach. – Ця команда тренуватиметься нашим тренером (Цю команду тренуватиме наш тренер).

Free standing exercises **will be performed** during warming up. – Вільні вправи будуть виконуватися протягом розминки.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Will** this team **be trained** by our coach?

Will free standing exercises **be performed** during warming up?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **will not be trained** by our coach.

Free standing exercises **will not be performed** during warming up.

§15. Present Continuous Passive

1. Дієслово у Present Continuous Passive показує дію, спрямовану на підмет, яка проходить у даний момент. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Present Continuous та дієприкметника минулого часу основного дієслова:

am (is, are) being + Participle II

e.g.: This team **is being trained** by our coach now. – Ця команда тренується нашим тренером зараз (Цю команду зараз тренує наш тренер).

Free standing exercises **are being performed** now. – Вільні вправи виконуються зараз.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Is** this team **being trained** by our coach now?

Are free standing exercises **being performed** now?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **is not being trained** by our coach now.

Free standing exercises **are not being performed** now.

§16. Past Continuous Passive

1. Дієслово у Past Continuous Passive показує дію, спрямовану на підмет, яка проходила в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Continuous та дієприкметника минулого часу основного дієслова:

was (were) being + Participle II

e.g.: This team **was being trained** by our coach from September till May. – Ця команда тренувалася нашим тренером з вересня по травень (Цю команду тренував наш тренер з вересня по травень).

Free standing exercises **were being performed** when he came to the stadium. – Вільні вправи виконувалися, коли він прийшов на стадіон.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Was** this team **being trained** by our coach from September till May?

Were free standing exercises **being performed** when he came to the stadium?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **was not being trained** by our coach from September till May.

Free standing exercises **were not being performed** when he came to the stadium.

§17. Present Perfect Passive

1. Дієслово у Present Perfect Passive показує дію, спрямовану на підмет, яка закінчилася до моменту мовлення, але пов'язана з цим моментом у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Present Perfect та дієприкметника минулого часу основного дієслова:

have (has) been + Participle II

e.g.: This team **has been trained** by our coach already. – Ця команда вже потренувалася нашим тренером зараз (Цю команду вже потренував наш тренер).

Free standing exercises **have just been performed**. – Вільні вправи щойно виконані.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Has** this team **been trained** by our coach?

Have free standing exercises **been performed**?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **has not been trained** by our coach yet.

Free standing exercises **have not been performed** yet.

§18. Past Perfect Passive

1. Дієслово у Past Perfect Passive показує дію, спрямовану на підмет, яка завершилась до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Perfect та дієприкметника минулого часу основного дієслова:

had (were) been + Participle II

e.g.: This team **had been trained** by our coach by September. – Ця команда тренувалася нашим тренером до вересня (Цю команду тренував наш тренер до вересня).

Free standing exercises **had been performed** before he came to the stadium. – Вільні вправи виконувалися до того, коли він прийшов на стадіон.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Had** this team **been trained** by our coach by September?

Had free standing exercises **been performed** before he came to the stadium?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **had not been trained** by our coach by September.

Free standing exercises **had not been performed** before he came to the stadium.

§19. The Infinitive

Infinitive forms	Active Voice	Passive Voice
Indefinite	to offer	to be offered
Continuous	to be offering	-----
Perfect	to have offered	to have been offered
Perfect Continuous	to have been offering	-----

The **Indefinite Infinitive** refers to the present or future: *I'd like **to go** for a walk.*

The **Continuous Infinitive** is used with *appear, claim, seem, pretend, must, can't, happen, should, would etc* to describe an action happening now: *He **must be working** in the garden now.*

The **Perfect Infinitive** is used with *appear, happen, pretend, seem etc* to show that the action of the infinitive happened before the action of the verb: *He **claims to have met** the Queen.*

The **Perfect Continuous Infinitive** with *appear, seem, pretend etc* to put emphasis on the duration of the action of the infinitive, which happened before the

action of the verb: *She **seems to have been working** all morning.*

The *to*-infinitive is used:

10. to express purpose: *She went out **to buy** some milk.*
11. after certain verbs (*advise, agree, appear, decide, expect, hope, promise, refuse etc*):
*He promised **to be** back at 10 o'clock.*
12. after certain adjectives (*angry, happy, glad etc*): *She was glad **to see** him.*
13. after question words (*where, how, what, who, which, but not after why*): *Has she told you where **to meet** them? But: I don't know why he left so early?*
14. after *would like/would love/would prefer* to express specific preference): *I'd love **to go** for a walk.*
15. after nouns: *It's a pleasure **to work** with you.*
16. after *too/enough* constructions: *He's too short **to reach** the top shelf. He isn't tall enough **to reach** the top shelf.*
17. with *it + be + adj (+ of + object)*: *It was nice of him **to remember** my birthday.*
18. with *only* to express unsatisfactory result: *He called me only **to say** that he would be late.*

The infinitive without *to* is used:

- 5) after modal verbs (*must, can, may, will etc*): *You must **be** back at 12 o'clock.*
- 6) after *had better/would rather*: *I'd rather **had stayed** in last night.*

7) after *make/let/see/hear/feel* + object: *Mum let me watch TV. I made him apologise.*

But: in the passive form: *be made/be heard/be seen* + *to*-infinitive: *He was made to apologise.*

Note: *help* is followed by a *to*-infinitive or an infinitive without *to*: *She helped me (to) wash the dress.*

suppose) , e.g.: *We consider him to be an interesting person.*

- after the verbs denoting request, permission, advice, compulsion (*to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let*); infinitive without *to* is used after *to make* and *to let*, e.g.: *We made George work.*

§20. The Objective Infinitive Complex

The Objective Infinitive Complex consists of a noun in the Common Case or a personal pronoun in the Objective Case and the infinitive. The nominal part of the complex denotes the subject or the object of the action expressed by the infinitive.

In the sentence this complex has the function of a complex object.

The Objective Infinitive Complex is used:

- after the verbs denoting perceptions of senses (*to see, to hear, to feel, to watch, to observe, to notice*); infinitive without *to* is used after these verbs, e.g.: *They all watched him walk up the hill.*
- after the verbs denoting wish, intention, emotions (*to want, to wish, to desire, to like, to dislike, to hate, to intend, should/would like*), e.g.: *He intended me to go with him to the theatre.*
- after the verbs denoting mental activity (*to consider, to believe, to think, to find, to know, to expect, to*

The Subjective Infinitive Complex

The Subjective Infinitive Complex consists of a noun in the Common Case or a personal pronoun in the Nominative Case and the infinitive.

The nominal part of the complex may denote both the subject and the object of the action expressed by the infinitive.

The Subjective Infinitive Complex is used:

7. with the verbs *to say* and *to report* (in the Passive Voice), e.g.: *The delegation is reported to have arrived in Geneva.*
8. with the verbs (in the Passive Voice) denoting mental activity (*to consider, to believe, to think, to know, to expect, to suppose*) , e.g.: *The meeting is expected to begin this morning.*
9. with the verbs (in the Passive Voice) denoting sense perceptions (*to see, to hear, to feel, to watch, to observe, to notice*), e.g.: *He was seen to enter the house.*

10. with the verbs (in the Passive Voice) denoting request, permission, advice, compulsion (*to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let*); e.g.: *They were ordered to leave the hall.*

11. with the verbs *to seem, to appear, to happen, to chance, to turn out, to prove*, e.g.: *She seemed not to listen to him.*

12. with the expressions *to be sure, to be certain, to be likely, to be unlikely*, e.g.: *He is certain to be sleeping.*

The Prepositional Infinitive Complex

The infinitive complex preceded by the preposition *for* is called the Prepositional Infinitive Complex. It may be used in the functions of a subject, predicative, object, attribute and adverbial modifier of result and purpose.

It is time for us to go. He waited for her to speak. There's nobody here for him to play with. It was too dark for her to see him.

§21. The Participle

There are two participles in English: **Present Participle** (or **Participle I**) and **Past Participle** (or **Participle II**). Present Participle is formed by adding the ending *-ing* to the infinitive without the particle *to*. Past

Participle is formed by adding the ending *-ed* for regular verbs and we use the **III form** for irregular verbs, e.g.:

Participle I	Participle II
to read – reading	to love – loved
to write – writing	to study – studied
to sit – sitting	to cry – cried
to begin – beginning	to stop – stopped
to look – looking	to permit – permitted
to prefer – preferring	to prefer – preferred
to compel – compelling	to occur – occurred
to travel – traveling	to travel – traveled
to lie – lying	to fulfil – fulfilled
to tie – tying	<i>to write – written</i>
to die – dying	<i>to bring – brought</i>
to study – studying	<i>to shut – shut</i>
to try – trying	<i>to show – shown</i>

Participle Forms

Participle forms	Active voice	Passive Voice
Present Participle	asking	being asked
Past Participle		asked
Perfect Participle	having asked	having been asked

Present Participle Indefinite may express an action:

1. simultaneous with that expressed by the finite verb, e.g.: *Reading English books I write out new books;*

2. referring to the present irrespective of the time of the action expressed by the finite verb, e.g.:
*The students **working** in our village came from Kyiv.*
3. having no reference to any particular time, e.g.:
*The bisector is a straight line **dividing** an angle into two equal parts.*
4. preceding that expressed by the finite verb if these actions closely follow each other, e.g.:
***Entering** his room, he went quickly to the other door.*

Perfect Participle is used to express an action preceding that expressed by the finite verb, e.g.: ***Having given** her word, she ought to keep it.*

Present Participle Active is used when the noun or pronoun it refers to denotes the subject of the action expressed by the participle, e.g.: ***Having opened** my window, I went downstairs.*

Present Participle Passive is used when the noun or pronoun it refers to denotes the object of the action expressed by the participle, e.g.: ***Being invited** to an evening-party she couldn't go to the theatre.*

Past Participle has only one form which is passive in meaning, e.g.: *We looked at the **destroyed** bridge. A central angle is an angle **formed** by two radii.*

§22. The Objective Participle Complex

The Objective Participial Complex consists of a noun in the Common Case or personal pronoun in the Objective case and a participle. The first part of the complex (the noun or pronoun) denotes the subject or the object of the action expressed by the participle.

The Objective Participial Complex is used:

35. with verbs denoting sense perceptions (after these verbs both Present Participle and Past Participle can be used), e.g.: *I saw **him walking** in the garden. I saw **the window broken**.*
36. with verbs denoting wish and mental activity (only Past Participle is used in this case), e.g.: *I want **him changed**. Margaret considered **herself deceived**.*
37. with the verbs **to have** and **to get** (after these verbs only Past Participle is used), e.g.: *She had **her hair done**. I must have my **watch repaired**.*

The Subjective Participle Complex

The Subjective Participial Complex consists of a noun in the Common Case or personal pronoun in the Subjective case and a participle (mostly Present Participle) which stands in predicate relation to the noun or pronoun.

The Subjective Participial Complex is used:

1. with verbs denoting sense perceptions in Passive Voice (in the function of predicate in a sentence), e.g.: *A **plane** was heard **flying** high in the sky.*

2. with verbs *to consider, to believe, to find*, (sometimes with Past Participle), e.g.: ***The work was considered finished.***

The Absolute Participle Complex

The Absolute Participial Complex is a construction in which a participle has its own subject expressed by a noun in the Common Case or a personal pronoun in the Nominative Case. All the forms of the Participle are used here. The complex is used in the function of adverbial modifier of time, cause, manner or attending circumstances and condition. It may be introduced by the preposition *with*. In this case it is used in the function of adverbial modifier of manner or attending circumstances, e.g.:

The rain having stopped we went home.

The day being very fine, we went for a walk.

Weather permitting; we'll spend our day off in the forest.

Незалежний дієприкметниковий комплекс перекладається на українську мову:

а) підрядним обставинним реченням:

The letter being written, I went to post it. - Коли лист був написаний, я пішла відправити його.

б) простим реченням, що входить до складносурядного:

They went quickly out of the house, Jude accompanying her to the station. - Вони швидко вийшли з дому, і Джуд провів її до вокзалу.

в) дієприслівниковим зворотом:

Her face smiling, she came into the room. - Усміхаючись, вона увійшла в кімнату.

г) головним реченням в складнопідрядному:

She sat down at the table, her hands beginning to tremble. – Коли вона сідала за стіл, її руки починали тремтіти.

д) вставним реченням:

The evening was so dark, (the moon not having yet risen), that he could see no one twenty yards off. – Вечір був такий темний (місяць ще не зійшов), що за двадцять ярдів він нікого не міг бачити.

е) іменником з прийменником:

He came into the room, his face smiling. – Він увійшов до кімнату з усміхненим обличчям.

§23. The Gerund

The gerund is a non-finite form of the verb which has noun and verb characteristics.

Gerund Forms

	Active	Passive
Indefinite	<i>writing</i>	<i>being written</i>
Perfect	<i>having written</i>	<i>having been written</i>

The **Indefinite Gerund** is used:

1. if the action expressed by the gerund is simultaneous with that expressed by the finite verb, e.g.: *Nobody thought of going to bed.*

2. if the action expressed by the gerund does not refer to any particular time, e.g.: *She is fond of **painting**.*

The **Perfect Gerund** expresses an action prior to that denoted by the finite verb, e.g.: *He has no right to come without **having been invited**.*

The gerund is the only form of the verb which can be preceded by a preposition that refers to it; so the gerund is used after verbs, adjectives and expressions which require a prepositional object, e.g.:

*Thank you **for telling** me. – Дякую, що ви сказали мені.*

*She could not keep **from crying**. – Вона не могла стриматися, щоб не заплакати.*

*I am fond of **reading**. – Я люблю читати.*

Gerund is used after such verbs, prepositions and expressions:

*I think of **going** to Minsk next week.*

*After **finishing** school he worked at a plant.*

*She insisted on **going** to the library.*

*She insisted on **being sent** to the library.*

*I am looking forward to **getting** a letter from you.*

*I enjoyed **seeing** this performance.*

*It is no use **learning** rules without examples.*

*Excuse me for **troubling** you.*

*I'm sorry for **not telling** you about it.*

*I am proud of **being** his pupil.*

*I am proud of **having been** his pupil.*

*I am proud of **being** often invited there.*

*I am proud of **having been** invited there.*

*They went home **without waiting** for me.*

***Instead of taking** a taxi, I went there by bus.*

*Mother is **busy cooking** dinner.*

*This radio set is **worth buying**.*

The –ing form is used:

2. **as a noun**

***Eating** vegetables is good for your health.*

3. **after certain verbs** (*admit to, avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, involve, keep=continue, look forward to, mention, mind, miss, object to, postpone, practise, prevent, report, resist, risk, save, stand, suggest, understand etc*)

*He admitted (to) **stealing** the painting.*

4. **after love, like, dislike, hate, enjoy, prefer** (to express general preference)

*He likes **cooking** (in general)*

I like to eat a healthy breakfast (it's useful, it's a good idea, specific preference)

5. **after I'm busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, be/get used to, be/get accustomed to, have difficulty (in)**

*It's no use **complaining**.*

6. **after go for physical activities**

*They go **skiing** every winter.*

7. after *spend/waste time*

*He wasted his time **playing** videogames.*

8. after prepositions

*He entered without **knocking** at the door.*

9. after *see, hear, listen, watch* to express an incomplete action, the action in progress or a long action

*I saw Kate **painting** the kitchen (I saw Kate in the middle of painting. I saw part of the action in progress. I didn't wait until she had finished).*

*I watched Kate **paint** the kitchen (I saw the whole action from beginning to end).*

§24. Conditionals

Three Types of Conditional Sentences

		повітрі.	
III	If he had left early, he would have been on time for the meeting. If the morning had been fine, they would have competed outdoors.	Якби він вийшов раніше (вчора), він був би вчасно на зборах. Якби ранок був гарним (вчора), вони б змагалися на відкритому повітрі.	Unre in th used regre critic

1. When the *if*-clause is before the main clause, the two clauses are separated with a comma; e.g.:
*If you **come early**, we **can go** for a walk.*
***But:** We **can go** for a walk if you **come early**.*
2. After *if*, *were* can be used instead of *was* in all persons; e.g.:

Use *if I was/were you, I would try harder.*
Real – ~~likely~~ *unless* means *if not*; e.g.:
*It will happen in the present or future **unless she studies, she won't pass her test.***
(If she doesn't study, she won't pass her test)

§25. Sequence of Tenses

The sequence of tenses is a dependence of the tense of the verb in the subordinate clause on that of the verb in the principle clause;
also used in the principle clause expresses a past action, a past tense or future-in-the-past is used in the object clause, e.g.:

Type	English	Ukrainian
I	If he leaves early, he will be on time for the meeting. If the morning is fine, they will compete outdoors.	Якщо він вийде рано, він буде вчасно на зборах. Якщо ранок буде гарним, вони змагатимуться на відкритому повітрі.
II	If he left early, he would be on time for the meeting. If the morning were fine, they would compete outdoors.	Якби він вийшов раніше (сьогодні, завтра), він був би вчасно на зборах. Якби ранок був гарним (сьогодні, завтра), вони б змагалися на відкритому

I thought you were his friend. I knew that you would understand me.

If the action of the object clause refers to the same period of time as the past action of the principle clause, the Past Indefinite or the Past Continuous is used in the object clause, e.g.:

They knew what they were fighting for.

If the action of the object clause precedes the past action of the principle clause, the Past Perfect is used in the object clause, e.g.:

I thought you had left England.

The sequence of tenses is usually not observed if the object clause expresses a well-known fact, e.g.:

He knew that metals conduct electricity.

Future > Future-in-the-Past	Дія підрядного відбувається пізніше, ніж дія ГОЛОВНОГО	<i>I supposed would send</i>
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Table 2

Direct Speech	Indirect Speech
today	that day
yesterday	the day before
tomorrow	the next day
... ago	... before
this ...	that ...
these...	those ...
here	there
last year	the year before
last month	the month before
last ...	the ... before
next ...	the following

Table 1

Заміна часів у підрядному додатковому реченні при головному реченні у минулому часі		
Present Simple > Past Simple Present Continuous > Past Continuous	Дія підрядного речення відбувається одночасно з дією ГОЛОВНОГО	<i>I thought that he lived in New York. I knew that mother was sleeping.</i>
Present Perfect > Past Perfect Past Simple > Past Perfect	Дія підрядного речення передре дії ГОЛОВНОГО	<i>I was told he had returned from London. I heard he had bought a new car.</i>

Table 3

Direct Speech	Indirect Speech
Commands	
<i>Keep quiet! Don't make noise!</i>	<i>He told me to keep quiet make noise.</i>
Special Questions	
<i>What are you doing?</i>	<i>He asked me what I was doing.</i>
<i>Where does he work?</i>	<i>He asked me where he worked.</i>

<i>When did you come yesterday?</i>	<i>He asked me when I had come the day before.</i>	John Eastwood. Oxford Practice Grammar. – Oxford University Press. – Oxford, 1994. – 334 p.
General Questions		8. Opportunities. Students' Book. – Pearson Education Limited, 2000. – England. – 128 p.
<i>Does she go to the University?</i>	<i>He asked me whether (if) she went to the University.</i>	9. John and Liz Soars. New Neadway. English Course. – Oxford University Press, 2000.
<i>Will you see your friend tomorrow?</i>	<i>He asked me whether (if) I should see my friend the next day.</i>	10. Microsoft® Encarta® 97 Encyclopedia. © 1993-1996 Microsoft Corporation.
Some constructions		11. Virginia Evans. Round-Up. English Grammar Book. – Pearson Education Limited, 1994. – 209 p.
<i>Let's play chess.</i> <i>All right.</i> <i>Oh, no.</i>	<i>He suggested playing chess.</i> <i>He <u>agreed</u>.</i> <i>He <u>refused</u>.</i>	

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