

Національний університет «Києво-Могилянська академія»

МЕТОДИЧНІ ВКАЗІВКИ ДЛЯ ВИВЧЕННЯ ТЕМИ **NOURISHMENT**

для студентів 1-го року навчання мовних і немовних спеціальностей першого
(бакалаврського) рівня

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Методичні вказівки для вивчення теми “*Nourishment*” в курсі англійської мови для 1-го року навчання бакалаврських програм НаУКМА

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Методичні вказівки укладені з метою якісної підготовки та проведення практичних занять. Вони допомагають студентам:

- розширити словниковий запас із теми «Харчування»;
- удосконалити граматичні та комунікативні навички;
- навчитися представляти себе в академічному та неформальному контекстах;
- критично осмислити роль зовнішності, стилю та мови тіла у міжкультурному спілкуванні.

Вказівки можуть використовуватися викладачами під час занять та студентами для самостійної роботи.

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INTRODUCTION

Vocabulary Activation: Nourishment Terms

Activity 1: Matching Terms with Definitions

Presentation: Matching and Concept Checking

Instructions: The teacher presents the key terms and their definitions/synonyms on the board or slide in two separate columns.

Students are asked if they recognise the words, then work in pairs to match each term (Column A) with its correct definition/synonym (Column B).

Term (A)	Definition/Synonym (B)
1. Caloric Intake	c. The total number of calories consumed.
2. Fussy Eater	b. A person who is very particular or picky about food.
3. Sustainably Sourced	a. Obtained in a way that reduces negative environmental impact; environmentally friendly.
4. Processed Foods	e. Foods altered to preserve them or improve taste.
5. Satiety	d. A long-lasting feeling of fullness.
6. Holistic Approach	f. Considering diet in the context of overall physical and mental well-being.
7. Deprivation	g. Strict limitation or denial of certain foods.
8. Vested Interest	h. A personal stake or financial interest in the success of something (e.g., a supplement manufacturer).

After matching, students discuss how these terms relate to healthy eating habits and sustainability.

Concept Check & Pronunciation

The instructor checks the students' answers. For each word, the instructor asks questions to make sure students understand its meaning and context. (For example, for vested interest: "Does a scientist studying broccoli have a vested interest in selling it? Likely not. Does a vitamin manufacturer? Yes.")

Students repeat the words both chorally and individually, with special attention to satiety and sustainably sourced.

Controlled Practice: Sentence Completion & Discussion

Activity 2: Students individually fill in the gaps using words from the vocabulary list.

1. The latest health report suggests that reducing our daily _____ is the most effective way to manage weight.
2. Many parents struggle when their child becomes a _____ and refuses to try anything new.
3. She feels that constant _____ is counterproductive and leads to eventual overeating.
4. When choosing fish, always check if it was _____ to support ethical fishing practices.
5. The feeling of _____ is often more important than the amount of food consumed.

Activity 3: Pair Discussion: The “Nourishment” Dilemmas. Students discuss dilemmas using the new vocabulary.

Instruction: In pairs, use the new vocabulary to discuss these dilemmas. Try to use at least four of the new words in your conversation.

Dilemmas
The Cost of Ethics: Should people be forced to pay more for sustainably sourced food, even if it affects their daily caloric intake budget?
The Media Influence: Can we trust the advice of celebrities who promote diets, or do they have a clear vested interest in selling a product?
Dieting vs. Lifestyle: Is extreme deprivation ever healthy, or should people adopt a more holistic approach to their diet?

DEVELOPING COMMUNICATION SKILLS

Mind Map Interpretation

Mind maps are a valuable tool that encourages clear communication, logical thinking, and active participation during speaking and writing tasks. By helping students to organise their ideas, mind maps enable them to take part in more structured and engaging discussions on a specific topic. Through collaboration and idea exchange, students develop a clearer, more comprehensive, and shared understanding of the topic. Specifically, in EFL contexts, mind maps improve coherence and idea generation in narrative writing, as their visual planning supports both lexical recall and emotional engagement, making them effective for both oral interaction and creative writing tasks.

Differentiation Instructions for Speaking and Writing (A2–B2 EFL Levels)

In this section, differentiation instructions are provided to help teachers adjust speaking and writing tasks so that all A2–B2 EFL students can meaningfully participate according to their language proficiency.

Speaking

Oral Discussion Instructions: Use a mind map to discuss a given topic.

Phase 1: Preparation for the Oral Discussion

1. **Review the Mind Map:** Before the discussion, thoroughly examine the mind map provided or the one you created. Understand the central topic, the main branches (key ideas), and the sub-branches (details, examples, connections).
2. **Formulate Initial Thoughts:** Based on the map, prepare at least two questions you have about the content and at least two points you are ready to contribute to the discussion (e.g., an agreement, a counter-point, or an additional detail).
3. **Identify Focus Areas:** Note any specific branches or connections on the map that you find particularly complex, confusing, or interesting. Use these as starting points for group inquiry, asking for clarification and providing more information or details.

Phase 2: Discussion Guidelines

1. **Designated Leader:** If your group has a designated leader or facilitator, they will start the discussion by stating the central topic and inviting initial comments. If not, the person who created the map or the first volunteer should begin.
 - Why? This keeps the discussion focused and helps the group visually track progress.
2. **Explore Branches Systematically:** Try to cover the main branches one by one before moving to sub-branches, where possible. This ensures a logical flow and prevents jumping between unrelated ideas.
3. **Add and Expand:**
 - Propose New Connections: If you see a relationship between two different branches, point it out. (e.g., "The detail under 'Solutions' seems to directly address the problem listed under the 'Challenges' branch.")
 - Suggest Missing Information: If the group agrees that a key idea or detail is missing, propose that it be added to a specific branch. The map-keeper should note this down.
4. **Be Respectful and Concise:**
 - Listen Actively: Pay attention when others are speaking and refer back to their points.
 - Stay Focused: Keep your contributions brief and relevant to the current branch being discussed.

- One Voice at a Time: Do not interrupt. Wait for a natural pause to offer your contribution.
5. **Seek Clarification:** If a branch or connection on the map is unclear, ask for clarification. (e.g., "Could you explain what the link between 'A' and 'B' is intended to represent?")

Phase 3: Conclusion

1. **Synthesise Key Changes:** As a group, quickly review any major additions, deletions, or new connections made to the mind map during the discussion.
2. **Identify Consensus and Divergence:** Briefly note the 2-3 points where the group reached a strong agreement (consensus) and any areas where significant disagreement or unanswered questions (divergence) remain.
3. **Next Steps:** Determine how the finalised or revised mind map will be used (e.g., as a study guide, a basis for a paragraph, or a presentation outline).

Level-Specific Instructions

A2+ (Pre-Intermediate)

Focus: Confidence, fluency, basic communication.

Strategies:

- Use guided questions and visual prompts (pictures, mind maps, charts).
- Provide useful phrases or sentence starters (e.g., *I agree because...*).
- Encourage pair or small-group practice.
- Allow short responses and focus on grammar accuracy.

Example Task: Describe your favourite place (cafe, restaurant) using a photo or mind maps.

B1 (Intermediate)

Focus: Expanding ideas, linking sentences, expressing opinions.

Strategies:

- Use role-plays or mini-debates with familiar topics.
- Introduce connectors (e.g., however, because, although, therefore).
- Ask for reasons and examples to support ideas.
- Provide peer feedback checklists to guide self-correction.

Example Task: Discuss the pros and cons of catering with a partner, giving at least two reasons for each side.

B2 (Upper-Intermediate)

Focus: Spontaneity, argumentation, and coherence.

Strategies:

- Encourage extended turns and structured discussions using mind maps or prompts.
- Ask for opinions supported by evidence or experience.
- Integrate formal vs informal register practice.

- Use peer feedback to build self-awareness and fluency.

Example Task: Lead a short group discussion on the impact of junk food on health, using key points from an article.

Writing

A2+ (Pre-Intermediate)

Focus: Basic structure, clear sentences, simple vocabulary.

Strategies:

- Provide writing frames or paragraph models (e.g., Topic sentence → three supporting details → Concluding sentence).
- Use guided vocabulary lists.
- Emphasise basic punctuation and capitalisation.
- Allow shared or collaborative writing (pairs or groups).

Example Task: Write a short paragraph about your daily meals (80–120 words).

B1 (Intermediate)

Focus: Organisation, paragraph development, linking devices.

Strategies:

- Teach paragraph structure (introduction, body, conclusion).
- Include transitional words and cohesive devices.
- Encourage planning with mind maps or outlines before writing.
- Introduce peer review for clarity and accuracy.

Example Task: Write a process paragraph on how to cook an omelette (100–150 words).

B2 (Upper-Intermediate)

Focus: Coherence, argumentation, and fluency.

Strategies:

- Assign argumentative paragraphs (e.g., reports, reviews).
- Emphasise coherence and logical flow.
- Provide feedback on argumentation and grammar.
- Integrate real-world writing contexts (emails, blogs).

Example Task: Write a paragraph on how technology has changed food processing (150–180 words).

Level-Specific Practice

SPEAKING A2+: A Memorable Dinner at a Favourite Restaurant

Instructions for group discussion: “A Memorable Family Dinner at a Favourite Restaurant” (Fig.1).

- 1. Form small groups** of 4–6 students.
Make sure each member has a chance to participate and share ideas.
- 2. Begin with a warm-up.**
Briefly discuss what makes a family dinner special — for example, food, atmosphere, people, or emotions.
- 3. Share personal experiences.**
Each student describes one memorable family dinner at a favourite restaurant, including such details as:
 - The name and type of restaurant
 - Who attended the dinner
 - What dishes were served
 - Why the dinner was memorable
- 4. Ask follow-up questions.**
Encourage interaction by asking students about their stories (e.g., “*What did you enjoy most about that evening?*” or “*Would you like to go back there?*”).
- 5. Compare experiences.**
As a group, students find similarities and differences between their dinners — for example, cultural traditions, family habits, or types of food.
- 6. Summarise the discussion.**
Together, students decide what made each experience memorable and what elements create a perfect family dinner.
- 7. Present a group summary.**
One or two students should briefly report the main points of their discussion to the class.
- 8. Reflect.**
Students reflect on what this discussion reveals about the importance of food, family, and shared experiences.

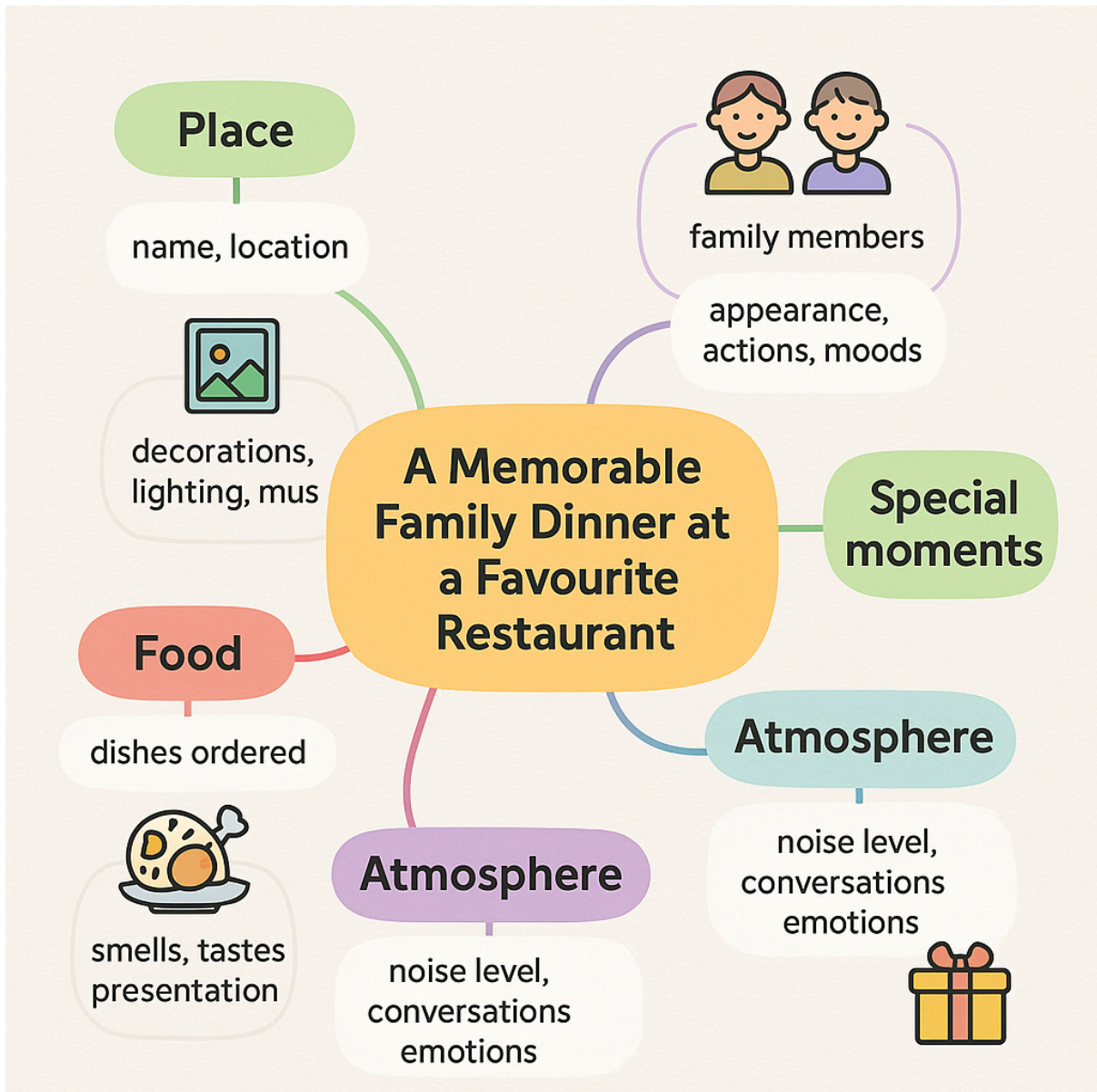


Fig. 1. Mind map “A Memorable Family Dinner at a Favourite Restaurant” (A2+)

WRITING A2+: A Narrative Paragraph “A Memorable Dinner”

Instruction: Write a short narrative paragraph (about 120–150 words) describing a memorable dinner you have had.

1. **Plan your story.** Make your paragraph organised, connected, and appealing. Think about:
 - **When and where** the dinner took place
 - **Who** was there
 - **What** you ate
 - **Why** it was special or memorable

2. **Use the structure of a narrative paragraph.**
 - **Topic sentence:** Introduce the dinner and say why it was memorable.
 - **Supporting sentences:** Describe the sequence of events in order (before, during, and after the dinner).
Concluding sentence: Explain how you felt or what you learned from the experience.
3. **Use time expressions and transition words.**
Examples: *first, next, after that, finally, in the end, later, during, while.*
4. **Use past tenses correctly.**
Most of your verbs should be in the **past simple** (e.g., *We went, I ate, It was*).
Use **past continuous** for background actions (e.g., *People were talking, the music was playing*).
5. **Add sensory details.**
Describe how the food looked, smelt, or tasted to make your story more vivid.
6. **Revise and edit.**
Check the structure, spelling, grammar, and punctuation.

SPEAKING B1

To transition B1 (Intermediate) EFL students from simple narration to building more organized language skills, this activity develops complexity while emphasising the controlled application of B1-level grammar and vocabulary, making the tasks both engaging and manageable. The primary goal is for students to focus on conveying main ideas and key details through clear narrative sequencing.

The instructions below integrate mind-mapping as a preparation tool for both the speaking and writing tasks.

- **Skill Focus:** Speaking, writing, controlled vocabulary, narrative sequencing.
- **Objectives:**
 - Use past tenses (Simple and Continuous) correctly to narrate a personal event.
 - Logically sequence events using basic time expressions (*first, next, after that*).
 - Correctly use key vocabulary related to food, places, people, and feelings.
 - Describe a personal experience in a clear, straightforward paragraph.

Warm-Up & Idea Generation (Mind Map Analysis, Fig. 2)

- **Goal:** Activate vocabulary and organise ideas about a memorable dinner.
- **Warm-Up Talk:** Discuss: "Do you like eating out? Why?" and "What makes a dinner special or memorable for you?"
- **Vocabulary Activation:** Identify and activate B1-level descriptive words:
 - **Food Adjectives:** *tasty, delicious, hot, sweet, salty, fresh, healthy.*
 - **Feeling Adjectives:** *happy, excited, surprised, great, comfortable.*
- **Guided Practice (Interpreting Mind Map):**

- Students work individually or in pairs on a more detailed mind map (compared to Fig.1) based on their own experience.
- Focus on 3–4 Key Branches: **Where/When?** (Restaurant name, time), **Who?** (Family, friends), **What?** (The main food/dish), **Feeling?** (How it felt, the main reason it was good).
- **Simple Prompts to Guide Details:** *Where exactly did you sit? What was the first thing you did? What were the other people doing?* (Focusing on Past Continuous for background actions, Past Perfect for completed actions, etc.).

Assignment: Master your speaking and writing skills using the mindmap in Fig.2.

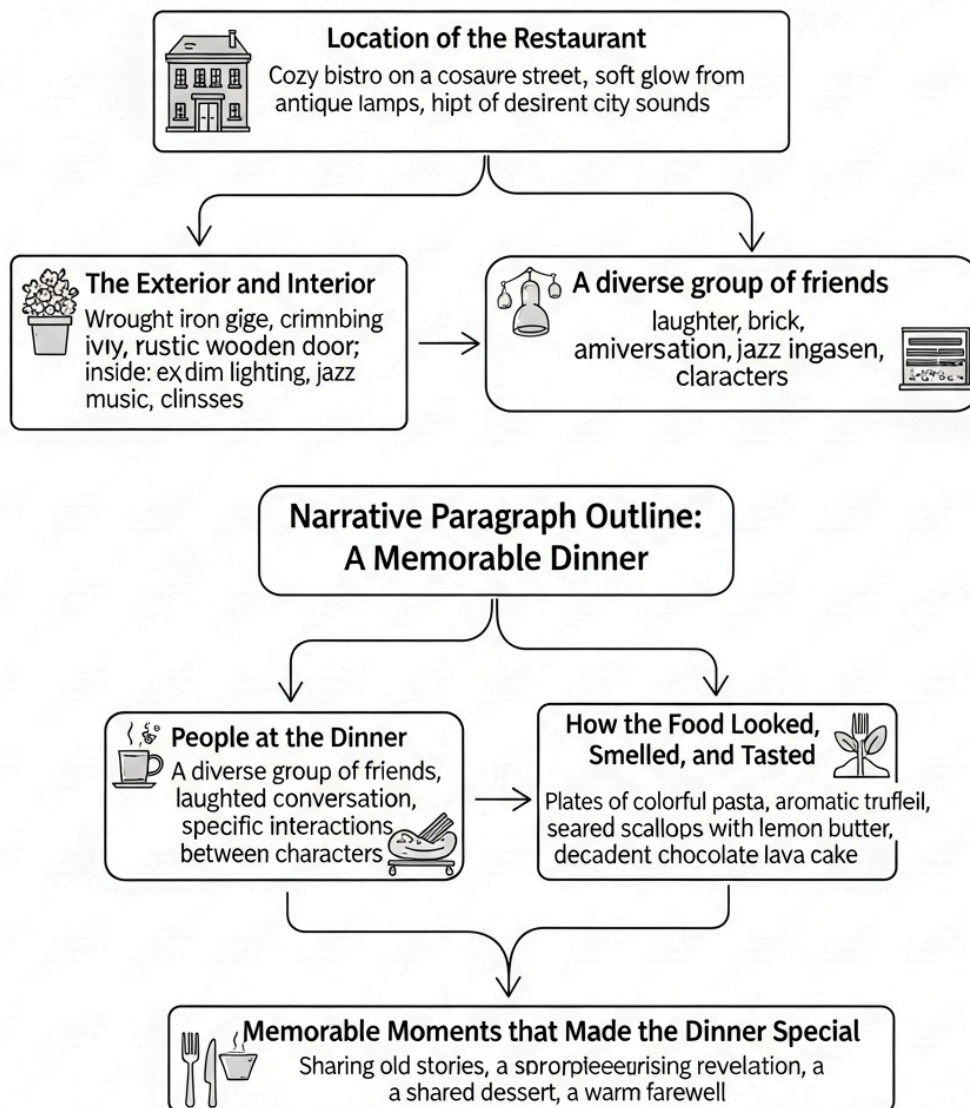


Fig. 2. Mind map “A Memorable Family Dinner at a Favourite Restaurant” (B1)

Instructions: Use the mind map in Fig. 2 to structure your story.

- **Goal:** Talk about the memorable dinner for **3–4 minutes**, focusing on fluency and sequence.
- **Speaking Tips:**

- Use **past tenses** (Past Simple for main events, Past Continuous for background, Past Perfect for completed actions, etc.).
- Use **basic narrative connectors** to link your ideas: *First, Next, After that, Then, Finally, In the end.*
- Describe the food and atmosphere using your **adjectives list**.
- **Listener Interaction:** Listeners ask simple follow-up questions (e.g., *Was the food delicious? Did you go home late?*).

WRITING B1

Assignment: Describe your memorable dinner (about 150 words)

- **Requirements:**
 - **Structure:** Use a clear beginning, middle, and end.
 - **Sequencing:** Use time expressions (*First, next, finally*) to order events.
 - **Grammar:** Use **Past Simple** for the main actions and **Past Continuous** for background actions (e.g., *While we were eating, music was playing.*).
 - **Description:** Include **2–3 descriptive words** (e.g., *tasty food, happy people*).

Exit Ticket

- **Goal:** Elicit basic reflection and check mastery of the core objectives.
- **Prompts:**
 - What was the **first thing** that happened in your story?
 - What **new word** did you use today?
 - How did the mind map help you find the **order** of your story?

SPEAKING B2

The B2–C1 discussion should move beyond personal narrative to explore more abstract and societal themes.

The topic “A Memorable Dinner at a Favourite Restaurant” for upper-intermediate to advanced EFL learners is based on the advanced mind map (Fig.3).

Skill focus: Speaking, Writing, Vocabulary Development, Descriptive & Narrative Language

Learning Objectives:

- Use rich descriptive language to narrate personal experiences.
- Logically organise ideas.
- Expand vocabulary for food, emotions, atmosphere, and sensory details.
- Practise past tenses, narrative sequencing, and adjective collocations.

Instructions

1. Warm-Up

Goal: Activate prior knowledge and vocabulary.

- Ask: “What makes a dinner memorable?”
- Brainstorm adjectives for food and atmosphere (e.g., *mouth-watering, cozy, elegant, crowded, cheerful*).
- Activate keywords to use later.

2. Analysing the Mind Map

Goal: Show how details are visually organised.

Demonstration:

Main branches:

1. **Setting** – Where, when, atmosphere, décor
2. **People** – Who was there, relationships, mood
3. **Food** – What was ordered, flavours, presentation
4. **Feelings** – Emotions during and after the dinner
5. **Memorable Moments** – Surprises, funny incidents, highlights
6. **Reflection** – Why it was special, what you learned or felt

Encourage colour-coding (e.g., red for emotions, green for food, blue for events).

3. Guided Practice

Goal: Develop ideas collaboratively.

- Students work in **pairs or small groups** to create their own mind maps.
- Provide **prompts** such as:
 - What did the restaurant look like?
 - What sounds or smells do you remember?
 - Did anything unexpected happen?
- Circulate and support vocabulary or grammar (e.g., “*The dish was beautifully presented,*” “*We burst out laughing when...*”).

4. Speaking/Sharing

Goal: Build oral fluency.

- Students **share their interpretations of the given mind map** with the class.
- Listeners ask follow-up questions (e.g., “What made the evening so special?”).
- Encourage use of **narrative connectors**: *after that, suddenly, finally, in the end.*

WRITING B2: Narrative, Descriptive & Persuasive

For B2 students, the writing task must shift from simple personal narrative to persuasive writing and require more advanced language skills like using formal tone, complex sentence structures, and cohesive devices.

Assignment: Transform the mind map in Fig. 3. into a short written story (150–200 words).

- Title: *A Memorable Dinner at My Favourite Restaurant*

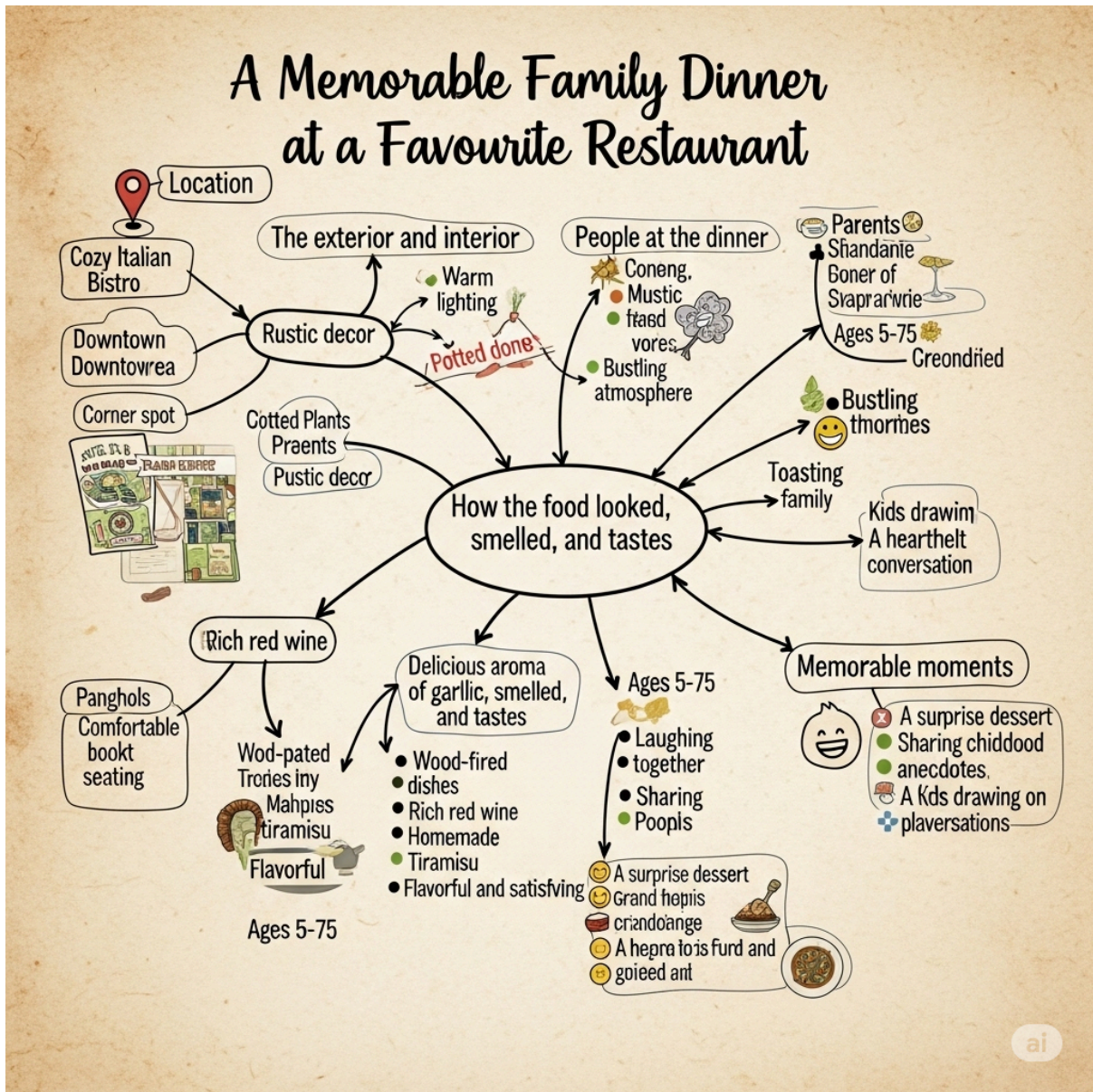


Fig. 3. Mind map “A Memorable Family Dinner at a Favourite Restaurant” (B2)

Part 1: The Story (Narrative & Descriptive)

Assignment: Write a detailed story titled "A Truly Memorable Dinner" (approx. 150–200 words) based on the mind map (Fig. 3).

Requirement	Focus
Narrative Structure	Use a clear beginning, middle, and end.

Requirement	Focus
Advanced Grammar	Use all three past tenses (Past Simple, Past Continuous, and Past Perfect) for clear and complex narrative sequencing.
Descriptive Language	Include rich sensory details (taste, smell, sight) and advanced adjectives to make the experience vivid.
Reflection	Conclude with a strong personal reflection on why the evening was so special.

Part 2: The Review (Persuasive)

Assignment: Use the details from your story to write a short, persuasive Review of the restaurant that influences the reader (approx. 100–120 words).

Requirement	Focus
Tone & Purpose	Adopt a persuasive tone (either overwhelmingly positive or strongly negative) to recommend/warn future diners.
Persuasive Devices	Use rhetorical questions, emphatic language, and clear opinion markers (e.g., I firmly believe, You simply must, I urge you not to miss).
Cohesion	Use a variety of advanced cohesive devices to link points seamlessly (e.g., Furthermore, despite, as a result, for instance).
Lexical Range	Employ sophisticated vocabulary to describe the food and service.

Exit Ticket & Reflection

- Elicit detailed reflection on language choices and task requirements.
- Mind Map Emphasis: The mind map helps the students to organize both the narrative sequence and the key points.
- **Prompts:**
 - Identify an instance of Past Perfect you used in the narrative, and explain why it was necessary for clarity.
 - Which persuasive expression did you use, and what effect did you hope it would have on the reader/listener?
 - How did using the mind map help you to move from simply recalling events to effectively persuading an audience?

GRAMMAR FOCUS

When talking about nourishment and healthy eating, it's important to use grammar correctly to describe food, ingredients, and meals. In this section, you will review how **count and uncount nouns** help us talk about food quantities (for example, *an apple* vs. *some rice*), and how **regular and irregular plural nouns** change form (*carrots, children*). You will also learn how to choose the right **articles** (*a, an, the*) when discussing meals or nutrients, and how **pronouns** help us avoid repetition when talking about people's eating habits (*they eat their lunch at noon*). Understanding these grammar points will make it easier to express your ideas clearly when discussing healthy nourishment and lifestyle choices.

Nouns

Nouns in English change their form to indicate plurality, primarily through predictable patterns called regular plurals, while a smaller group follows unique or historical changes known as irregular plurals.

Nouns – Types, Forms, and Usage

Table 1. Classification of English Nouns

Category	Explanation	Examples / Notes
Types of Nouns	Abstract (ideas, qualities)	<i>art, belief, love</i>
	Concrete (things, people)	<i>artist, teacher, cat</i>
	Proper (names of people, places)	<i>John, Paris, Portugal</i>
	Collective (groups)	<i>crowd, team, flock, family</i>
	Common (general names)	<i>man, city, woman</i>
Gender of Nouns	Masculine (men, boys, animals known to be male)	<i>actor, bull</i>
	Feminine (women, girls, animals known to be female)	<i>actress, cow</i>
	Neutral (things, babies, animals of unknown sex)	<i>table, baby, cat</i>
Describing People	Use <i>man/woman</i> for gender; <i>person/student</i> for neutral terms	<i>actor – actress; groom – bride</i>

The Plural of Nouns

Table 1. Rules for Plural Nouns

Rule	Description	Examples
Add -s	To most nouns	<i>chair – chairs</i>
Add -es	To nouns ending in <i>-s, -ss, -sh, -ch, -x, -z</i>	<i>bus – buses, box – boxes</i>
Add -es and double <i>z</i>	When ending in <i>-z</i>	<i>quiz – quizzes</i>
Add -ies	Nouns ending in consonant + <i>y</i>	<i>lady – ladies</i>
Add -s	Nouns ending in vowel + <i>y</i>	<i>boy – boys</i>
Add -es or -s	Nouns ending in <i>-o</i> (depends on origin)	<i>tomato – tomatoes; piano – pianos</i>
Add -ves	Some nouns ending in <i>-f</i> or <i>-fe</i>	<i>leaf – leaves, wife – wives</i>
Add -s	Some nouns ending in <i>-f</i> or <i>-fe</i> (exceptions)	<i>roof – roofs, belief – beliefs</i>
Change vowel	Irregular plural	<i>man – men, foot – feet, mouse – mice</i>
Add -a / -i / -ae / -ices	Latin or Greek origins	<i>crisis – crises; phenomenon – phenomena</i>
Add -s at end	Compound nouns (if noun at end is pluralized)	<i>sister-in-law – sisters-in-law; passer-by – passers-by</i>

Table 2. Regular and Irregular Plural Nouns: Rules and Examples

Rule	Examples (Singular → Plural)	Explanation
(a)	song → songs	Most nouns form the plural by adding -s .
(b)	box → boxes	Add -es to nouns ending in -sh, -ch, -s, -z, -x .
(c)	baby → babies	Nouns ending in a consonant + y change to -ies .
(d)	man → men; woman → women; child → children; ox → oxen; foot → feet;	These have irregular plurals that do not end in -s .

Rule	Examples (Singular → Plural)	Explanation
	goose → geese; tooth → teeth; mouse → mice; louse → lice	
(e)	echo → echoes; hero → heroes; potato → potatoes; tomato → tomatoes	Some nouns ending in -o add -es .
(f)	auto → autos; piano → pianos; photo → photos; zoo → zoos	Some nouns ending in -o add only -s .
(g)	volcano → volcanoes/volcanos; mosquito → mosquitoes/mosquitos; zero → zeroes/zeros	Some nouns ending in -o may take either -es or -s (both are correct).
(h)	calf → calves; knife → knives; leaf → leaves; life → lives; thief → thieves; wolf → wolves; scarf → scarves/scarfs	Nouns ending in -f / -fe usually change to -ves .
(i)	belief → beliefs; chief → chiefs; roof → roofs	Some nouns ending in -f simply add -s .
(j)	one deer → two deer; one fish → two fish; one sheep → two sheep; one species → two species	Some nouns have the same form in singular and plural.
(k)	criterion → criteria; phenomenon → phenomena	Greek-origin nouns ending in -on form plurals with -a .
(l)	cactus → cacti/cactuses; fungus → fungi; syllabus → syllabi/syllabuses	Latin-origin nouns ending in -us form plurals with -i (or English -es).
(m)	formula → formulae/formulas; vertebra → vertebrae	Latin-origin nouns ending in -a form plurals with -ae .
(n)	appendix → appendices/appendixes; index → indices/indexes	Latin-origin nouns ending in -ex / -ix form plurals with -ices (or -es).
(o)	analysis → analyses; basis → bases; crisis → crises; thesis → theses	Nouns ending in -is change to -es .
(p)	bacterium → bacteria; curriculum → curricula; datum → data; medium → media; memorandum → memoranda	Latin-origin nouns ending in -um form plurals with -a .

Table 3. Irregular Nouns (Common List)

Singular	Plural
man	men
woman	women
foot	feet
tooth	teeth
mouse	mice
child	children
goose	geese
sheep	sheep
deer	deer
fish	fish
ox	oxen
salmon	salmon
spacecraft	spacecraft
aircraft	aircraft
species	species
means	means

Table 4. Nouns with Different Meanings in Singular and Plural

Singular	Plural
paper – a piece of paper (material)	papers – documents
experience – knowledge	experiences – events
glass – material	glasses – spectacles
work – job or activity	works – books, compositions

scale – size or range	scales – weighing device
custom – tradition	customs – import/export checks
people – human beings	peoples – nations
wood – material	woods – forest
manner – way	manners – politeness
good – moral quality	goods – products

Countable and Uncountable Nouns

Table 5. Types and Properties of Countable and Uncountable Nouns

Type	Explanation	Examples
Countable	Things that can be counted. Use <i>a/an</i> , <i>many</i> , <i>few</i> , <i>several</i> , <i>two</i> ...	<i>book, apple, idea, table</i>
Uncountable	Substances, concepts, or collective ideas are not usually counted. Use <i>some</i> , <i>much</i> , <i>little</i> , <i>a lot of</i> ...	<i>water, air, advice, information, rice, sugar</i>
Always Uncountable (Mass Nouns)	Liquids, gases, materials, food, weather, fields of study, and diseases	<i>blood, milk, rain, bread, furniture, news, physics, measles</i>
Collective Nouns	Describe groups or collections	<i>cattle, police, machinery, rubbish</i>
Measurement Expressions	Use countable + <i>of</i> + uncountable	<i>a piece of paper, a glass of water, a jar of jam</i>
Pair Nouns	Always plural, need “a pair of”	<i>scissors, trousers, binoculars</i>
Group Nouns	May take singular or plural verbs depending on the meaning	<i>The team is winning / The team are arguing</i>

Articles (A/An, The, and Zero Article)

Articles are small but crucial words that precede **nouns** and function as determiners, signaling whether the noun refers to a specific item or concept (**definite article, 'the'**) or a general one (**indefinite articles, 'a/an'**). In certain contexts, no article is used, which is referred to as the **zero article**. Mastering these usage rules is essential for clarity and fluency in English.

Table 6. Usage Rules for Articles (A/An, The, and Zero Article)

Type of Article	Rule / Use	Examples
Indefinite Article (A/An)	Used only with singular countable nouns to talk about things in general or not previously mentioned.	<i>I can't find a taxi. / Have you got an umbrella?</i>
	<i>A/An</i> is used after <i>there is/are, have,</i> and <i>be.</i>	<i>She's a teacher.</i>
	Used to mean "per."	<i>He works five days a week.</i>
	Used before a surname when referring to an unfamiliar person.	<i>There's a Mr. Smith waiting for you.</i>
	Used with money, measurements, price, frequency, distance, speed, illnesses, etc.	<i>£50 a week, twice a day, 50 miles an hour, catch a cold, have a headache.</i>
	Used with a noun meaning " only one. "	<i>There's a pen on the desk.</i>
	Used with "one" to emphasise that there is only one.	<i>There's only one pen on the desk.</i>
Definite Article (The)	Used with singular and plural nouns, countable and uncountable nouns, to talk about things that are known, specific, or mentioned for the second time.	The farmer found a gold cup in the field. The cup was very old.
	Used with the words: beach, cinema, coast, country(side), earth, ground, jungle, radio, sea, sky, weather, world. (Note: TV is sometimes without "the").	I like watching TV but not the radio. / Tom is at sea.

Type of Article	Rule / Use	Examples
	Used before unique nouns .	the sun, the moon, the Arctic Ocean
	Used before names of cinemas, hotels, newspapers, ships, institutions, organizations .	the Ritz, the Times, the Titanic, the UN
	Used before musical instruments, dances .	She plays the guitar. / the waltz
	Used before families, classes of people, nationalities ending in –sh, –ch, –ese, –ss.	the Welsh, the Chinese, the Swiss
	Used before titles when followed by proper names .	the Pope, the Queen, the Duke of Norfolk
	Used with adjectives used as plural nouns .	the rich, the poor, the sick, the dead
	Used most when it is a determiner followed by a noun .	Most children like milk. The most serious cases were treated first.
	Used with station, shop, cinema, pub, library, city, village when referring to a specific one.	She went to the library to return some books.
	Used with morning, afternoon, evening, night when specific .	He works in the morning.
	Used with historical references or periods .	the French Revolution, the Middle Ages
	Used with only, last, and first when they are adjectives .	He was the only person to disagree.
	Used with names of seas, oceans, rivers, canals, groups of islands, mountain ranges, deserts, and geographical areas .	the Pacific, the Thames, the Alps, the Sahara, the Middle East
	Used with titles of families, plays, newspapers, etc.	the Simpsons, the Times

Type of Article	Rule / Use	Examples
	Used with two-word names where the first word is “of.”	the University of London, the Bank of England
	Used with pubs, restaurants, hotels, and shops when their names include a noun.	the King’s Garden, the Black Swan
	Used with church, school, college, hospital, prison when referring to specific buildings.	He went to the hospital to visit his friend.
	Used with Father, Mother when talking about your home parents.	Mother is at home. <i>(Note: This is often an exception/regional use when used as a name for one's own parent, but the original text included it as a usage for "the", which seems incorrect based on the example given in the source text: "Mother is at home." I've kept the original text's meaning of "talking about your home parents" but note the example omits "the".)</i>
	Used with means of transport when preceded by “on” or “by the.”	by bus, on the 6 o’clock train
	Used with illnesses when plural or with “the.”	the flu, the measles
Zero Article (no article)	Omitted before proper nouns (people, cities, countries, days, months).	Paul comes from London .
	Omitted before languages and academic subjects.	She studies English .
	Omitted before meals, sports, games, festivals.	We have breakfast at 8. / He plays tennis .

Type of Article	Rule / Use	Examples
	Omitted before names of continents, mountains, lakes, most countries.	Europe, Mount Everest, Canada
	Omitted before possessive adjectives .	This isn't your bag.
	Omitted before places when used generally (school, bed, home, work).	He's at school .
	Omitted before transport when used with by (by car, by bus).	He goes to work by train .

Pronouns

Pronouns can be divided into the following classes.

1. **Personal pronouns:** I, you, he, she, it, we, you, they.
2. **Possessive pronouns:** my, your, his, her, our, their (plus absolute forms: mine, yours, his, hers, ours, theirs).
3. **Reflexive pronouns:** myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.
4. **Emphatic pronouns:** e.g., my mother herself, their kids themselves...
5. **Demonstrative pronouns:** this, these, that, those, such, same.
6. **Indefinite pronouns. SUBGROUPS:**
 - 6.1. **Indefinite pronouns proper**
 - a) Some, any, no;
 - b) Somebody, anybody, nobody, someone, anyone, no one, something, anything, nothing
 - c) One, none.
 - 6.2. **Distributive pronouns**
 - a) all, every, each, other, either, neither, both;
 - b) everybody, everyone, everything;

6.3. Quantitative pronouns

e.g., much, many, little, few, a little, a few, a lot of, lots of, plenty of, a great deal, a great many, etc.

7. **Reciprocal pronouns:** each other, one another.

8. **Interrogative pronouns:** who, whose, which, what, how much, how many.

9. **Conjunctive pronouns:** who, what, that, which.

PRACTICE

Articles

1. Fill in the gaps with 'the' or 'a', where needed.

_____ police raided _____ two Kyiv nightclubs October 22, drawing _____ ire from _____ human rights organization, which claimed that _____ officers used _____ excessive force when they suddenly stormed _____ establishments and detained _____ patrons for up to _____ four hours.

_____ armed officers in _____ black masks entered _____ Al Capone, _____ Kostyantynivska 26, about midnight, shut off _____ music, turned up _____ lights, and locked _____ doors. They arrested _____ cashier and for _____ two hours checked _____ patrons' documents, _____ witnesses said.

"After it became clear that _____ club was shut down, _____ people slowly started to move to _____ exit," said _____ witness Olga Kryzhanovskaya, _____ Kyiv Post reporter who was at _____ club when _____ events unfolded. "They let go only those who had _____ documents."

_____ Eric Aigner, _____ Al Capone owner down-played _____ incident. "It was just another planned check, I don't have much to say, they sometimes check _____ discos," _____ said.

Answer Keys

(no article) police raided (no article) two Kyiv nightclubs October 22, drawing (no article) ire from a human rights organization, which claimed that (no article) officers used (no article) excessive force when they suddenly stormed **the** establishments and detained (no article) patrons for up to (no article) four hours.

(no article) armed officers in (no article) black masks entered (no article) Al Capone, (no article) Kostyantynivska 26, about midnight, shut off **the** music, turned up **the** lights, and locked **the** doors. They arrested **the** cashier and for (no article) two hours checked (no article) patrons' documents, (no article) witnesses said.

"After it became clear that **the** club was shut down, (no article) people slowly started to move to **the** exit," said (no article) witness Olga Kryzhanovskaya, a Kyiv Post reporter

who was at **the** club when **the** events unfolded. “They let go only those who had (**no article**) documents.”

(**no article**) Eric Aigner, (**no article**) Al Capone owner down-played **the** incident. “It was just another planned check, I don’t have much to say, they sometimes check **the** discos,” he said.

Nouns and Agreement

2. Some of these sentences are correct, and some have a word that should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary words out of the sentence and write it in the space.

- ▶ Would you like a piece of chocolate? ✓
- ▶ I like ~~a~~ classical music very much. a

1. That's a wonderful news.
2. Do you own a computer?
3. I heard an interesting piece of information today.
4. I saw your friend playing a golf.
5. There's some luggage in the car.
6. I bought a carton of some milk.
7. The gates were made of an iron.
8. You need an experience to run a business like this.

Answer Keys

1. That's ~~a~~ wonderful news. *a*
2. Do you own a computer? ✓
3. I heard an interesting piece of information today. ✓
4. I saw your friend playing ~~a~~ golf. *a*
5. There's some luggage in the car. ✓
6. I bought a carton of ~~some~~ milk. *some*
7. The gates were made of ~~an~~ iron. *an*
8. You need ~~an~~ experience to run a business like this. *an*

3. Tessa is talking about her shopping trip. Write the missing words. Use one word only in each space.

I spent (▶ some) time looking round the shops in Oxford Street yesterday. I spent far too (1)_____ money, of course. I bought some (2)_____: three dresses, a sweater, a blouse, two (3)_____ of trousers and a skirt. I enjoyed myself – it was great (4)_____. The skirt is really nice. A hundred pounds! (5)_____ quite expensive, but I couldn't resist it. Anyway, it was reduced from a hundred and twenty pounds, so I made a (6)_____ of twenty pounds. One of the dresses (7)_____ fit, I've discovered, but I can take it back next time I go. I had a

wonderful time and bought all these lovely things. But it was very crowded. Everyone (8)_____ rushing about. And the traffic (9)_____ terrible. I usually have a coffee and a (10)_____ of cake, but the cafés were all full, so I didn't bother.

Answer Keys

1 much 2 clothes 3 pairs 4 fun 5 is/was 6 saving 7 doesn't 8 was 9 was 10 piece/slice

4. Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

Could I have some bread, please? (piece)

► Could I have a piece of bread, please?

1. All the windows were broken. (every)
2. The money I earn isn't enough to live on. (earnings)
3. There were bits of paper everywhere. (litter)
4. We went to the hotel to get a meal. (food)
5. Judy bought some binoculars. (pair)
6. I need a new book of cheques. (cheque)
7. I'll have some orange juice, please. (glass)
8. The reporter needed some information. (two)

Answer Keys

- 1 Every window was broken.
- 2 My earnings aren't enough to live on.
- 3 There was litter everywhere.
- 4 We went to the hotel to get some food.
- 5 Judy bought a pair of binoculars.
- 6 I need a new cheque book.
- 7 I'll have a glass of orange juice.
- 8 The reporter needed two pieces/bits/items of information.

5. Each of these sentences has a mistake in it. Write the correct sentence.

Can you lend me some pen to write this cheque?

► Can you lend me a pen to write this cheque?

1. We can't sit here because the grass are wet.
2. Do you want a butter on your bread?
3. All my belonging was stolen.
4. Do you have any informations about hotels?
5. The police is questioning two men.
6. Can we have two coffee, please?
7. The news aren't very good, I'm afraid.

8. I just want to go into this shoes shop.
9. It's only a short travel by train.

Answer Keys

- 1 the grass is 2 some butter 3 belongings were 4 information 5 police are
6 two coffees / two cups of coffee 7 the news isn't 8 shoe shop 9 journey

6. Choose the correct form.

The house is built of stone/a stone. **stone**

1. Each team wears/wear a different colour.
2. Let me give you an advice/a piece of advice.
3. Everyone was watching the football match/the match of football.
4. We had to take our luggage through customs/a customs.
5. The band is/are proud of their success.
6. I haven't got many/much friends.
7. Three years is/are long enough to look round the museum.
8. I wear this glass/these glasses when I go out.
9. My father had a job at the steelworks/steelworks.
10. We couldn't find an/any accommodation.
11. Do you eat meat/a meat?
12. The contents of the box was/were thrown away.
13. Noise/A noise woke me up in the middle of the night.
14. Cattle was/were driven hundreds of miles by the cowboys.
15. One of the windows is/are open.
16. What would it be like to travel at the speed of light/a light?
17. Is there a sport club/sports club near here?
18. E-mail is a relatively new means/meanses of communication.
19. We make furniture out of many different wood/woods.
20. Someone has/have kidnapped the President!

Answer Keys

1 wears 2 a piece of advice 3 the football match 4 customs 5 are 6 many 7 is 8 these
glasses 9 steelworks 10 any 11 meat 12 were 13 a noise 14 were 15 is 16 light 17 sports 18
means 19 woods 20 has

A / An and The

7. Complete the story about the theft of a river barge. Put in *a, an, or the*.

This is (► *a*) true story about (1) _____ man who chose (2) _____ worst possible time for his crime. It happened in London in (3) _____ summer of 1902. (4) _____ man stole a barge on (5) _____ River Thames (in case you don't know, (6) _____ barge is a river boat used for carrying goods). (7) _____ owner of (8) _____ barge soon discovered that it was missing and immediately informed (9) _____ police so that they could look for it. Normally (10) _____ river is quite (11) _____ busy place, and it would be difficult to find what you were looking for. On this day, however, there was (12) _____ dock strike, and so there was only (13) _____ barge on (14) _____ river. (15) _____ thief was quickly found and arrested.

Answer Keys

1 a 2 the 3 the 4 the 5 the 6 a 7 the 8 the 9 the 10 the 11 a 12 a 13 one 14 the 15 the

8. Decide which word or words are correct.

► 'I think that's *an awful* thing to say.'

a) an awful b) a awful c) awful

1. Judy goes to _ on the bus.
a) work b) a work c) the work
2. I don't know what to do. It's _ problem.
a) quite difficult b) a quite difficult c) quite a difficult
3. _ is my favourite sport.
a) Golf b) A golf c) The golf
4. _ starts at 9 clock.
a) School b) A school c) The school
5. We had _ time at the disco yesterday.
a) quite nice b) a really nice c) really a nice
6. Nigel opened a drawer and took out _.
a) photos b) a photos c) some photos
7. Did you learn to play _?
a) violin b) a violin c) the violin
8. We can finish the rest of the bread for _.
a) breakfast b) a breakfast c) the breakfast
9. While I was in hospital, they gave me _.
a) X-ray b) a X-ray c) an X-ray
10. I might listen to _.
a) radio b) radios c) the radio
11. We need to protect _ from pollution.
a) environment b) some environment c) the environment
12. Why do they always play _ music?
a) so terrible b) such terrible c) such a terrible

Answer Keys

1 a 2 c 3 a 4 a 5 b 6 c 7 c 8 a 9 c 10 c 11 c 12 b

9. Read the story about a silly mistake and decide if a word needs to go in the space. If a word is missing, write the word. If no word is missing, write ×.

This is (▶ *a*) true story. It shows how (▶ ×) planes can sometimes go wrong and how (1)_____ people can make silly mistakes. This too happened quite (2)_____ long time ago - in (3)_____ 1979, in fact. The scene was (4)_____ old people's home in (5)_____ small town in (6)_____ north of England called (7)_____ Otley. The owners of the home wanted to put (8)_____ fence around it to make it more private. The work began soon after (9)_____ Christmas when (10)_____ workmen arrived in (11)_____ lorry with planks of wood which they put up around the building. 'It was (12)_____ very nice fence,' said (13)_____ of the old people. But there was (14)_____ problem. The workmen forgot to leave a gap for the lorry to drive out through. They had to come back the next day to knock down part of (15)_____ fence. '(16)_____ a silly mistake!' said another resident. 'It was (17)_____ funny we had to laugh. In fact, it was (18)_____ most fun we've had for a long time.'

Answer Keys

1 × 2 a 3 × 4 an 5 a 6 the 7 × 8 a 9 × 10 some / the / × 11 a 12 a 13 one 14 a 15 the
16 what / such 17 so 18 the

10. Some of these sentences are correct, and some have a word that should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross out the unnecessary word (×).

- ▶ The space shuttle came down in the Pacific. ✓
- ▶ My new job starts in the April. *the*

1. I was so tired I went to bed at nine.
2. We had a very good lunch in the company canteen.
3. The life just isn't fair sometimes.
4. What the clever children you have!
5. We went out and bought some pictures.
6. Tessa was still working at the midnight.
7. I drive past the hospital every morning.
8. A one boy was much taller than all the others.
9. It costs such a lot of money, you know.
10. I'll meet you outside the National Gallery.
11. Have you any idea who invented the fridge?

Answer Keys

1 ✓ 2 a 3 the 4 the 5 ✓ 6 the 7 ✓ 8 a 9 ✓ 10 ✓ 11 ✓

11. Complete the conversation. Put in the words and decide if you need *a, an, some* or *the*.

Martin: I think we ought to book (▶ a holiday) (holiday). Where shall we go?

Anna: What about (▶ Scotland) (Scotland)? I think Edinburgh is (1) (beautiful city). I love going there.

Martin: (2) (weather) might not be very good. We went there at (3) (Easter), and it was freezing, remember.

Anna: We could have a walk along (4) (Princes Street) and up to the castle. And I wanted to go to (5) (Royal Scottish Museum), but we never found time.

Martin: Can't we go somewhere different?

Anna: We could spend some time in (6) (Highlands), I suppose.

Martin: When I go on holiday, I want to do something more relaxing than climbing (7) (mountains). And I find it pretty boring.

Anna: How can you say such (8) (thing)?

Martin: Actually, I'd prefer somewhere warmer and by (9) (sea). I think (10) (Corfu) would be nice. We might get (11) (sunshine) there. I just want to lie on a beach.

Anna: Martin, you know I'm not at all keen on (12) (beach holidays).

Answer Keys

1 a 2 the 3 × 4 × 5 the 6 the 7 × 8 a 9 the 10 × 11 some/× 12 ×

TEST. Noun / Articles / Pronouns (determiners and quantifiers)

Task 1. Circle the correct answer.

1. I don't get ...

A many mail B much mail C many mails D much mails

2. The science classes at this ... difficult.

A schools are B school is C school are D school's is

3. One of the ... from Italy.

A student is B students are C student are D students is

4. ... there any ... to support the case against James?

A Is, proof B Are, proof C Is, proofs D Are, proofs

5. You have to pay extra if you take too ... with you.
A much luggages B many luggages C much luggage D many luggage
6. ... any of the ... in your class have tickets for the lecture series?
A Do, student B Does, student C Do, students D Does, students
7. Bob got tired. It's going to be difficult for him to find ... job.
A other B another C the other D the another
8. There ... available in his area of specialization.
A isn't a lot of job B aren't many jobs C isn't many jobs D aren't much job
9. He made the soup by mixing ... meat with some rice.
A little B few C a little D a few
10. Many of the ... not expect to win.
A participants in the race do B participant in the races does C participants in the race does D participant in the race does
11. The English ... strong traditions.
A has many B have much C have many D has much
12. ... number of Vietnamese ... moved to that city recently.
A A, have B A, has C The, has D The, have
13. Each of the reference ... on that list ... available in the school library.
A books, is B books, are C book, is D book, are
14. Several ... sleeping under a tree.
A lions were B lion was C of the lions was D lions were
15. Many of the ... around here ... not used today. They are remnants of the past.
A railroad tracks, are B railroad's track, is C railroad tracks, is D railroads' tracks, are
16. As we walked through the jungle, the ... unusually quiet.
A monkeys were B monkeys was C monkees were D monkees was
17. At the news conference, several reporters didn't get clear answers to ... questions.
A theirs B their C his and hers D his and her

18. I have a ... sister.
A seven years old B seven-years-old C seven-year-old D seven year olds
19. There ... lots of new ... in the world today.
A is, computer company B is, computer companies C are, computers companies D are, computer companies
20. Self-esteem is important. It's important for people to like ...
A oneself B yourself C him/herself D themselves
21. What ... you used in picking a winner in the art contest?
A is the criteria B are the criteria C are the criterion D are the criterions

Task 2. Cross out the word which should not be used in the sentence.

1. Very few people can speak the Chinese.
2. Vera is not used to a cold weather.
3. Mark is very good at the painting landscapes.
4. What shall we have for a dinner tonight?
5. He likes all the kinds of modern music.
6. The tennis is one of the oldest sports.
7. They travelled to Nice by a car.
8. The nanny took a great care of 12 the child that had been placed in her charge.
9. The most people are concerned about global warming and its effects.
10. What's on a TV tonight?
11. He had a serious accident so he's been in the hospital for two months.
12. He gave me a valuable advice on how to invest my money.
13. The Christmas is time to be merry.
14. It gives me a great pleasure to welcome you to our hotel.
15. Our daughter was nervous on her first day at school.
16. We've got a plenty of time space before the show begins.
17. The Sir Lawrence Oliver was born in Britain in 1907.
18. We decided to meet at the Victoria Station.
19. I ran into an old friend on my way to the work this morning.
20. Bats come out at the night.

Task 3. Cross out the word which should not be used in the sentence.

1. My sister she gave birth to a lovely baby boy last week.
2. There he is a man at the door. It must be the postman.
3. Our children want themselves to go camping this summer, what about yours?
4. We felt ourselves relieved when the plane landed at the airport.
5. "That it is your captain speaking. Welcome on board!"

6. He kept talking about how so expensive their holiday had turned out to be.
7. She spent the all morning buying gifts for her family.
8. Computers are not easy to use them unless you know the software.
9. There it seems that we are in for along hot summer.
10. The manager wants all of applicants to be called for an interview.
11. She likes to wake up herself early in the morning.
12. We haven't got an our own camera but we intend to buy one.
13. If anyone person arrives late, they will not be allowed to enter the room.
14. You can call on us any one day you want.
15. He's got a little patience so he shouldn't be any good at teaching.
16. These books are out of print but the others ones are available.
17. He could very hardly understand what was going on.
18. Every one employee has to clock in at 9.00.
19. All that we can do it is to wait for their phone call.
20. Unless the both parties agree to share discussion, there won't be any progress.
21. Neither of the teacher nor the students enjoyed the trip to Aspen.
22. We know a very few people here so we feel lonely at times.
23. A lots of people gathered at the airport to welcome the Olympic winners.
24. Would you like to spend the whole all month with us?
25. Some people enjoy going to the opera but others themselves don't.

Task 4. Complete the paragraph with *a, an, the*, or no article.

A day in the life of an ordinary man

This morning I woke up around ten, made (1)_____ cup of coffee, took it into (2)_____ bedroom and put it on (3)_____ table next to (4)_____ bed, on (5)_____ side my wife sleeps on. I go through this ritual twice (6) week – I do it on (7)_____ Saturday and (8)_____ Sunday mornings. On (9)_____ other days of (10)_____ week, we go to (11)_____ work at different times and I always get up first to get (12)_____ kids ready for (13)_____ school. I drop them off outside (14)_____ school which is an old Victorian building on the corner of (15)_____ Hill Road, and then go straight to (16)_____ work. I work in (17)_____ office in (18)_____ city centre and I always have (19)_____ problem finding (20)_____ parking space. My wife says I'm always complaining about (21)_____ traffic and the pollution, which is true – you see. I grew up in (22)_____ country, close to (23)_____ nature and I have never got used to living in (24)_____ city. I think the only thing I would miss about not living in (25)_____ big city like this is going to (26)_____ concerts of all kinds. I love rock and classical music, too, and especially going to (27)_____ cinema, which I am particularly keen on. I also like (28)_____ good food and occasionally we go out and have (29)_____ dinner in a nice restaurant, but most of the time we eat at (30)_____ home, where the food is delicious – except when I make it!

Task 5. Vocabulary. Circle the correct answer.

1. These lovely animals, the whales, can play in the sea and jump out of the water for hours. They are so

A lovely B live C life D alive

2. After his ... the insurance company refused to pay his life insurance policy.

A die B dying C dead D death

3. There are ... countries that use Cyrillic.

A the other B the others C other D others

4. Could you give me ... book to read, this one is not informative.

A other B another C an other D the other

Answer keys: Noun / Articles

Task 1

1B	4A	7B	10A	13A	16A	19D
2C	5C	8B	11C	14D	17B	20D
3D	6C	9C	12A	15A	18C	21B

Task 2

1 the	5 the	9 The	13 The	17 The
2 a	6 The	10 a	14 a	18 the
3 the	7 a	11 the	15 the?	19 the
4 a	8 a	12 a	16 a	20 the

Task 3

1 she	6 to	11 herself	16 ones	21 of
2 the	7 the	12 an	17 every	22 A
3 themselves	8 them	13 person	18 one	23 A
4 ourselves	9 them	14 one	19 at	24 all
5 it	10 of	15 a	20 the	25 themselves

Task 4

1 a	4 the	7 -	10 the	13 -	16 -	19 a	22 the	25 a	28 -
2 the	5 the	8 -	11 the	14 the	17 an	20 a	23 -	26 -	29 -
3 the	6 a	9 the	12 the	15 -	18 the	21 the	24 the	27 the	30 -

Task 5

1A	2D	3C	4B
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Wordlist 1. Food Culture and Global Cuisines

(culinary heritage, gastronomy of different countries)

meal/dish

starter/appetizer

main course/side dish

cuisine/kitchen

recipe/receipt

taste/flavour

salty/bitter/sweet/sour/umami

delicious/tasty

digestible/edible

seafood

dairy products

spices/herbs/dressing/seasoning

dessert

drinks/beverages/refreshments

fruit and vegetables

lettuce

Brussels sprouts

spinach

Wordlist 2. Consumer Choices

(nourishing trends)

nutritious food
protein/carbohydrates/fat
balanced diet
healthy/junk
vegetarian/vegan
dietary needs
organic
fresh/frozen/cooked/raw/rotten/expired
multigrain bread
hungry/starving
thirsty
be full
cereals
fried/scrambled/poached eggs
biscuits
onion soup
dough
submarine (cut lengthways)

Wordlist 3. Cooking at Home or Eating Out

(food preparation)
breakfast/lunch/brunch/dinner/supper
have a snack / get a bite
recycling leftovers
cook/cooker/stove/oven
cookery/culinary book
bake/fry/grill/roast/boil/simmer
chop/slice/dice/mince/mix/stir/peel/add/pour/spread/fill/stuff
menu/order/serve/pay the bill
go Dutch / go German

READING

“The destiny of nations depends on how they nourish themselves.”

— *Jean Anthelme Brillat-Savarin*

Nourishment is not merely the act of feeding the body - it is the very act of sustaining the soul of a nation. When Jean Anthelme Brillat-Savarin proclaimed that the destiny of nations depends on how they nourish themselves, he likely had in mind the philosophical and physiological truth that nourishment shapes identity, character, and endurance. Yet the history of the 20th century tragically reveals a darker corollary: that to starve a people is not only to break their bodies, but to attempt the destruction of their identity, their memory, and their future.

In the first half of that century, three regimes - the Ittihadists of the Ottoman Empire, the Communists of the Soviet Union, and the Nazis of Germany - weaponized nourishment. The Armenian Genocide, the Ukrainian Holodomor, and the Holocaust were not only acts of mass killing; they were calculated strategies of annihilation in which food, or its denial, became a tool of genocide. In each case, state structures were dismantled or hollowed out, replaced by ideological hegemony, and the basic human right to eat was transformed into an instrument of control and extermination.

The Holodomor, inflicted upon Ukraine by Stalin's regime in 1932–1933, illustrates this most chillingly. Though framed officially as a campaign against class enemies, its geographic and demographic focus - targeting Ukrainians above all - betrays an intent that went beyond economic restructuring. Soviet policies requisitioned grain, blockaded starving villages, criminalized gleanings, and sealed borders to ensure that millions could not escape death by hunger. The famine was not an unintended consequence of policy - it was a means of political repression and cultural erasure. As Raphael Lemkin, the jurist who coined the term "genocide," noted, the Holodomor was "the classic example of Soviet genocide."

Nourishment, then, is more than food. It is a matter of cultural survival. To nourish a people means to protect their land, language, memory, and dignity. It means to sustain their capacity to resist domination and to preserve the fabric of their heritage across generations. The Armenian and Jewish communities, like Ukrainians, have spent decades reclaiming these narratives—against denial, against forgetfulness, against the corrosive politics of historical revisionism.

The history of these genocides teaches a brutal truth: that hunger can be manufactured, and that starvation can be systematized. But it also teaches a vital lesson: that remembrance is a form of nourishment, too. To tell these stories is to fortify the present against the ghosts of the past. The comparative study of genocides is not an academic exercise alone - it is a call to action. Each time a crime of hunger is denied or diminished, the soil is tilled for new violence. Each time we fail to acknowledge the Holodomor, or the parallels between genocides, we fail to nourish justice.

Today, as Ukraine once again defends its right to exist, the echoes of past famines ring with urgency. To nourish a nation is to guard its sovereignty, to sustain its culture, and to feed its truth - because the destiny of nations truly does depend on how, and if, they are nourished.

Original Text:

Antonovych, Myroslava. *Genocides of the First Half of the Twentieth Century*. National University of Kyiv-Mohyla Academy, Doctoral dissertation, Associate Professor, Kyiv. EKMAIR,

<https://ekmair.ukma.edu.ua/server/api/core/bitstreams/28420734-28e1-457a-9496-0b469eb2fbb9/content>.

Reading Comprehension

True or False: The quote "The destiny of nations depends on how they nourish themselves" is attributed to Jean Anthelme Brillat-Savarin.

Answer: True

True or False: The Holodomor was a natural famine caused by poor harvests and weather conditions.

Answer: False

True or False: The Holodomor, the Armenian Genocide, and the Holocaust were all carried out under the authority of ruling political ideologies that replaced state institutions.

Answer: True

True or False: Raphael Lemkin, who coined the term “genocide,” described the Holodomor as a classic example of Soviet genocide.

Answer: True

True or False: The text suggests that nourishment is only a physical need and unrelated to culture or identity.

Answer: False

True or False: Soviet authorities criminalized gleaning during the Holodomor, which contributed to mass starvation.

Answer: True

True or False: The author argues that comparative studies of genocides are unnecessary because each event is completely unique.

Answer: False

True or False: The Ukrainian diaspora played a significant role in revealing the truth about the Holodomor during the decades it was denied by the Soviet Union.

Answer: True

True or False: According to the text, remembrance and telling the truth about genocide serve as forms of nourishment for a nation.

Answer: True

True or False: The comparison between genocides shows that although methods and motives vary, structural patterns and outcomes often align.

Answer: True

My Meals on Wheels

Looking back on things now, perhaps my being a "van-vender" or a mobile canteen owner was meant to be. I've pretty much always been on the road. My father's work involved moving around a lot, so by the time I was fifteen, I had been to six different schools! When I was at college studying Hospitality, I began to work part-time for a programme called "Meals on Wheels".

I was a volunteer who drove a van stocked with prepared food. I handed out the food to various elderly or sick people who couldn't prepare food for themselves. The meals were

really good. All well prepared, with hygiene and nutrition taking priority, and people even had choices of vegetarian, diabetic or particular types of ethnic cuisine.

I had to stop working there when I had a full-time job for a catering business. I learnt many tricks of the food trade there as well, but my goal was to become my own boss. I didn't have enough money to open up a restaurant, though, and I was still young and unsure of exactly what I wanted to do.

A trip to Japan was the inspiration for my current mobile food business. I loved trying the variety of foods at the "yatai" or street stalls. One of the owners told me that "yatai" actually means "a cart with a roof", and I even saw some of these traditional food pushcarts being towed around. What I also saw were the modern equivalents with a large serving window in their side. Customers would line up by the dozens to buy their range of offerings.

When I came back home, that was it - I finally knew exactly what I was going to do. I bought an old van, got it customized by a carpenter friend of mine and then by a plumber. My van ended up with benches, cupboards, a microwave, fridge and sink and a huge sign proudly sporting "Fred's Food to You". I applied to the council for the relevant permission, and in no time, my business was up and running!

I visited large companies and factories from early morning through to the afternoon, selling sandwiches, fish and chips, cakes and more. I don't even advertise, as "word of mouth" has been flourishing. At night, I double up as a burger and pie stand in front of clubs. I open when I please and close when I want. My customers know me by name, and I know most of them. Good food and service, that's what people want, and that's what I'm about.

Reading Comprehension

Read the statements below and decide if they are **True** or **False** according to the text.

1. The author's father traveled a lot for his job.
2. The author studied cooking at college.
3. "Meals on Wheels" provided food only for elderly people.
4. The author stopped working for "Meals on Wheels" because they found a better-paying part-time job.
5. The author's goal was to open their own restaurant.
6. The author's mobile food business was inspired by street food in Japan.
7. The author bought a new van for their business.
8. The author's van was customised by a carpenter and a mechanic.
9. "Fred's Food to You" sells food at large companies and factories during the day.
10. The author advertises their business heavily to attract customers.

Answer Key

1. **True**
2. **False** (The author studied Hospitality.)
3. **False** (They also served sick people.)
4. **False** (They stopped because they got a full-time job in a catering business.)
5. **True**

6. **True**
7. **False** (The author bought an old van.)
8. **False** (It was customised by a carpenter and a plumber.)
9. **True**
10. **False** (The business flourishes by "word of mouth".)

Food Festivals in Ukraine

Ukraine hosts a wide variety of food festivals that showcase the country's rich culinary heritage and regional traditions. Among the most popular are festivals dedicated to borshch, varenyky (dumplings), and deruny (potato pancakes), as well as events focusing on specific products such as strawberries, pumpkins, blueberries, plums, and festivals of wine and honey.

Festivals Celebrating Specific Dishes:

- **Borshch Festivals:**
Held in various cities, where visitors can taste different types of borshch, purchase traditional tableware, and other kitchen items.
- **Varenyky Festivals:**
Feature master classes on how to make varenyky and offer tastings of diverse fillings.
- **Deruny Festivals:**
Usually held in Korosten, where visitors can try potato pancakes with a variety of fillings and sauces.

Festivals Celebrating Specific Products:

- **Strawberry Festival** in Iziium
- **Plum Lekvar Festival** in the village of Hecha, Zakarpattia region
- **Pumpkin Festival** in Chernivtsi
- **"Chornytsi-Vechornytsi" (Blueberry Nights)** in Olevsk
- **Verkhovynska Yafyna** in the village of Huklyve, Zakarpattia region (dedicated to blueberries)

Wine and Honey Festivals:

- **"Soniachnyi Napij" (Sunny Drink)** in Uzhhorod
- **"Zakarpatske Beaujolais"** in Uzhhorod
- **"Gastrofest of Wine and Honey"** in Uzhhorod
- **Young Wine Festivals** in Mukachevo and Uzhhorod

Regional Gastronomic Festivals:

- **"Halytska Defiliada"** in Ternopil
- **"Uzhhorodska Palachinta"** in Uzhhorod

- **"Varyshska Palachinta"** in Mukachevo
- **"Hutsul Brynza"** in Rakhiv
- **"Borshchiv"** in Borshchiv
- **"Zoloty Hulyash" (Golden Goulash)** in the village of Muzhieve, Zakarpattia
- **"Petrovskyi Fair"** in Chernivtsi

In addition, Kyiv hosts a street food festival, and Lviv holds festivals dedicated to Lviv cuisine and craft beer.

These festivals are not just about food - they are opportunities to experience the culture, traditions, and hospitality of different regions of Ukraine.

Speaking topics

Based on the text above, master speaking skills related to **food and regional preferences in Ukraine**

1. Traditional Dishes from My Region

- *Sample prompts:*
 - What are the most popular traditional dishes in your region?
 - How are they prepared and served?
 - What ingredients are commonly used?
 - Are there any food-related customs or superstitions?

2. My Favourite Food Festival in Ukraine

- *Sample prompts:*
 - Have you ever attended a food festival (like the Borshch Festival or the Strawberry Festival)?
 - What did you see, taste, and experience there?
 - Why are food festivals important for local culture?

3. Borshch and Beyond: The Diversity of Ukrainian Cuisine

- *Sample prompts:*
 - Why is borshch so special in Ukrainian culture?
 - What other national dishes do you enjoy or prepare at home?
 - How do cooking traditions vary across different regions of Ukraine?

4. Modern Ukrainian Cuisine: Combining Tradition with Innovation

- *Sample prompts:*

- How are young chefs and restaurants rethinking traditional food?
- Are there any fusion dishes in your area that combine old and new tastes?
- How do you feel about modern takes on traditional recipes?

5. Food, Identity, and Hospitality

- *Sample prompts:*
 - How does food reflect the identity of your region?
 - What does hospitality look like in your hometown?
 - How do food traditions strengthen community and family ties?

CONVERSATION CARDS

Topic 1: Traditional Dishes from My Region

- What are the traditional dishes in your region?
- What ingredients are most often used?
- Are any of these dishes connected to holidays or family traditions?
- How do people usually cook and serve them?
- Do young people still enjoy these dishes?

Topic 2: My Favourite Food Festival in Ukraine

- Have you ever visited a food festival? Which one?
- What did you like or dislike about it?
- What foods were featured at the festival?
- Would you recommend this event to tourists? Why or why not?
- What local traditions were shown during the event?

Topic 3: Borshch and Beyond: The Diversity of Ukrainian Cuisine

- Why is borshch important in Ukraine?
- Are there different versions of borshch in different areas?
- What other traditional soups or hot meals do people eat?
- Which dishes represent your hometown or village?
- Do you think our cuisine is well-known around the world?

Topic 4: Modern Ukrainian Cuisine: Combining Tradition with Innovation

- Have you ever tried a modern version of a traditional dish?
- What do you think about combining old recipes with new styles?
- Are there any famous chefs or restaurants from your area?
- How is Ukrainian food changing in cafes and restaurants?
- Is it important to preserve original recipes? Why or why not?

Topic 5: Food, Identity, and Hospitality

- What role does food play in hospitality in your family?
- What meals do you serve guests at celebrations?
- How does food show the culture and identity of your region?
- What values can we learn from the way people cook and eat together?
- Have you ever shared your national dishes with foreigners?

SAMPLE LESSON PLAN: Ukrainian Food and Regional Preferences (Speaking Skills Focus)

Level: B1–B2

Topic: Ukrainian Food & Regional Preferences

Skills: Speaking, Vocabulary, Listening (optional extension)

Lesson Objectives:

- To develop fluency in describing food-related traditions.
- To practise vocabulary related to festivals, food preparation, and cultural identity.
- To share and compare regional culinary experiences.

Materials:

- Printed Conversation Cards (above)
- Board or screen for vocabulary list
- (Optional) Audio or video clips about Ukrainian food

Lesson Steps:

1. Warm-up

Ask: What is your favourite food and why? Have you ever cooked for someone?

2. Pre-speaking Vocabulary Preview

Teach or review vocabulary: borshch, dumplings, pancakes, heritage, hospitality, fermented, seasonal, garnish, sour cream, smoked.

3. Speaking Practice

Students work in pairs or small groups. Distribute one conversation card topic per group. Let them discuss the questions and write 3–4 interesting facts about their conversation.

4. Group Reporting / Gallery Walk

Each group shares key points with the whole class or posts their notes around the room for others to read.

5. Wrap-up and Reflection

Ask: What did you learn about food in other regions? Would you like to attend a food festival?

Homework (optional): Write a short paragraph (100–150 words) describing a food festival or traditional meal in your region.

REVISION: Grammar Quiz (Tenses Review)

Complete the text with an appropriate form of the verbs. Use the present simple, present continuous or present perfect.

A generation ago, the beeping sound from a closed bedroom typically indicated a teenager occupied with the newest electronic device, such as gaming consoles or robotics. Today, however, inventors (1 begin) to understand that the fastest-growing market lies in gadgets designed for girls, such as LED beauty masks, facial massagers, or smart mirrors. Women (2 spend) more than ever before on cameras, laptops and mobile phones. Other gadgets popular with women are the pedometer, a device which (3 count) the number of steps a person (4 take), and digital music players.

The high street chain “The Gadget Shop” now (5 have) a 50:50 split of male and female customers. Its founder, Jonathan Elvidge, said, “I (6 think) technology (7 always / appeal) to women, but it hasn’t been targeted the right way before.”

A recent survey found that women (8 spend) nearly 300 euros a year on new technology, just 50 euros less than men. GirlsStuff.co.uk, the online retailer, (9 record) an 800% increase in the last four months.

But the most surprising statistic is one revealed by a recent survey conducted by the Consumer Electronics Association: women (10 change) their minds about their ideal gift. Forget traditional preferences; today, a majority of women would prefer a high-tech smartphone to a one-carat diamond ring.

Keys

1. a) begins
b) **are beginning**
c) have begun
d) begin
2. a) **are spending**
b) spend
c) have spent
d) spends
3. a) **counts**
b) is counting

- c) count
- d) has counted
- 4. a) takes
- b) is taking
- c) has taken
- d) **takes**
- 5. a) has
- b) is having
- c) **has**
- d) have
- 6. a) **think**
- b) am thinking
- c) thinks
- d) have thought
- 7. a) **always appeals**
- b) had always appealed
- c) always appeal
- d) is always appealing
- 8. a) are spending
- b) **spend**
- c) have spent
- d) spends
- 9. a) records
- b) is recording
- c) recorded
- d) **has recorded**
- 10. a) are changing
- b) **have changed**
- c) change
- d) changed

HOME READING

- 1) Student Voices: The Year of the Turkey p.13
- 2) Patterns Plus:
 - The Discovery of Coca-Cola p.21-23
 - Why Eat Junk Food? p.272-273
 - Eating Alone in Restaurants p.242