

1 **Brainstorm the activities that give you the opportunities:**

- to develop your independent thinking and independence of character
- to develop responsibility for your own actions
- to understand the value of help, advice and encouragement

2 a) **Read what young people say about citizenship projects they have been involved in (A-F) and refer each question (1-8) to the appropriate person.**

Which project(s):

- 1 had very little equipment for the job?
- 2 benefited the local economy?
- 3 was part of normal school lessons?
- 4 deals with a problem largely caused by local people?
- 5 requires being taught skills?
- 6 involved cooperation with businesses?
- 7 can involve helping injured people?
- 8 is seasonal?

BEING GOOD CITIZENS

Our school is in a small town on the coast and tourism is very important for our community. One of the problems we've been having though is all the litter that gets left on the beaches. It's not all left by tourists. Unfortunately, most **gets dumped by** people who live in the area and some is washed up by the sea. Anyway, we decided to do something about it, so once a week during the summer we organised ourselves into work parties and cleaned the beaches. Apart from helping the image of the town, it gave us the chance to get plenty of fresh air.

(A)



WENDY

(B) In citizenship classes, we visit elderly people in the community, who have difficulty in doing things for themselves, and help them. This means doing things like going to the shops and helping out in the house and garden. Sometimes, all we do is just **have a chat** with them. Sometimes we can find out something about life from them, because they've lived through a lot and have plenty of experience. I think it's important for different generations to look out for each other.



TONY



ALEX

- (C) It's very beautiful here in the mountains and we get a lot of visitors, but beneath all the beauty it is quite a wild and dangerous place. I should know because I'm a volunteer with the local mountain rescue service. Naturally, we receive instruction in first-aid and how to use maps and compasses. I've even been in a helicopter. Last summer, I helped find a walker who had fallen and broken his leg. If we hadn't got to him, he would have died.

I had quite a few personal problems and it was a great help when I was able to phone up and talk to someone about them. That was when I decided that I would like to help out. Basically, I'm a volunteer on a help line for young people. Teenagers who have various problems can ring us and just talk about what's worrying them. If it's something very serious, we can recommend professional help. Of course, we **get training** on how to handle calls, and it's a great feeling to know that you're there for people if they need you.

(D)



FRANCIS

- (E) I saw this ad in the press calling for volunteers to go and work in the Third World for a year. I decided to take a year out before university and I thought it would be a great opportunity. I ended up helping kids learn English in a village in Africa. It was a real eye-opener for me as the resources were virtually **non-existent** and the classes were much larger than I thought they would be. However, I learnt a lot about myself being out there and **benefited** enormously from the experience.



NAZ



This boy in our town was very ill and needed an operation, **(F)** but the waiting list was very long. So we decided to help **raise money** for him so he could have the operation privately, which would be a lot quicker. We decided to have a sponsored six-a-side football tournament in the gym at school. We had several teams and we all played each other round the clock for twenty-four hours. Of course, we rested while the other teams were playing, but it was **exhausting**. Anyway, we got family, friends and local firms to sponsor us, and we made enough money for Richard to have the operation he needed.



GARY

b) Read again and refer each person to the appropriate question.

Which person:

- learnt about the project in a newspaper? *Naz*
- had previously been helped by the project? ...
- found the project different from what they had expected? ...
- says the project was physically demanding? ...
- went on the project after leaving school? ...
- says you can learn from those you help? ...
- says they have developed as a person?

c) Work in pairs. Pay attention to the words in bold in task 2a and guess their meanings.

d) Match the words with their definitions.

- | | |
|----------------|--------------------------------------------------------------------------|
| 1 to benefit | a is not present one; isn't being used nowadays |
| 2 non-existing | b making you feel extremely tired |
| 3 to handle | c to put something, such as a bag, books, etc. in a careless, untidy way |
| 4 to dump | d to bring advantages to someone or improve lives in some way |
| 5 exhausting | e to deal with something by doing what is necessary |



3 **Read and discuss the current statistics on HIV-positive people in Ukraine, then answer the questions below.**

In the beginning of 2008 the official number of HIV-positive people in Ukraine was 132,000 people. However, unofficial statistics put the number at approximately 500,000. By 2010, there will be approximately 600,000 HIV-positive people in Ukraine. 43,000 of these cases will develop into AIDS, and 46,000 children will become orphans.

- 1.63% of the adult population of Ukraine is HIV-positive making it the highest in Europe.
- Only 1 out of 5 people know about their HIV-positive status.
- Only 4% of Ukrainians have ever had an HIV test.
- The highest rate of transmission is from sexual intercourse, 55%.
- The second highest rate of transmission is from drug use, 40%.
- The last 5% is transmission from mother to child or from an accident with donor's blood in the hospital.

YOU CAN GET TESTED FOR HIV, anonymously, at any hospital or polyclinic or at your Oblast AIDS Centre.

This information was provided by the All-Ukrainian Network of PLWH (People Living with HIV / AIDS). Visit their website: network.org.ua or call.

If you have any questions about HIV / AIDS or need information for testing centres, please call the National HIV / AIDS Hotline at: 8 800 500 4510. It's free!

If you found out that a friend was suffering from AIDS would you:

- try to avoid him / her?
- treat him / her as normal?
- want to find out how he / she contracted the disease?
- feel better if you found out that he / she was a hemophiliac and not a homosexual or drug addict?

Give your reasons.



WORD FILE

- an addict ['ædɪkt]
- a citizen ['sɪtɪzn]
- drug [drʌg]
- government ['gʌvənmənt]
- hardship ['hɑ:dʃɪp]
- a participant [pɑ:'tɪsɪpənt]
- a pregnancy ['pregnənsi]
- society [sə'saɪəti]
- to benefit ['benɪfɪt]
- to handle ['hændl]
- exhausting [ɪg'zɔ:stɪŋ]
- non-existent [,nɒn ɪg'zɪstənt]
- worldwide ['wɜ:ldwaɪd]
- transmitted [træns'mɪtɪd]
- AIDS [eɪdz]
- HIV-positive
[ˌeɪtʃ aɪ 'vi: 'pɒzɪtɪv]
- to get dumped
- to get training (on)
- to raise money (for)



4 Read and find out how you are well-informed about the problem.

Ever since it was first recognised in the United States in 1981, AIDS / HIV has been one of the biggest, some say the biggest, public health challenges facing the world. Governments and other organisations have spent millions on educating the public about the risks and issues involved. But how successful have they been in educating people?

In pairs, see if you can answer the following questions.

- 1 Which is a virus, HIV or AIDS?
- 2 How exactly is the virus transmitted?
 - a) through the air
 - b) through touch
 - c) through bodily fluids
- 3 Can 'straight' people become infected?
- 4 Can mother infect her baby during pregnancy?
- 5 Can people be infected by:
 - a) tattooing?
 - b) being bitten?
 - c) shaking hands?
 - d) kissing?
 - e) urine?
 - f) breast milk?
 - g) insect bites?



- 5 Get some information about one of the projects you can take part in.**

PEACE CORPS

AND HIV PREVENTION IN UKRAINE

HIV Prevention in Ukraine is an integral component of all Peace Corp's projects (Youth Development, TEFL, Community Development) registered with the Ministry of Education and Science, Youth and Sports, and the Ministry of Economy. This is in a response to the urgent need to cap the growth of HIV infection in Ukraine.

Volunteers and Ukrainians:

- teach healthy lifestyles
- incorporate HIV / AIDS topics into English language classes and after school activities



- organise youth camps and trainings
- conduct public awareness events

The programme's philosophy uses an ABC approach to help young people consciously stay away from risky behaviours, as well as to help those who are already engaged in such behaviours:

- abstinence¹ from risky activities
- being faithful to one partner
- consistent condom use

The programme offers:

- Age-specific programmes that tailor all information / activities to appropriate age groups: under 15 years old, 15-18+ years old.
- HIV / AIDS Trainings for Trainers three times a year for Volunteers and Ukrainian counterparts².
- HIV experts who can travel to Volunteer communities to train local NGO representatives, social workers, teachers and other service providers.

- 6 a) Read the feedbacks of the young people who have participated in the project 'Health Education AIDS Liaison'³ (H.E.A.L.) and speak on their impressions and thoughts.



Ira Bishko, 16
Boryslav,
Lvivska Oblast

"I think Camp H.E.A.L. was very interesting and educational. I learned a lot of new information. Now I understand that infected people aren't people from another planet. They are like us and we can be friends. I like it. I want to go to Camp H.E.A.L. again!"

Ania Yerpynina, 17
Rubezhnoe,
Lugansk Oblast

"I really liked Camp H.E.A.L. I had a good chance to practise and improve my English. I found many friends and got useful information about HIV / AIDS. I learned interesting things about stigma⁴, discrimination and nutrition. It was very interesting and exciting. I didn't know that Americans were so friendly!"

¹an abstinence [ˈæbstɪnəns] — утримання

²a counterpart [ˈkaʊntəpɑ:t] — особа, що доповнює іншу; двійник

³a liaison [li'eɪzɒn] — зв'язок, взаємодія

⁴a stigma [ˈstɪgmə] — пляма; ганьба

Ira Makarchuck, 15
Boryslav,
Lvivska Oblast

"I liked Camp H.E.A.L. very much! It was awesome¹. I learned so much about HIV / AIDS and other interesting things. All of the volunteers were so nice. I like all of the children and friends that I met there."

Ira Bessonna, 16
Rubezhnoe,
Lugansk Oblast

"I liked Camp H.E.A.L. because the volunteers were very friendly and kind. I learned more information about problems affecting our world. I enjoyed all the games and made new friends from other parts of Ukraine."

b) Work in pairs. Role-play the situation.

Student A has participated in a project. He/she answers **student B's** questions.

Student B is very interested in the project. He/she asks the participator (**student A**) different questions.



7 Do the individual project 'Citizenship for Young People' and make a presentation. Read the situation and follow the instructions below.

You are a PR (public relations) expert for an independent educational organisation called *Citizenship for Young People* whose goal is to encourage and enable young people to play an effective role in democratic society. The local school authorities have asked you to give a presentation on your organisation.

- 1 Brainstorm the ideas.
- 2 Include the following points:
 - basic information
 - programmes
 - goals
 - plans for future
- 3 Revise the rules for making and giving a presentation (see page 37).
- 4 Give your presentation in class.

¹awesome ['ɔ:seɪm] — чудовий, дивовижний, приголомшливий

- 1 a) *Guess the meanings of the following words (1-6) and match them with their definitions (a-f).*

- | | |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 selfish | a feeling sure of their abilities and worth |
| 2 self-disciplined | b are able to control themselves and make themselves work hard or behave in a particular way without needing anyone else to tell them what to do |
| 3 self-interested | c always want to do what is best for themselves rather than for anyone else |
| 4 self-confident | d care only about themselves, and not about other people |
| 5 self-educated | e are calm and confident and in control of their emotions |
| 6 self-possessed | f have learnt a skill by themselves |

- b) *Say which of the characteristics above are positive? Why?*



VOCABULARY POINT

This prefix **self-** is often used in English to form nouns and adjectives. For example: **self-respect** = *respect for yourself*
a self-cleaning oven = an oven that cleans itself
When I hurt myself, it took a lot of self-control to keep from crying.

self-confident or self-assured?

The words **self-confident** and **self-assured** are very close in meaning. They both are used to show that a person can deal with a situation successfully and is not worried that he/she could do something wrong or fail.

The adjective **self-assured** usually stresses that people are very confident in the way they deal with other people, especially in public situations when other people's attention is fixed on them.

Dr Lauren was a very self-assured woman. She answered the difficult questions of the audience in a very assured way.

Self-confident people are sure that they have abilities and are attractive and that other people like them.

Self-confident people are not afraid or nervous in social situations.

As a child he was always self-confident, happily joining in adult conversations.

2 Find Ukrainian equivalents for these words and word combinations.

- | | | |
|-----------------------------|-------------------|-------------------|
| 1 a self-addressed envelope | 5 self-discipline | 10 self-mockery |
| 2 self-admiration | 6 self-educated | 11 self-neglect |
| 3 self-centred | 7 self-importance | 12 self-pity |
| 4 self-coloured | 8 self-love | 13 self-reproach |
| | 9 self-made | 14 self-sacrifice |

3 Think about word-formation in English language and say what the antonyms to the following adjectives are.

- | | | |
|------------|--------------|---------------|
| 1 tolerant | 6 dependent | 11 supportive |
| 2 flexible | 7 civilised | 12 reasonable |
| 3 patient | 8 controlled | 13 willing |
| 4 tidy | 9 fair | 14 moral |
| 5 ashamed | 10 polite | 15 balanced |

4 Work in pairs.

- a) Read and explain the meanings of the following words. Use synonyms.

It is generally believed that teenagers tend to become:

- rebellious
- ill-mannered, impertinent¹ or cheeky
- aggressive and violent
- skeptical or cynical
- intolerant and inflexible
- impatient and flighty
- clumsy² and awkward
- untidy or scruffy³
- too self-assured or cocky
- over-ambitious
- shy of talking about their problems
- afraid to be seen as losers
- scared of being lonely, bullied or rejected

b) Speak on the question.

- Why do adults often see the age between 13 and 19 as 'difficult'?

¹impertinent [im'pɜ:tinənt] — зухвалий, нахабний

²clumsy ['klʌmzi] — незграбний; нетактовний

³scruffy ['skɹʌfi] — неохайний

INFINITIVE and GERUND (-ING FORM) REVISION

- 1 a) Refresh your knowledge of the Infinitive and the Gerund (see page 287 in Appendix) and fill in the chart with the following verbs or phrases below with the verb 'tell' in the Infinitive or ING-form. Some examples are given.

agree	make	help
continue	start	offer
look forward	begin	try
remember	forget	can't stand
would prefer	mind	let
avoid	stop	refuse
finish	can't bear	would like

VERB + -ING	VERB + 'TO' INFINITIVE	VERB + (SB) BARE INFINITIVE	VERB + 'TO' INFINITIVE OR -ING (no change in meaning)	VERB + 'TO' INFINITIVE OR -ING (different meaning)
<i>finish telling</i>		<i>help him tell</i>		<i>stop telling</i> <i>stopped to tell</i>

- b) Match the names of the different infinitive forms with the examples.

- | | |
|---------------------------------|------------------------|
| 1 PRESENT INFINITIVE | a to have sent |
| 2 PERFECT INFINITIVE | b to send |
| 3 PRESENT CONTINUOUS INFINITIVE | c to be sent |
| 4 PERFECT CONTINUOUS INFINITIVE | d to have been sending |
| 5 PRESENT INFINITIVE PASSIVE | e to have been sent |
| 6 PERFECT INFINITIVE PASSIVE | f to be sending |

- 2 Choose the correct verb form.

- They made us (to follow / follow) them.
- He tried to avoid (to crash / crashing) into the truck.
- The Browns can't afford (to stay / staying) at the Ritz.
- She finally managed (not to drop / not dropping) a ball while juggling.

- 5 The boy doesn't seem **(to understand / understanding)** what he has to do.
- 6 He kept **(to avoid / avoiding)** eye contact.
- 7 When she returned to the room, I couldn't help **(to notice / noticing)** that she'd smeared¹ her lipstick.
- 8 I don't mind **(to work / working)** alone.
- 9 Emma suggested **(to go / going)** for a walk.
- 10 I'm glad he decided **(to stay / staying)**. I'd hate **(to see / seeing)** him go.

3 Complete the sentences with the correct forms of the verbs in brackets (Infinitive or Gerund).

- 1 Don't forget ... *(do)* your homework tonight.
- 2 Frank says he promises ... *(give up)* ... *(smoke)*.
- 3 I'm finishing ... *(read)* the article.
- 4 Cheer up and keep ... *(smile)*.
- 5 Bob wrote to me he was looking forward to ... *(see)* us at Christmas.
- 6 I have no idea what ... *(choose)* for a dessert.
- 7 How many times a week do you have ... *(go / shop)*?

4 Match the beginnings with the endings to make sentences.

- | | |
|-----------------------------|---------------------------------|
| 1 My Math teacher pretended | a people to forget my birthday. |
| 2 My Music teacher made | b me to check my email. |
| 3 My boss reminded | c the children watch a video. |
| 4 I'd hate | d not to see me at the disco. |
| 5 I let | e me take the exam. |



5 Complete each sentence with the correct form of the appropriate verb from the box.

change, check, contact, look, phone, send, spend, travel

- 1 Remember ... your grandmother a card on her birthday next week.
- 2 She stopped ... at a poster and missed the train.
- 3 Do you remember ... alone for the first time?
- 4 I'll never forget ... three weeks in the rainforest.
- 5 Don't forget ... your email before you leave home.
- 6 He tried ... his hair colour, but he still looked awful.
- 7 Please stop ... me at work, my boss doesn't allow personal calls.
- 8 I tried ... my boss, but he was on a climbing holiday.

¹to smeared [smiə] — мазати, намазувати

7 LISTENING

1 In pairs, ask and answer the questions.

a) How are you feeling at the moment? Which of the following adjectives is the closest to the way you are feeling now?

- bored ● relaxed ● happy ● calm
● interested ● tense ● sad ● excited



b) How do you think the people in the sentences below probably feel?

- a afraid c angry e happy g depressed
b alarmed d annoyed f delighted h sad

- c 1 Kathy finds out that her sister has ruined her favourite skirt.
 2 Bruce realises that he has locked himself out of his flat.
 3 Joanne says goodbye to her best friend, who is moving to another town.
 4 Phil can't see the bright side of life.
 5 It's the first day of the holiday, and Carol is on her way to the coast with some friends.
 6 Paul hears he has got into university.
 7 Claire has to walk home alone in the dark.
 8 Richard unexpectedly finds out that he has a test the next day and he's not prepared.

2 a) Read the sentences and guess the meanings of the words in bold.

- 1 His letter had filled her with **rage** and disappointment.
- 2 The attack provoked an angry **response**.
- 3 He looked with **envy** at Bob's new car.
- 4 An **anxiety** among workers about job losses was spreading.
- 5 She couldn't speak after the accident, she experienced a real **handicap**.
- 6 She was like a **vulnerable** young child, unable to defense herself.
- 7 A fat and **contented** black cat was lying in the sun.
- 8 Don't act like such an idiot — use your **intelligence**!
- 9 Lack of sunlight will **stunt** the plant's growth.
- 10 This letter full of mistakes is vividly showed his **illiteracy**.

b) Match the words with their definitions.

- | | |
|----------------|----------------------------------------------------------------------------|
| 1 anxiety | a the feeling of wanting something that someone else has |
| 2 envy | b an inability to use your body or mind because it has been damaged |
| 3 handicap | c something that is done as a reaction to something that has happened |
| 4 intelligence | d is easily harmed or hurt emotionally, physically or morally |
| 5 rage | e happy and satisfied because your life is good |
| 6 response | f an ability to learn, understand and think about things |
| 7 to stunt | g to stop something from growing to their full size of developing properly |
| 8 contented | h the feeling of being very worried about something that may happen |
| 9 vulnerable | i a strong feeling of uncontrollable anger |

- 3 a) Listen about dealing with emotions and decide which one of the following ideas (a-f) is not in the information.



- b) Listen again and say which of the ideas in task (a) best summarises the main message of the article.
- a Emotions are exciting.
 - b We need emotions in order to survive.
 - c Without emotions, we're just like robots.
 - d Emotions create problems.
 - e We need to be aware of our emotions.
 - f We should control our emotions and be sensitive towards those of other people.

What about the other ideas?



a) Read to learn about emotional intelligence and some of Mr Goleman's suggestions to control emotions.

For Goleman, EMOTIONAL INTELLIGENCE includes:

- **self-awareness** — knowing your emotions, recognising your feelings as they occur and discriminating between them
- **mood management** — handling feelings so they're relevant to the current situation and you react appropriately
- **self-motivation** — directing yourself towards a goal
- **empathy** — recognising feelings in others
- **managing relationships** — handling interpersonal interaction, conflict resolution and negotiations



WORD FILE

- an anxiety [æŋ'zaiəti]
- an envy ['envi]
- a handicap ['hændikæp]
- an intelligence [in'telidʒəns]
- an illiteracy [il'itərəsi]
- a rage [reɪdʒ]
- a response [ri'spɒns]
- to stunt [stʌnt]
- contented [kən'tentɪd]
- vulnerable ['vʌlnərəbl]
- to carry away
- to gain control



And how can we control our emotions? Here are some suggestions:

- 1 Face the emotion. Be aware of the feeling.
- 2 Analyse the situation. Are you sure that the situation really is as you think it is? Perhaps you've misinterpreted it.
- 3 Use up the extra energy. Do something that helps you 'let off steam'.
- 4 Do something that improves the situation. For example, if you are afraid of failing an exam, work on the subject so there is no reason to fear. If you are afraid of talking to people at a party, practise going up to people and talking to them.



b) Match the sentences with five aspects of emotional intelligence.

- | | |
|----------------------------------------------------------------------------------|--------------------------|
| 1 I can see that she's feeling angry. | a Self-awareness |
| 2 I'm feeling angry. | b Mood management |
| 3 I'm feeling angry so I'd better calm down so I don't make the situation worse. | c Self-motivation |
| 4 Maybe we could reach a compromise. | d Empathy |
| 5 I'm going to pass that exam. | e Managing relationships |

c) Refer the sentences below (a-d) to the suggestions (1-4) in task 4a about how to control our emotions.

- a I think I'll go jogging.
 b I'm afraid of heights.
 c I'm afraid of heights, so I'll climb that tower.
 d Maybe she didn't mean what I thought she meant.

5 In groups, discuss the questions below. Give reasons and examples for your opinions.

- The article says, 'Emotion interferes with thinking, and thinking is our best tool for dealing with the problems of life.' How far do you think it is true?

How important do you think emotional intelligence is in life, compared with other forms of intelligence, such as mathematical intelligence or verbal intelligence?

- Do you think the suggestions in the article for controlling our emotions are realistic?
- If Dr Goleman were to visit your school to give a lecture, what questions would you ask him?

For Example: *Dr Goleman, you say that emotional illiteracy leads to stunted¹ social lives. Can you give us an example?*

- Should we be ashamed of any of our emotions? Is it alright for men to cry?

Start your opinion with the phrases:

I think ...

I don't think ...

I reckon ...

Personally, I think ...

In my opinion, ...

As far as I'm concerned, ...

If you ask me, ...

¹stunted ['stʌntɪd] — (муж) низької якості

6 Listen to the song and sing it along.

Here is a little song I wrote.
 You might want to sing
 it note for note,
 'Don't worry, be happy!'
 In every life we have
 some trouble
 When you worry
 you make it double.
 Don't worry, be happy ...
 Ain't got no place
 to lay your head,
 Somebody came and took your bed.
 Don't worry, be happy.
 The landlord say your rent is late,
 He may have no litigate¹.
 Don't worry, be happy.
 Look at me — I am happy.
 Don't worry, be happy.
 Here I give you my phone number.
 When you worry call me,
 I make you happy.
 Don't worry, be happy.

don't
 worry
 BE
 HAPPY

Ain't got no cash,
 ain't got no style,
 Ain't got not girl
 to make you smile.
 But don't worry,
 be happy.
 'Cause when you worry
 Your face will frown.
 And that will bring
 everybody down.
 So don't worry,
 be happy (now) ...

There is this little song I wrote.
 I hope you learn it note for note
 Like good little children.
 Don't worry, be happy.
 Listen to what I say,
 In your life expect some trouble.
 But when you worry
 You make it double.
 Don't worry, be happy
 Don't worry, don't do it, be happy,
 Put a smile on your face.
 Don't bring everybody
 down like this.
 Don't worry, it will soon past
 Whatever it is.
 Don't worry, be happy!

¹to litigate ['litigeɪt] — судиться



- 1 Look through the list of problems that may worry teenagers. Put them in the order of importance. Explain your choice. You can add your own items.



WORD FILE

an abuse [ə'bjʊ:s]
 bullying ['bʊliŋ]
 a disease [di'zi:z]
 a disorder [dis'ɔ:də]
 a suicide ['su:saɪd]
 to embarrass [ɪm'bærəs]
 to expose [ɪk'spəʊz]
 to frustrate [frʌ'streɪt]
 to neglect [ni'glekt]
 outrageous [aʊ'treɪdʒəs]
 sexually ['seksjəli]

- | | |
|--------------------------------------------------------------|------------------------------------------------------------------------|
| <input type="checkbox"/> physical health | <input type="checkbox"/> relationships with friends, family and others |
| <input type="checkbox"/> eating disorders | <input type="checkbox"/> drugs |
| <input type="checkbox"/> suicide | <input type="checkbox"/> school marks |
| <input type="checkbox"/> sexually transmitted disease | <input type="checkbox"/> participating in youth movements |
| <input type="checkbox"/> abuse (emotional, physical, sexual) | <input type="checkbox"/> their future |
| <input type="checkbox"/> bullying | <input type="checkbox"/> the possibility of earning money |
| <input type="checkbox"/> pregnancy and sex | <input type="checkbox"/> being overworked at school |
| <input type="checkbox"/> appearances and clothes | |

- 2 Speak on the certain dangers and hardships that may occur in young people's lives and discuss the questions on page 216 in pairs. Use some of the following ideas.

Modern life exposes young people to certain dangers and hardships. Some teens may:

- believe that only fit, healthy and glamorous people can be a success and copy fashion models and pop stars
- become fans of a sports team or a pop singer and dedicate their lives to this passion
- become net addicts and spend too much time with the computer



SPEAKING

- get bored or depressed and think that nothing interesting can happen to them
- try to earn their own money and begin to neglect their school and homework
- fail to think of what to do with themselves in their spare time and waste the best years of their lives
- forget that parents remain the most important people in teenagers' lives and become unsupportive
- give up too easily when they feel that too much pressure is put on them
- ruin their health at a young age
- fall victims to crime

- 1 Do you have a lot of problems? How do you try to solve them?
- 2 Do you ask anybody for advice? Do you talk about your problems with other people?
- 3 What kinds of problems do your classmates usually have?
- 4 Have you ever solved somebody else's problem?
- 5 Have you ever written to an advice column? Do you often read the advice columns in magazines? What can you learn from the answers? Are all problems of equal importance?
- 6 In what way are today's young Ukrainians different from those of the same age — six or seven years ago?



- 3 **Work in pairs and try to describe a typical Ukrainian teenager. Use the phrases below if you think they are appropriate.**

- can't get along with adults or their peers
- feel self-conscious about their looks
- experiment with their appearances
- loudly protest against being treated like children
- seek independence in everything
- have low or high self-esteem
- lose self-confidence
- develop complexes (like inferiority or superiority complexes)
- try to look cool in front of (in the eyes of) their friends
- embarrass their parents by outrageous or unsocial behaviour



- 4 **Before reading the text try to answer the following questions. Then read and discuss the information in groups.**

- 1 What are the problems young Ukrainians are facing nowadays?
- 2 Do young Ukrainians rely on their own resources?
- 3 What should the government do concerning our younger generation?

The young Ukrainians are facing many important problems. Young people today are different from those of the same age just six or seven years ago. Our young people are getting more economically active, but at the same time they are becoming more pragmatic and spiritually restrained¹.

In Ukraine nowadays, people aged between 15 and 28 number a little more than 10 million and their ratio is dropping.

Today's problems influence strongly the life of the younger generations. Most young people have a low personal income; their parents don't earn enough money to support their families properly; low salaries and black wages pose a great threat for families; lots of parents are unemployed, and it leads to bad living conditions. The poor economic situation in Ukraine has bad impact on the life of the whole nation and causes a lot of problems on a personal level.



A great number of young people support market reforms in Ukraine, but they are opposed to the manner in which these reforms are implemented¹. In short, problems faced by young Ukrainians could be grouped as follows:

- 1 employment;
- 2 worsening conditions of young families, obliteration of their educational functions;
- 3 growing housing problems;
- 4 increasing of youth crime rate;
- 5 crisis of culture and moral values;
- 6 lowering public activity, etc.

The situation with young families is poor. Statistics show that the number of registered marriages has dropped over the past decade. The number of official divorces has increased. An increasing number of families wants to have fewer children. Today more than half of new families have only one child per couple, and about one-fourth of the families are without children.

Young Ukrainians today are more pragmatic and actively independent. They rely more on their own resources and do not expect someone else to solve their problems for them.

We think it is necessary now not only to help young people with some of their problems, but to pay more attention to the youth on a political level. The government should treat youth as a top priority sector of the population, because the future of our country depends on our younger generations.

¹to implement [ˈɪmplɪmənt] — здійснювати
²restrained [rɪsˈtreɪnd] — обмежений



- 1 Refresh your knowledge of word formation. Complete the text with the appropriate forms of the words on the left.

EMOTIONAL MATURITY¹

emotion According to psychologists, we become ... mature when we outgrow our childish anger and fear.

break Do you remember what made you angry when you were a young child? Typically, young children get angry over possessions². For example, they get angry if a toy ... or if it won't do what they want it to do; they ... with each other over toys. They also get angry when fight their parents want them to do something that they don't want to do. They scream, shout, lie on the floor and beat it with their hands and legs and seem quite out of control. Early childhood can be a very ... frustrate

angry time. In adolescence, however, the major cause of ... comes from behave social situations. Adolescents are easily annoyed by the ... of others and feel offended³ and embarrassed by what others say or do. Adults, on the other hand, become angry when their sense of abstract justice is offended.

With regard to fear, children are afraid of things like dogs, storms and the dark, and some of these fears continue in adolescence and adulthood. Early adolescence is a time of worry about family and school, and in middle adolescence there is also ... about boy-girl relationships, career and religion. In late adolescence, people typically suffer from a feeling of personal inadequacy; they feel that

anxious they are not being ... and not working hard enough; they worry about the impression they make on others.

success Becoming mature is about not running away from ... , not taking real ... things and not getting angry in trivial situations. It's all about person adapting to the world and finding our place in it.

¹a maturity [mə'tʃʊrɪtɪ] — зрілість

²possessions [pə'zeʃnz] — власність; майно

³to feel offended — почуватися ображеним



7 USE YOUR ENGLISH

- 2 Choose the correct forms on the verbs (Infinitive or ING-form) to complete the letter.

Hi George,
How are you? I'm on holiday by the sea. I'd hoped (to go / going) abroad but I couldn't afford (flying / to fly) anywhere because I started (to save / saving) too late. But I don't mind (not to travel / not travelling) abroad because this is a great place. My brother encouraged me (to come / coming). I'd love you (seeing / to see) it. You should try (to get / getting) a few days holiday so you can come here. My landlady will let you (share / to share) my room. I hope (hear / to hear) from you soon.

Love,
Timothy

P.S. Don't forget to (book / booking) a seat on the coach if you travel at the weekend!



- 3 a) Role-play the situation in pairs.

Elizabeth and Roger have been together for two years. Everything was going fine — they studied together, went to discos together and visited friends together. They were in love. One day, Roger suddenly broke up with her. Elizabeth rarely saw him. A friend of hers told her that he was hanging around with some guys who looked thin, ill and almost transparent. One day she met him but he didn't want to listen to her when she tried to warn him. His grades were getting worse and worse. He was seen in strange company with some older boys who had a reputation of being heavily into drugs. Roger's mother was in tears, begging for help. His class teacher was worried because Roger played truant¹. Elizabeth

decided to talk to him seriously.

What would you suggest Elizabeth to tell him?

¹to play truant ['tru:ənt] — прогулять (уроки)



b) Perform your dialogue in class. Compare it with the dialogues made by other pairs. Discuss and vote for the best role-play.

4 a) Read the text and refer the headings (A-E) to the appropriate paragraphs.

- A Youth Sections in Mass Political Movements
- B Different Types of Youth Movements
- C Young People's Religious Organisations
- D Postwar Youth Cultures
- E Adult-led Youth Movements

1 Young people are active participants in their own history. Past generations of radical students have played a part in protests and revolutions against the existing order of society. A youth movement in this sense has an ideological or political character.

At the same time ordinary young people usually belong to a youth movement through membership of an adult-led, voluntary youth organisation, such as the *Scouts* or *Guides*. There are also fashion-led 'youth cultures', identified by types of dress, music and language. The term 'youth movement' is so wide that it can refer to the *Punk Rockers* as well as the *Young Conservatives*.

2 The world's first voluntary youth organisation was the Church-based *Boys' Brigade*, founded in Glasgow, Scotland, in 1883 by William Alexander Smith (1854-1914) and dedicated to religious education and developing the habits of Obedience, Reverence, Discipline, Self-Respect, and all that tends towards a true Christian manliness.



WORD FILE

- gambling ['gæmbliŋ]
- membership ['membəʃɪp]
- movement ['mu:vmənt]
- notoriety [,nəʊtə'raɪəti]
- politics ['pɒlətiks]
- to compromise
['kɒmprəmaɪz]
- to establish [ɪ'stæblɪʃ]
- to tend [tend]
- to take into account





In the 1990s, in Germany appeared a movement of middle-class students who took up open-air tramping. Richard Schirmann, a German schoolteacher, opened the first youth hostel in 1909. Youth hostels providing cheap accommodation for young people are now found in most areas of the world.

In England, Major-General Robert Baden-Powell (1857-1941) founded a uniformed woodcraft movement *the Boy Scouts* in 1908. Like the *Boys' Brigade*, the *Scout* movement has spread around the world. A sister organisation to the Scouts, the *Girl Guide Association*, founded in 1910, also has a large membership worldwide. These organisations train boys and girls in various useful skills, such as lighting a fire, cooking, fishing and for developing their character. *Scouts* traditionally carry a penknife and their motto is 'Be prepared!'.

- 3 Young people have contributed to mass political movements of both left and right. In the 1930s there functioned youth Fascist organisations in Mussolini's Italy and Hitler's Germany. After 1933 membership of the *Nazi Hitler Youth* became compulsory. In Britain some young people joined *the Blackshirts*. The Austrian *Red Falcons* were an active 1930s socialist movement.

Soviet Ukraine had Young Communist groups: *Zhovtentiata*, *Pioneers* and *Komsomol* members whose aim was political education of young people according to communist ideals.

- 4 Since World War II media had spoken a lot about the activities of various notorious youth cults, thus spreading information about them. The *Teddy Boys* of the 1950s, with their long jackets, velvet collars, drainpipe trousers and crepe-soled shoes were the first of the rebellious working-class youth cults. In the early 1960s came new groups such as the *Mods*, dressed in Italian-style clothes, and their leather-clad rivals, the *Rockers*, associated with motorcycles and rock-and-roll music. The *Hippies* of the late 1960s were more middleclass. They experimented with drugs, lived in communities, grew their hair long, and were attracted to radical politics.



The *Skinheads*, combining elements of both Mods and Rockers and associated with the racism of the far right, arrived on the scene in the late 1960s. The *Punk Rockers* achieved notoriety through the attention of the media in the late 1970s, with their unique 'Mohican' hairstyles, vivid make-up, cast-off clothes and aggressive music. Several of these youth cultures were recycled in the 1980s.



b) Find the sentences that express the following ideas in the text.

- young people take an active part in making their history
- for building their personality
- their slogan is 'Be prepared'
- an organisation headed by grown-up people
- achieved ill fame
- dressed in clothes made of leather
- began taking long walks in the open air
- not expensive lodging for young people
- the organisation has a lot of members all over the world
- the participation in this organisation became a must for everyone
- some of these youth cults were revived



5 Choose one of the organisations from the list and give a short presentation of it.

- | | |
|---------------------|------------------------------------------------------------------------|
| 1 The Boys' Brigade | 7 The Hippies |
| 2 The Boy Scouts | 8 The Skinheads |
| 3 The Girl Guides | 9 The Punk Rockers |
| 4 The Teddy Boys | 10 Zhovteniata, Pioneer and Komsomol organisations in the Soviet Union |
| 5 The Mods | |
| 6 The Rockers | |



6 a) *In pairs, comment on the following ideas and express your agreement or disagreement.*

- 1 Young people tend to unite in groups or organisations because they enjoy being together.
- 2 Wearing the same clothes or uniforms, listening to the same music and sharing the same ideas makes membership of such youth organisations or cultures more attractive, gives young people a sense of belonging.
- 3 Young people are very impressionable and it is not so difficult for adults to use their enthusiasm to their own ends. History knows a lot of such examples.
- 4 Young people should be very careful about their choice of organisations as it is a great responsibility.
- 5 Political organisations for young people should not exist at all because children are not experienced enough to foresee the results of their activities.
- 6 There are very few youth organisations in Ukraine at the moment and they are mostly adult-led political organisations.
- 7 Youth cultures or cults usually annoy adults and they have a good reason for that.
- 8 Some youth cultures can be dangerous for their participants.

b) *Give your point of view on youth organisations, movements or cults.*

7 *Role-play the situation in pairs.*

You and your friend feel that you would like to join a youth movement. Discuss which of these organisations you would like to join.

- *The Green Movement*
- *Young People for Peace*
- *Help-Youth-Neighbour Group*
- *Young People in Politics*
- *The Stay Healthy Movement*

Follow the instructions on page 225.



Remember to:

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- give good reasons;
- invite your friend to come up with suggestions;
- find out your friend's attitudes and take them into account;
- come to an agreement.



- 8 ***In groups, brainstorm the problems of youth and decide on the most difficult one. Then try to offer an answer to that particular problem.***

More people will see the problem from a different angle and come up with different suggestions. Compare the suggestions! How many of them are the same? How many of them are different? Which would be the most useful?

Discuss the suggestions. Use the phrases below.



USEFUL PHRASES

- to compromise or to meet people halfway
- to try and see other people's points of view
- to establish and upkeep good relations with people of all ages, to socialise
- to find lifelong friends
- to get over their complexes
- to keep fit by doing more exercise and having a healthy diet
- to be sensible, not to shock people with their appearance and behaviour
- not to put their future at risk
- not to think too much about their looks, to concentrate on really important things like goodness of character
- to treat modern fashionable tendencies (like music, clothes and lifestyles) more critically and not to allow them to become their whole lives
- not to make an idol of anyone
- to remember that heavy use of computers is dangerous
- to say 'no' to such social evils as drugs, drinking alcohol, smoking, eating junk food or gambling
- to develop a positive attitude to life and people

9

Do the group project. Follow the steps below and design your poster or a leaflet.

Step 1 Read the instructions on how to write a leaflet or poster and fill in the gaps with the appropriate words from the box.

use of, striking, heading, logical, reader, illustrations, directly, divided

HOW TO WRITE A LEAFLET OR POSTER

- Your leaflet / poster needs a main (1) ... which is attention-catching so that the (2) ... will want to continue reading, and which tells them what the leaflet is about. It can be a good idea to address the reader (3)...
- Your subheadings should be short and clear. (4) ... questions can be a good technique.
- The text should be (5) ... into short, easy-to-read sections that have a (6) ... order.
- Your leaflet / poster needs to be visually (7) To achieve this, you can use bullet points, underlining, different colours, (8) ... , etc.

Step 2 Find examples of the above instructions in the leaflet *So You Think It's Cool to Get Drunk?*

So You Think It's

BUT HAVE YOU STOPPED
TO THINK WHAT IT CAN
DO TO YOUR BODY?

STOMACH

Too much beer can lead to your putting on weight. In addition, heavy drinking can cause stomach ulcers¹.

HEART

Although moderate drinking can protect against heart disease; too much alcohol is connected with high blood pressure, irregular heartbeat and the risk of strokes and heart disease.

MOUTH

Heavy drinking can cause oral cancer. It also makes your breath smell. Who wants to kiss a drunk?

BRAIN

Alcohol slows down brain activity, which makes you feel more relaxed, but which also down your reactions. Consequently, drunk people are more likely to be victims of violent crime, house fires and car crashes.

¹an ulcer ['ʌlsə] — виразка

Step 3 In your group, use the guidelines to produce your own poster or leaflet on how to look after yourself. Here are some suggested topics:

- HIV / AIDS
- Smoking
- Tiredness
- Exercise
- Diet
- You Own Idea

Before you start writing, it's a good idea to brainstorm some ideas that you want to include!

Cool to Get Drunk?

OTHER PSYCHOLOGICAL EFFECTS

In the long term, heavy drinkers may risk depression and even suicide. In addition, by removing inhibitions¹, too much drink can lead to you making a fool of yourself. In extreme cases of alcohol abuse, drinkers may suffer from hallucinations and even brain disease.

OTHER PEOPLE

But it's not just your body that's at risk. If you drink heavily, it can affect those around you and disrupt² or even destroy your relationships with family and friends.



Step 4 Present your poster to the class. Tell the class:

- what the problem is and why it is important
- what your suggestions are and why they're important

Start with: *Today, I'm going to talk about ...*

Finish with: *That's all I have to say. If you have any questions, I'll be glad to try to answer them.*

SO IF YOU ARE GOING TO HAVE A DRINK, JUST TAKE IT EASY!



¹an inhibition [ˌɪnɪˈbɪʃn] — заборона
²to disrupt [dɪsˈrʌpt] — руйнувати



Essays Suggesting Solutions to Problems

An essay discussing problems and providing solutions is a type of discursive essay where you present the problem, its causes, and then suggests solutions, at the same time anticipating¹ likely results or effects.

An essay of this type consists of:

- an **introduction** in which you state the problem with its causes and current effects;
- a **body** in which you give your suggestions with their expected results;
- a **conclusion** in which you give a summary of your opinion.

- 1 *Describe the community you live in. Answer the questions and complete the table below.*

Do you like living there? In your opinion, what are the benefits of having a flat there? Are there any problems you would like to point out?

problems	solutions	results

- 2 *Work in groups. Read the situation and discuss the problems. Give your opinion on the suggested solutions and results.*

Hundreds and hundreds of teenagers regularly go out at the weekend. They spend their time in discos, talking to friends, smoking, drinking, etc.

We all see them in the early morning hours, some of them barely able to walk. Binge² drinking is obviously becoming a serious problem among teenagers. What might be done about it?



¹to anticipate [æn'tɪsɪpeɪt] — передбачати, чекати

²a binge [bɪndʒ] — гульня, пиятика

problems	solutions	results
law on the sales of alcohol to minors ¹ not obeyed	strict implementation of the law, high fines for offenders	alcohol not sold to minors (minors stay sober)
working hours of discos	change the working hours make them more suitable for minors	teenagers would still have fun, but be home on time
youngsters staying out late; lack of sleep	different working hours of discos, places for teenagers	healthier lifestyle for teenagers
wrong role models	provide new models, introduce new values	different models and values to follow
lack of information on the dangers of drinking	parents talking to teenagers, school providing relevant information	teenagers aware of the dangers

3 Match the structural units (1-5) of an essay with the appropriate paragraphs (A-E) to put the essay in correct order.

- 1 Introduction
- 2 Body first suggestion + results
- 3 Second suggestion + results
- 4 Third suggestion + results
- 5 Conclusion

A Thirdly, society in general is sending young people mixed messages. As long as you are an exemplary student during the week, you can be 'cool' at weekends. To be 'cool' means you have to follow the latest trends in fashion, drive an expensive car, smoke cigarettes, use offensive language and get drunk. Parents and teachers alike must take time and talk to youngsters about their dilemmas, problems and explain the dangers of consuming alcohol. Presenting our personal experience and offering alternative role models and a different system of values will certainly help to overcome the problem.

B One way to solve the problem could be by simply implementing the law concerning the sale of alcohol to minors. Our government has passed a

¹a minor ['maɪnə] — неповнолітній; підліток

law stating very clearly that people under the age of eighteen cannot buy or consume alcoholic drinks. The problem lies in the fact that nobody adheres¹ to it. Stricter controls and higher fines for those who break the law would certainly provide a solution. Furthermore, this would also prevent the selling of drinks to minors in discos.

- C** Several studies have shown that the number of teenagers consuming alcohol is increasing. The problem is evident especially during the weekends when hundreds and hundreds of teenagers go out to discos. Another alarming fact is that an increasing number of younger teenagers, thirteen and fourteen-year-olds, consume various alcoholic drinks on a regular basis. What measures could be taken to eradicate² the problem?
- D** All things considered, it is possible by making joint efforts to deal with the problem effectively. Authorities should ensure that the law banning the sale of alcohol to minors is enforced, even if it means imposing extremely high fines for offenders. Parents should also return to parenting.
- E** Another way of dealing with the problem is again by implementing the existing law. Young people are not supposed to be out after eleven o'clock without supervision. If steps were taken to adapt the working hours of the disco clubs to the needs of teenagers, the results would be visible very soon. Teenagers would have fun and be home by eleven. I am convinced that most teenagers would easily find other forms of entertainment within their homes.

¹to adhere [əd'hɪə] — дотримуватися

²to eradicate [ɪ'rædɪkeɪt] — викоринювати, знищувати



Useful Transitional Words and Phrases

● to make suggestions

to begin / start with, one way to, a useful suggestion would be to, another would be, another way to, it would be a good idea to ...

● to express cause

for this reason, because of, due to, owing to, since / because ...

● to express effect

therefore, thus, so ...

● to present results / consequences

as a result, consequently, as a consequence, in this way, this would, then...

● to express purpose

so that, so as, in order to, with the purpose / intention of ...

● to express possibility / probability

it can / could / may / might, it is possible / probable / certain / (un)likely, the possibility / probability of ...

● to conclude

to conclude, in conclusion, all things considered, all in all, to sum up ...

- 4 In groups, choose one of the topics (1-10) and discuss it. Complete the table 'Problems. Solutions. Results'. See the example on page 229.

- 1 How can my generation make our home town a better place to live?
- 2 How to keep fit.
- 3 How to reduce violence among young people.
- 4 How can I improve my grades?
- 5 How to deal with the problem of young highly educated people leaving Ukraine.
- 6 How to integrate HIV-positive students into regular classes.
- 7 How can I control my emotions?
- 9 What can we do to improve the quality of lives of our disabled citizens?
- 10 What can we do to prevent forest fires during the summer?



- 5 Write an essay suggesting solutions to the problem on one of the topics above. Use a formal style and appropriate transitional words / phrases.

7 CHECK YOUR SKILLS

VOCABULARY

- 1 Complete the text with the words from the box.

control, manage, problem, contented,
intelligent, survive, create, cause, interfere

Emotions are exciting, and primitive man needed this excitement to help him (1) ... in a dangerous world. However, emotions (2) ... with thinking, and, in modern society, they can (3) ... problems at home and at work. They can damage our health, (4) ... mental suffering and even lead to tragedies such as killings. Therefore, we should (5) ... our emotions. Emotionally (6) ... people are aware of the emotions in themselves and others and can analyse (7) ... situations and do something to improve them. If we can (8) ... our feelings and deal effectively with others, we are more likely to live (9) ... lives.

GRAMMAR

- 2 Choose the correct verb form to complete each sentence.

- 1 I can't wait **(to see / seeing)** his new movie.
- 2 She remembered **(to visit / visiting)** Disneyland when she was about five years old.
- 3 They expected her **(to refuse / refusing) (to give / giving)** them the money.
- 4 I don't think he meant **(to betray / betraying)** us.
- 5 You shouldn't forget **(to take / taking)** the laundry out.
- 6 She was watching TV and knitting, but she stopped **(to change / changing)** the channel.
- 7 Can you stop **(to shout / shouting)?** I'm trying **(to study / studying)**.
- 8 She tried **(to talk / talking)** to her parents but they couldn't help her.
- 9 I regret **(to tell / telling)** you that you're dismissed.
- 10 In the beginning he considered **(to give / giving)** her a hand but when she snapped at him he walked away.

LISTENING

- 3 Listen to the interview with Benjamin Wilkinson, who is a school official from York, England. Choose the most suitable item to finish each sentence (1-4).

- 1 The interview is about ...
 - a) schoolchildren not having enough pocket money
 - b) schoolchildren getting jobs
 - c) schoolchildren leaving schools early





- 2 One of the two jobs most popular with teenagers is
 - a) *taking care of babies and children while their parents are out*
 - b) *washing the dishes in cafes and restaurants*
 - c) *house cleaning*
- 3 Compared to grown-ups, teenagers are
 - a) *fairly paid*
 - b) *overpaid*
 - c) *underpaid*
- 4 Doing a part-time job can turn out to be a problem because
 - a) *working schoolchildren spend too much time at work and don't see their parents*
 - b) *working schoolchildren cannot fully concentrate on their studies*
 - c) *working schoolchildren cannot be allowed to spend more than two or three hours at work*



READING

- 4 Read the text and choose the best answers to the questions after it.

UKRAINIAN SCOUTING

Did you know that Scouting (under the name PLAST) was first established in Ukraine in 1911? This makes it one of the oldest Scout organisations in Europe. During its 85-year history PLAST, the Scout Organisation of Ukraine, has developed an extensive body of educational methodology, Scouting traditions, etc.

During the years of communist rule, Plast was prohibited in Ukraine.

Plast members from the diaspora brought it back to Ukraine, where — since 1990 — it has been growing rapidly, and today has spread to all the parts of our country. Ukraine is one of the largest, best-established and fastest-growing Scouting organisations in Eastern Europe.



7 CHECK YOUR SKILLS

Ukrainian Scouting has been known as 'PLAST'. That means in Ukrainian exactly the same thing as 'scouting' in English — i.e. 'plastun' is a 'scout'.

The word 'Plastun' has a long and distinguished history; it was first used by the medieval Ukrainian Cossacks in the 'Zaporizzhia' region. (Plast customs and traditions tend to borrow their elements from various periods in the Ukrainian history.)

The Scouting movement of Ukraine tries to educate its young members to be worthy human beings and good citizens of their country: honest, industrious and useful to the society.

Plast also educates its members to be tolerant of needs and desires for self expression by other peoples and be protective of the environment. In other words — to be model citizens of the world-wide human community.

The three 'Main Duties' of Ukrainian Scout ('Plastun') embody the ideals of the Ukrainian Scouting Organisation.

They are:

- to be faithful to God and Country — Ukraine
- to help others
- to be disciplined and obey the Scout Laws

Basically, the Ukrainian scouting, Plast, is organised into four age-groups: the Cub-Scouts ('novaky', 6 to 12 years of age), the Scouts ('yunaky', 12 to 18 years), the Rover Scouts ('starshi Plastuny' 18 to 30) and the Senior Scouts (Scouters and other former Scouts, aged over 30).

During the cub-scout and scout ages, the genders work in separate troops, but they belong to the same local council.

The local councils are called 'stanyci'. A 'stanycia' is divided into male and female 'koshi'. All Plast councils are united in the Country Plast Organisation. All Plast organisations in the world are united in the

Conference of Ukrainian Plast Organisations (KUPO). Currently, the Plast organisations in the following countries are full member of KUPO: Ukraine, USA, Canada, Argentina, Australia, Germany, Great Britain, Poland and Slovakia. There exist also small Plast organisations in Brasil, Lithuania, Latvia and Kazakhstan, but they have only observer status in KUPO.

Democracy is a cornerstone¹ of the Plast organisation.

All positions in the world-wide KUPO are filled by elected members.

¹a cornerstone [ˈkɔːnstəʊn] — наріжний камінь



A great deal of effort is extended to teach the young children how to elect their leaders and how to fulfill the duties. Children are taught responsibility, honesty, integrity and trust. This is a part of the total Plast approach to education through self-education.

The usual scouting emblem of Scouting organisations in countries around the world is usually the *fluer-de-lis*. So it is also for the Ukrainian Scouting, but the Ukrainian Scouting emblem artfully combines the fleur-de-lis with the official state emblem of independent Ukraine — the 'Tryzub' or Trident.

Ukrainian Scouts-Plastuny, like most other Scouts in the world, use the universal Scout greeting 'Be Prepared!', which in Ukrainian sounds 'Hotooys!'.

But the Ukrainian Scouts also have another greeting: 'SKOB!' — an acronym of four Ukrainian words: 'Sylno' (forcefully), 'Krasno' (beautifully), 'Oberezhno' (carefully) and 'Bystro' (speedily). Together, they spell 'SKOB', which happens to be the name of a species of an eagle, which inhabits the wide steppes of Ukraine.

No wonder that Ukrainian Scouts adopted St George as their patron saint. The feast of St George falls in May. That date is celebrated by the Ukrainian 'Plastuny' as both the St George's Day and the Festival of Spring the yearly beginning of the camping and hiking season.

- When did the Ukrainian Scouting appear?
 - in 1990
 - in 1911
 - in the medieval Ukrainian Cossacks' State
- What does the name of the organisation mean?
 - it means the same as 'scouting'
 - it means the same as 'scout'
 - it means the same as 'Cossack'



- 3 What are the goals of Ukrainian scouting-plast?
- to go hiking and camping*
 - to entertain youth*
 - to educate its young members to be good citizens of their country*
- 4 What is one of the three 'Main Duties' of Ukrainian Plastun?
- to be faithful to God and Country*
 - to be helpful for olds and weaks*
 - to unite with youth of the world*
- 5 How is Ukrainian Plast organised?
- It is structured into local councils*
 - It is structured according to age groups and gender*
 - It consists of different 3 structural levels. Each level consists of different age and gender groups*
- 6 What is the official emblem (crest) of Ukrainian Plast?
- fleur-de-lis*
 - fleur-de-lis combined with Trident*
 - fleur-de-lis combined with rose*
- 7 What is a plast greeting?
- skob!*
 - plast!*
 - kuro!*
- 8 What do Ukrainian Scouts celebrate in May?
- opening the camping and hiking season*
 - St George's day and the Festival of Spring*
 - St Paul's Day*

CAN YOU ... IN ENGLISH?

 – Yes, I can.

- read and understand about citizenship and youth organisations
- listen and understand about emotions and how to deal with them
- talk about the problems of young people
- discuss about the ways to look after yourself
- understand and use the Gerund and the Infinitive
- write an essay suggesting solutions to problems

CAN YOU ...
IN ENGLISH?