

ВИДАВНИЦТВО
РАНОК



Інтернет-
підтримка

ВАЛЕНТИНА БУРЕНКО

АНГЛІЙСЬКА МОВА

11

ENGLISH

**РІВЕНЬ
СТАНДАРТУ**



ВАЛЕНТИНА БУРЕНКО

АНГЛІЙСЬКА МОВА

(11-й рік навчання, рівень стандарту)



**ПІДРУЧНИК ДЛЯ 11 КЛАСУ
ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ**

VALENTYNA BURENKO

ENGLISH

(Year 11, standard level)

A TEXTBOOK FOR THE ELEVENTH FORM OF SECONDARY SCHOOLS

Рекомендовано
Міністерством освіти і науки України

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Умовні позначки:



— listening;



— speaking;



— reading;



— writing;



— homework;



— extra exercises (on site).

Words to learn:

well-disposed;
sociable;
generous;
intelligent;
hard-working;
honest;
courageous;
truthful;
talkative;
frustrated;
defensive;
unreasonable;
maturity;
to exaggerate.

Arguments

To start with...

First of all...

Firstly,...

Secondly,...

The main reason is...

On the one hand,...

On the other hand,...

Well, the thing is that...

And finally...

All in all...



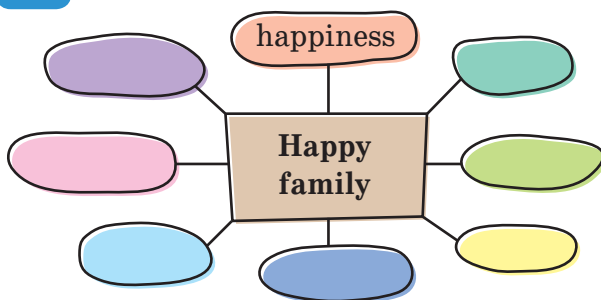
1. Read and discuss these proverbs. Say if a tree is really known by its fruit.

Little children — little sorrow, big children — big sorrow.

A tree is known by its fruit.



2. Complete the mind map.



3. Listen and read the new words and their definitions. Make some sentences with these words.

- well-disposed [ˌweldɪˈspəʊzd] *adj* having friendly feelings towards smb/smith
- sociable [ˈsəʊjəbl] *adj* enjoying to be with other people; gregarious
- generous [ˈdʒenərəs] *adj* demonstrating a desire to give money, help, etc.
- intelligent [ɪnˈtelɪdʒənt] *adj* good at learning, thinking in a logical way
- hard-working [ˌhɑːdˈwɜːkɪŋ] *adj* putting much effort into a job and doing this job well
- honest [ˈɒnɪst] *adj* always telling the truth
- courageous [kəˈreɪdʒəs] *adj* not feeling danger to do smth
- truthful [ˈtruːθfl] *adj* always telling the truth, honest
- talkative [ˈtɔːkətɪv] *adj* enjoying talking a lot
- frustrated [frʌˈstreɪtɪd] *adj* having no effect; not being satisfied
- defensive [dɪˈfensɪv] *adj* protecting smb/smith against attack
- unreasonable [ˌʌnˈriːznəbl] *adj* not fair; expecting too much
- maturity [məˈtʃʊərəti] *n* the quality of thinking and behaving in a sensible, adult manner
- to exaggerate [ɪgˈzædʒəreɪt] *v* to make smth seem better, worse, larger or more important than it really is



4. Work in pairs. Put each word into the correct column. Add some more positive or negative adjectives.

Obedient, naughty, polite, well-disposed, sociable, generous, intelligent, hard-working, strict, brave, truthful, courageous, honest,

attentive, talkative, rude, inattentive, stupid, serious, greedy, noisy, tender, cowardly, kind, clever, lavish, friendly, gregarious, lazy, funny, dishonest, helpful, happy, caring, constructive, aggressive, dangerous, exciting, crazy, good, cautious, calm, shy, frustrated.

Positive adjectives	Negative adjectives



5. Read the words again and choose the adjectives you need to describe your parents and yourselves. Write them down. Add some more words.



6. Work in pairs. Tell your classmate about your parents.



7. Work in groups. Read the essays concerning the topic “generation gap” which are written by pupils of the Ukrainian college named after V. O. Sukhomlynskyi, discuss and say what these essays have in common. Do you agree with these pupils? Present the results of your discussion to the classmates.

The generation gap problem is wide, social and very serious. But let's start from the beginning: what is a “generation gap”? It is the difference in the attitude to life or behaviour between younger and older people that causes lack of understanding of each other. But it is not only a problem between young and older people. It can also exist between social classes: the rich and the poor, labour and bosses, politicians and common people, between countries and between governments. But it is a rare case.



I think that a generation gap is caused by misunderstanding between people. Everybody has their own opinion on everything, their own views and style of life. Such a gap also depends on the time factor, age factor and social class. Young people don't always understand older ones. Styles of life are different in different times. Things that have been suitable before aren't understandable now. Unfortunately, such “gaps” can lead to discrepancies and even to more serious problems. But people cannot always solve a problem or find any way out of such a conflict.

I am sure that a generation gap is everlasting. In my opinion, the only way out is that we should understand each other and that we should be much more patient. Because it is very important to be in sympathy with each other. And everything will be all right.

Anastasiia, form 11-A

Find the English meanings of these words:

доброзичливий,
прихильний;
товариський;
щедрий;
розумний;
працьовитий;
чесний;
сміливий;
правдивий;
балакучий;
розчарований;
захисний;
нерозважливий;
зрілість;
перебільшувати.

Read them.

Expressing opinions

In my opinion,...

In my view,...

I think (that)...

Personally, I think...

From my point of view...

I'm not sure (if, about)...

I don't have a definite opinion about that.

As I see you...

As I see it,...

I don't think...



A generation gap is a problem which everybody knows. Everybody has this problem and we can do nothing about it. This is my opinion. Children and parents are from different generations and sometimes it is really difficult to understand each other, especially in opinions about music, style of our clothes, haircut or something like that. Because

the previous generation had different fashion and tastes or views on different questions. We always think that in future we will become better parents than ours but it is rather difficult. Questions about fashion are very important to all teenagers and sometimes modern fashion is rather strange. And it is sometimes difficult for our parents to understand the clothes we wear.

The next problem, which children and parents have very often, is mutual misunderstanding when a child begins to go out with someone, a girlfriend or boyfriend. Parents don't understand children, don't want to let children go out very often or rather late. Sometimes parents also want to make their children learn a lot or something not very interesting for children.

We have a lot of problems with our parents and parents also have a lot of problems with us, but we must try to understand each other more and we must compromise. In this way maybe we will have less problems and it will be easier for us to communicate with our parents and for them to communicate with us.

Katia, form 11-A

A generation gap describes a vast difference in cultural values between the younger generation and the older one. According to the dictionary definition, a generation gap occurs when older and younger people do not understand each other because of their different experiences, opinions, habits and behaviour.

Every day we have innovations in technology, so teenagers want to get, for example, the latest model of the mobile phone, but parents think that it is an unnecessary thing. Maybe that's true, but a conflict appears. Then children think their parents don't understand them. In my opinion, parents don't understand some things because when they were children they didn't have them. Some arguments can appear because of music. For example, parents listen to pop music and when they hear rock music, they don't like it.

Of course, we have many conflicts with our parents but we should understand them as they take care of us.

Nadia, form 11-G



8. Listen to the text about a man talking about solving problems through effective communication. For questions (1—4) choose the correct answers (A, B, C or D).

- Brendan begins by saying that arguments...
 - are usually a result of bad communication.
 - can be solved through good communication.
 - can usually be avoided.
 - can be healthy.
- Brendan says you should repeat what someone has said to...
 - show that you've been listening.
 - make sure you heard correctly.
 - give you time to think what to say next.
 - avoid misunderstanding.
- Brendan advises using "I" messages in order to...
 - be more direct.
 - avoid annoying the other person.
 - emphasise your point.
 - encourage the other person to talk.
- He says a common mistake is...
 - accepting all the blame.
 - not telling the truth.
 - not speaking clearly.
 - not admitting being wrong.



9. Read and match the parts of the sentences. Say if you can find some of these people in your class. Answer the questions and discuss.

- | | |
|----------------------------------|---|
| 1. A bully | a) is a person who is always telling others what to do. |
| 2. A killjoy | b) is a person who is sure they're better than others. |
| 3. A snob | c) is a person who often hurts others. |
| 4. A troublemaker | d) is a person who never stops talking. |
| 5. A know-all
(a know-it-all) | e) is a person who exaggerates their emotions. |
| 6. A chatterbox | f) is a person who believes they know more than others. |
| 7. A big-head | g) is a person who thinks they are very important. |
| 8. A drama queen | h) is a person who always causes problems. |
| 9. A bossy-boots | i) is a person who prevents others enjoying themselves. |



- Do all these people have any problems?
- What should be done to change them? Give your reasons.



10. A teen magazine has asked its readers to give suggestions on how to solve teens' problems.

Include the following:

- social inclusion;
- problems;
- problems solving.

Suggested Answer

We develop social skills from interacting with our peers, joining social groups, making friends at school, meeting and working with colleagues in the workplace, etc. In many ways we, the young, have a happy carefree lifestyle. Teenagers don't usually have to worry about things like running a house or paying bills. We enjoy our lives travelling, hanging around with friends, going to parties and concerts, etc.

At the same time we have our own problems. To succeed in schoolwork and studies can be very demanding with a lot of pressure on us. There is also uncertainty about future employment and whether or not we will find a good job. Peer pressure can also affect our lifestyle. A lot of teenagers can be easily influenced and make bad choices because of their lack of life experience.

Several tips for tolerant attitude may be helpful. A bossy-boots is someone who likes telling people what to do and how to do it. They want to be in charge and like things done just according to their liking. If you find yourself in the company of a bossy-boots, the best thing to do is to stand up for yourself. We can deal with a gossip by not listening to what he or she says. If you want to avoid a know-it-all try not being involved in the conversation. React as little as possible to a drama queen.

To summarise, the power of positive thinking is very helpful. No matter what the task is, you should try and reach a compromise every time.



A Civilised Society

Dive 2



1. Read and discuss the quotation of Stephen Colbert. Do you agree or disagree with him? Why?

Remember, you cannot be both young and wise. Young people who pretend to be wise to the ways of the world are mostly just cynics. Cynicism masquerades as wisdom, but it is the farthest thing from it. Because cynics don't learn anything. Because cynicism is a self-imposed blindness, a rejection of the world because we are afraid it will hurt us or disappoint us. Cynics always say "no". But saying "yes" is how things grow. Saying "yes" leads to knowledge. "YES" is for young people. So as long as you have the strength to, say "yes".

Stephen Colbert

1. to masquerade [ˌmɑːskə'reɪd] *v* to pretend to be smth that you are not
2. self-imposed [ˌselfɪm'pəʊzd] *adj* when you force yourself to do rather than smb else forces you to do



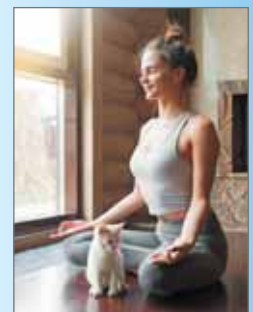
2. Listen and read the new words and their definitions. Make some sentences with these words.

1. cynic ['sɪnɪk] *n* a person who believes that people only do things to help themselves, rather than for good reasons
2. disobedience [ˌdɪsə'biːdiəns] *n* refusal to do what you are told to do
3. pressure ['preʃə(r)] *n* the act of trying to persuade or to force smb to do smth
4. juvenile ['dʒuːvənəl] *adj* connected with young people who are not yet adults; *n* a young person who is not yet an adult
5. delinquency [dɪ'lɪŋkwənsi] *n* bad or criminal behaviour, usually of young people
6. to obey [ə'beɪ] *v* to do what you are told or expected to do
7. adolescence [ˌædə'lesns] *n* the time when a person develops from a child into an adult



3. Before listening to the text from Ex. 4 answer the questions.

1. How much are you interested in the life of British teenagers?
2. Do you have any pen friends abroad?
3. How do you communicate with them?
4. What do you usually talk about?



Words to learn:

to masquerade;
self-imposed;
cynic;
disobedience;
pressure;
juvenile;
delinquency;
to obey;
adolescence.

Find the English meanings of these words:

видавати себе (за когось); прикидатися; який накладається на самого себе; цинік; неслухняність; тиск; юнацький; провина; правопорушення; слухатися, підкорятися; юність.

Read them.

Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.

Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.



4. Listen to the text about British teenagers and say which of the following facts are not mentioned in the text.

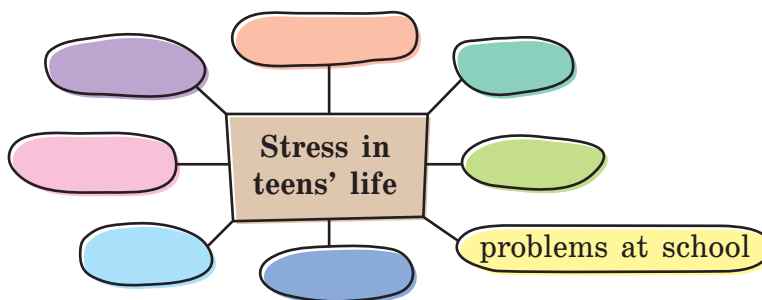
1. The oldest generation considers teenagers to be lazy, ridiculous and rude.
2. British teenagers spend much time doing their homework.
3. Teenagers spend all their time thinking only about hobbies.
4. Adolescence is a period of violence, aggression and disobedience.
5. Adolescence is a period of transformation, physical and emotional changes.



5. According to the text from Ex. 4 compare teenagers' life in Britain with teenagers' life in our country. In groups discuss differences and similarities of teenagers' life. Present the results of your discussion to the classmates.



6. Work in groups. Complete the mind map. Add some more words and expressions which have not been mentioned in the list given below. Present your ideas to the classmates and complete the general mind map.



These words and expressions can help you:

money, relationships with parents, grandparents or brothers and sisters, problems at school, juvenile delinquency, influence of TV and music, teens' fashion, youth subcultures, hobbies, pressure, computer, the Internet, teens' addiction.



7. Work in class. Discuss.

1. Teenagers should be able to go out in the evening without telling their parents what they are going to do and where they are going.
2. Children should obey their parents without questions.
3. It is children's duty to look after their parents when they are old.
4. It is better to go to parents for advice than to friends.

5. Teenagers should be patient, kind, polite and give love and warmth to their parents every day, making their life better and happier.
6. Parents should respect their children, believe them and try to understand their problems and difficulties.
7. Parents should beat their children.
8. Teenagers should avoid dangerous and unpredictable situations.
9. Teenagers should help their parents.



8. Read the text and say which of the daughters really loves her mother ever so much. Why do you think so? What sounds louder — actions or words?



Seven Daughters

One mother had seven daughters. Once she went to visit her relatives who lived far away. So she came back only in a week. When mother entered her hut, all her daughters, one after another, started to express their feelings saying how they missed their mother.

“I have missed you as the poppy misses a solar meadow”, said the first daughter.

“I have waited for you as the dry earth waits for a drop of water”, said the second.

“I have cried for you as a tiny bird cries for its mummy”, said the third.

“It has been as difficult for me to be without you as for a bee to be without a flower”, said the fourth.

“I have been dreaming about you as a drop of dew dreams of a rose”, exclaimed the fifth.

“I have been looking out for you as a nightingale looks out for the cherry garden”, said the sixth.

And the seventh daughter said nothing. She silently took off shoes from her mother’s feet and brought some water in the basin to wash her legs.

By V. Sukhomlynskyi



9. Relaxation. Do you want to know what person you are? Do this survey. Some teenagers say that they don't worry about problems. Choose the alternative that describes your likes, dislikes or the way you feel best. Read the results.

Extra exercise



10. Homework. Choose the most urgent problem in your life in your opinion and write a short essay expressing your thoughts as for solving this problem.

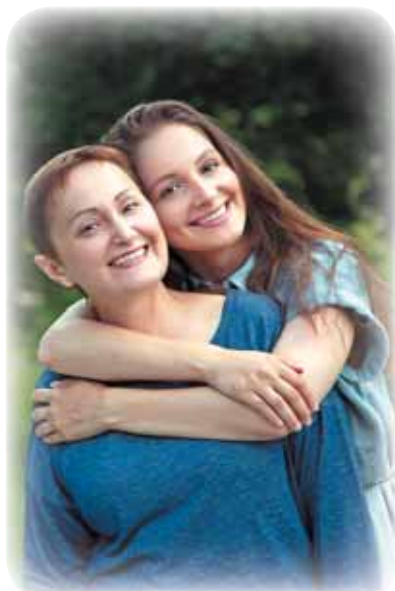


Words to learn:

precious;
majestic;
to quieten;
placid;
to spoil;
identity;
hospitable;
sensible;
skilful;
craft;
embroidery.



1. Listen and read the poem written by Yuliia Medvedeva, an English teacher of language school № 98. Discuss in class. What is your mother for you? Do you want to thank your lucky stars for your mother? Why?



A Letter to My Mum

You are the best, my precious mum,
The best of all in the world.
I want to thank my lucky stars.
For you — you're as majestic as gold.
Sometimes, when days were dark and blue,
You spoke to me so warmly
And quietened me so easily,
You said: "Be calm and strong".
When you keep quiet, I ask myself:
How long does the happiness last?
And your voice, your words, your placid face
Wouldn't disappear so fast?!
You know, I'm happy to be free
In words which I can write.
Here I speak easily
And even about what I hide.
This verse is dedicated
To you and to your soul.
Let the words fly to your heart
And never return at all.



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. precious ['preʃəs] <i>adj</i> | having great value; treasured; affected |
| 2. majestic [mə'dʒestɪk] <i>adj</i> | causing admiration; splendid |
| 3. quieten ['kwaɪətən] <i>v</i> | to make smb/smith calmer or less noisy |
| 4. placid ['plæsid] <i>adj</i> | calm and peaceful |
| 5. to spoil [spɔɪl] <i>v</i>
(spoiled, spoiled; spoilt, spoilt) | to ruin; to overindulge |
| 6. identity [aɪ'dentəti] <i>n</i> | the characteristics, qualities and attitudes, that make people different from others |
| 7. hospitable [hɒ'spɪtəbl; 'hɒspɪtəbl] <i>adj</i> | welcoming; generous and friendly to guests, visitors |
| 8. sensible ['sensəbl] <i>adj</i> | practical; based on experience and reason |
| 9. skilful ['skɪfl] <i>adj</i> | accomplished; professional; good at doing smth |
| 10. craft [kra:ft] <i>n</i> | skills needed for a particular activity |
| 11. embroidery [ɪm'brɔɪdəri] <i>n</i> | patterns that are sewn onto cloth to decorate it |





3. Work in pairs. Read the questionnaire, ask each other questions and write answers in the columns. Present the results of the most important questions in your opinion to the class.

	Questions	You	Your partner
1	Do you have a lot of pressure: parents, teachers, exams, etc.?		
2	Do you have a lot of duties and responsibilities?		
3	Do you have plenty of free time?		
4	Do you have mobile telephones?		
5	Do you have an opportunity to experiment with your hairstyles, clothes, diet, music, etc.?		
6	Do you face many problems?		
7	Do you have to help your parents about the house?		
8	Do your parents want to know where you're going when you go out?		
9	Do your parents give you pocket money?		
10	Can you watch TV as much as you want to?		
11	Can you stay out after 11 p.m.?		
12	Can you go on holiday with your friends?		
13	Can you persuade adults to agree with you?		
14	Do you try to understand your parents?		
15	Do you ask your parents for a piece of advice to solve your problems?		
16	Do you work hard to be successful in life?		
17	Do you want to get good secondary education?		
18	Do you learn to live among people?		

These answers can help you: *no; yes; yes, sometimes; I'm not sure; I hope so.*

Find the English meanings of these words:

дорогоцінний,
коштовний;
величний;
заспокоювати;
мирний, спокійний;
грабувати; псувати;
індивідуальність;
гостинний;
практичний;
відчутний;
умілий,
майстерний;
вправність;
ремесло;
вишивка.

Read them.

Disagreeing

Yes, but...
True, but...
I can't agree with you.
I disagree with you.
I'm afraid I disagree with you.
I'm not sure that's right.
I agree to some extent, but...
I'm not sure I can accept that.
There might be some truth in that, but...



4. Work in groups. Discuss and make a list of advantages and disadvantages of being a teenager. Some groups make a list of advantages, other groups make a list of disadvantages. Present the results of your discussion to the classmates. Make a general list of advantages and disadvantages of being a teenager.



Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?



5. Work in class. Discuss. What is life for you? What does it mean to be happy in your opinion? What and who influence you?

Saying thanks

Thank you.

Thank you very much.

Thanks a lot.

Many thanks.

That is very kind of you.

These words and expressions can help you:

hard-working, hospitable, sensible, kind-hearted, friendly, brave, ready for self-sacrifice, sincere attitude to a newcomer, polite, family-oriented, talented, honest, a good sense of humour, famous, distinguished, generous, skilful, clever, smart, beauty, courage, freedom, music, folk music, art, handicraft art, songs, dancing, folk songs, embroidery, wall painting, "pysankarstvo" (decoration of Easter eggs), traditional Ukrainian dances: kosachok, hopak, arkan, metelytsia, hutsulka, kolomyika, Ukrainian identity, Ukrainian literature, Ukrainian language.





6. Work in pairs. Imagine yourselves to be grown-ups. You are 35—40 years old. Your children are teenagers. What do you expect your children to be? What will you allow your children to do? What won't you allow them to do? Why? Present your ideas to the classmates and discuss in class.

The table and the expressions can help you:

I will allow my future children	<p>to have pocket money. to stay out after 11 p.m. to go on holiday with their friends. to watch any films they like. to go to the disco. to have parties at home. to earn money after or before classes. to have any hobby.</p>
I won't allow my future children	<p>to wear any clothes and have any hairstyles. to watch TV till night. to play computer games day and night. to miss lessons. not to do their homework. to have a pet. not to help about the house. to do sports. to work hard to get good secondary education.</p>

It is harmful for teenagers' health. It is good fun. It spoils the character. It helps my children be strong and healthy. It develops a personality. It breaks the nervous system. It broadens one's outlook. It helps become an educated person. It helps be successful in life. It will help in passing EIT. Teenagers will be self-confident, self-determined, self-restrained and self-rigorous.



7. Homework. You've received an opinion essay from your pen friend Dick. He writes that he has problems with his parents and wants to know if you have problems with your relatives and how you solve them. Write an opinion essay in which you present your personal opinion on the topic and support it with reasons and examples (about 100—120 words). Use the plan below to help you.

- Do you have problems with your relatives?
- What don't they allow you to do?
- How do you persuade them to allow you to do what you want if it is possible?
- Can a lack of communication with parents influence teenagers?



Responding to thanks

Not at all.

No problem.

That's OK.

My pleasure.

It's a pleasure.

Don't mention it.

Any time.

You're welcome.



Words to learn:

to indulge;
to swing;
incomprehensible;
rebellious;
drastic;
indecisive;
temptation;
pertinent;
assertive;
refugee;
abduction;
traffic;
neglect.

Arguments

To start with...
First of all...
Firstly,...
Secondly,...
The main reason is...
On the one hand,...
On the other hand,...
Well, the thing is that...
And finally...
All in all...



1. Work in pairs. Read these funny statements about teenagers, find out the most interesting statement in your opinion. Add your own statements and present them to the classmates.

1. A teenager is a person who can hear his or her favourite singer from far but doesn't hear his or her mother calling from the next room.
2. A teenager is sure that his or her parents were never teenagers.
3. A teenager is a romantic who never falls in love more than once a week.



2. Describe the feelings of being a teenager. Add some more words which have not been mentioned in the list given below.

These words and the example can help you:

relaxing, wonderful, exciting, dangerous, dependent, independent, fantastic, difficult, interesting, stressful, safe, boring, free, awful, active, excellent.

In my opinion, the feeling of being a teenager is fantastic but a teenager has a lot of problems.



3. Listen and read the new words and their definitions. Make some sentences with these words.

1. to indulge [ɪn'dʌldʒ] (in smth) *v* to take part in an activity that is illegal; to have or do smth that is considered bad for you
2. swing [swɪŋ] *n* a change from one opinion, mood, etc. to another (from being very happy to being very sad); *v* to move from side to side
3. incomprehensible [ɪn,kəmprɪ'hensəbl] *adj* unintelligible; impossible to understand
4. rebellious [rɪ'beljəs] *adj* unwilling to obey rules or accept normal standards of behaviour
5. drastic ['dræstɪk] *adj* extreme in a way that has a sudden effect on smth
6. indecisive [ɪndɪ'saɪsɪv] *adj* unable to make decisions
7. temptation [temp'teɪʃn] *n* the desire to do or to have smth that you know is bad or wrong
8. pertinent ['pɜːtɪnənt] *adj* relating to a particular matter; relevant
9. assertive [ə'sɜːtɪv] *adj* expressing opinions strongly and with confidence



4. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).

Relationship between Parents and Teenagers

They say that youth is the ...⁽¹⁾ time of teenagers' life because it means love, friendship, romance, new discoveries and lots more. At the same time it is also the ...⁽²⁾ period for making important decisions which will influence all their life. As teenagers have to find their own place in society their parents must do their best to help them ...⁽³⁾ all the problems. And one of the most necessary conditions is relationship between parents and teenagers in order to reach the best results.

Teenagers face a lot of temptations including increased use of communication devices and social media and lots more.

Sometimes risky teenage ...⁽⁴⁾ can lead to self-harm or physical and psychological damages. First of all they can ...⁽⁵⁾ in different bad things long before they reach the legal age. More than 92 % of teens use their smartphones and social media every day. Such use of communication devices and social media can turn ...⁽⁶⁾ an addiction and affect teenagers' lifestyle. Sometimes when teenagers are in depression they can set mood swings off and start endless tirades of how unfair their parents are or they can get angry with their parents even because ...⁽⁷⁾ incomprehensible reasons.

Very often teenagers are rebellious and refuse to obey rules, they begin to make a drastic change in their appearance, style of dressing, share more with their friends than they do with their parents, spend more time with their friends instead of going home. They often can be confused and indecisive because of the physical and emotional changes they go through.

Teenagers always have different problems at school, at home, even with their friends. But the main thing for them is ...⁽⁸⁾ that their parents love them, that they are ready to communicate with them, to give a piece of advice, to help them, to share their knowledge and experience with them.

So parents have to remember that one of the most effective ways to prevent teenagers' indulging in bad things and to help them in solving their problems is to talk about these problems calmly explaining why teenagers shouldn't do this or that. Parents have to avoid an accusing tone when they talk to them and try to be ...⁽⁹⁾ with their children.

As for using of communication devices and social media, parents have to



Find the English meanings of these words:

потурати,
дозволяти собі
зайве;
коливатися;
незрозумілий,
незбагненний;
бунтарський;
сильнодійний;
нерішучий;
спокуса;
слухний,
придатний;
рішучий;
радикальний;
корінний;
емігрант;
біженець;
викрадання силою
(обманом);
незаконна торгівля;
зневажати.

Read them.





encourage teenagers to talk about what they do online staying friendly and open to teenagers' interests. Though teenagers must know that they can have restrictions on time spent on texting and calling their friends when they are at home.



When teens start using make-up, change their hair-

styles and try to get tattoos parents have to persuade them that this "look" ...⁽¹⁰⁾ seem so cool and give them better options they may like.

It goes without saying that teenagers must inform their parents about all the important events in their lives only because parents care about them to make sure they are happy. Of course, superfluous control cannot be the best way of influence on children.

As parents occupy the most important place in their children's lives they are an example to follow styles of communication and attitude to others.



In conclusion, the ability to solve or avoid family problems depends on parents and their children. If the relationships between parents and children are based on love, mutual respect and kindness, the family will be happy.



	A	B	C	D
1	best	better	good	goodness
2	difficult	more difficult	difficulties	most difficult
3	solved	solving	solve	had solved
4	to behave	behaviour	behaved	behaving
5	indulging	indulged	indulge	have indulged
6	into	at	on	under
7	at	of	on	though
8	knew	have known	to know	knowing
9	friend	friendship	friendless	friendly
10	don't	doesn't	didn't	won't





5. Read the text from Ex. 4 again and answer the questions.

1. What is the best time of teenagers in your opinion?
2. What temptations do teenagers face in their life?
3. What do you think about the usage of communication devices and social media?
4. When do teenagers get angry? What are the reasons for their anger?
5. Is it necessary to have restrictions on your time spent on texting and calling your friends?
6. What does the ability to solve or avoid family problems depend on?
7. Do you agree that one of the most effective ways for parents to solve teenagers' problems is to talk about these problems calmly avoiding an accusing tone and explaining why teenagers shouldn't do this or that?
8. Do you agree that if the relationships between parents and children are based on love, mutual respect and kindness, the family will be happy?



6. Read these children's rights and responsibilities. Choose five of the most important rights in your opinion. Give your reasons why you think so. And what about our responsibilities? Do you agree with them or disagree? Give your reasons.

1. Children have the right to privacy.
2. Children have the right to a loving and caring family.
3. Children have the right to a drug-free world.
4. Children have the right to express their opinions.
5. Refugee children have the right to be protected.
6. Children have the right to get appropriate information.
7. Children have the right to a healthy environment.
8. Children have the right to express themselves.
9. Children have the right to meet and share views with others.
10. Children have the right to be protected from neglect.
11. Children have the right to be protected from trafficking and abduction.

So to sum up: what are our rights? Our rights are what every human being deserves, no matter who he/she is or where he/she lives, so that we can live in a world that is fair and just.





Asking for clarification

Sorry, what do you mean?

Does it mean...?

Do you mean...?

Can you repeat that, please?

Would you mind repeating that, please?

Can you say it again, please?

Sorry, I didn't quite catch that.

Could you repeat that more slowly, please?

A child/youth has the right:

- to be respected for who they are in such matters as language, religion, family backgrounds and gender differences;
- to be heard and able to express their opinion when important decisions are being made about their future;
- to have a safe, healthy environment;
- to receive education and be able to take part in recreational or athletic activities.

And what about our responsibilities?

A responsibility is something that affects our lives and other people's lives.

So a child/youth has the responsibility to:

- follow the rules at home, at school and in the community — after all they are there for their safety and protection of their rights and the rights of others;
- go to school when they should and do homework as required;
- learn as well as they can;
- respect the rights and the privacy of others;
- respect other people's differences in ability, race, colour, culture, religion;
- take responsibility for themselves and their actions;
- look after their own belongings and respect the belongings of others;
- care about others who are not as strong in some ways as they are;
- take care of their own bodies as well as they can.

1. refugee [ˌrefjʊˈdʒi:] *n* a person who has been forced to leave their country or home because of war or other reasons
2. abduction [æbˈdʌktʃn] *n* taking smb away by threats and force
3. traffic [ˈtræfɪk] *n* illegal trade in smth; trafficking; *n* people trafficking
4. neglect [nɪˈɡlekt] *n* the fact of not giving enough care or attention to smb/smth



7. Work in groups. Read the text below and discuss. Choose the best type of behaviour when you communicate with others to exchange information, news, etc. and when you share your ideas with other people so that they understand them. Give your reasons while presenting the results of the discussion.

Do you know that behaviour and communication are two interrelated things and the attitude of other people depends on our behaviour and communication? A positive and favourable attitude towards others leads to the development of adequate social skills and good social relationship between people.

These are some types of behaviour. They are aggressive, passive, passive-aggressive and assertive.

- The aggressive type of behaviour intends to hurt someone or something. The aggressive communication style is pertinent and essential during emergencies or when you have to make a decision very quickly.
- The passive communication type of behaviour doesn't express one's own thoughts or feelings appropriately. It seems their needs do not matter. These people tend to trust others but they do not trust themselves.
- The passive-aggressive communication style unites aspects of both passive and aggressive communication styles. People using this style seem passive but act in indirect ways. Though they usually feel powerless.
- The assertive communication style helps people express their own feelings and desires appropriately avoiding conflicts. It helps people maintain relationships which end with a mutually beneficial situation.



8. Play a game. Divide into two teams. In turns one team says a word related to a family and teenagers, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



9. Homework. Remember some situation in your relationship with your parents. Write a paragraph of about 45—60 words.

Include the following:

- what situation it was;
- how you felt;
- how this problem was solved.



Words to learn:

cleanliness;
saturated fats;
liver;
to overeat;
low-fat;
actually.

Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.



Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.



1. Read and discuss these proverbs. Do you agree with them? Give your reasons. What are the Ukrainian equivalents of these proverbs?

Good health is above wealth.

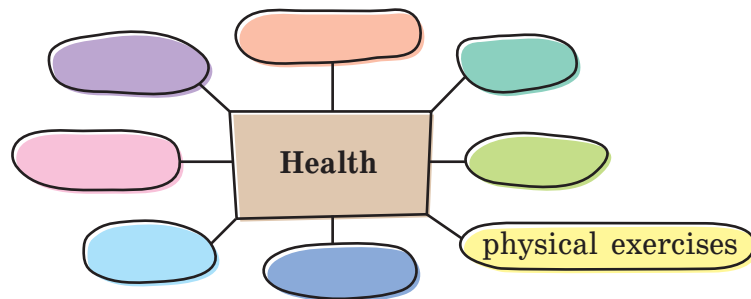
Early to bed, early to rise makes a man healthy, wealthy and wise.

The healthier we are, the better we feel.



2. Work in class. Discuss and complete the mind map. Add some more words and expressions which have not been mentioned in the list given below.

1. What are the laws of health in your opinion?
2. What factors affect people's health?



These words and expressions can help you:

good rest and sleep, junk food, stress, balanced diet, perfect cleanliness, physical exercises, pure water, pure fresh air, healthy food, addiction.



3. Work in pairs. Complete the table and present the results of your work to the classmates.

These words can help you:

Fruit: peaches, pears, bananas, cherries, watermelons, grapes, kiwi fruits, oranges, lemons, grapefruits, mangos, pomegranates, coconuts, pineapples, plums, papayas.

Vegetables: beans, potatoes, cucumbers, cabbages, brussels sprouts, broccoli, cauliflowers, carrots, radishes, lettuce, peppers, tomatoes, beetroots.

Berries: raspberries, strawberries, blackberries, gooseberries, (black) currants, cloudberry, blueberries.

Food: hamburgers and fruit, pizza and hot dogs, cookies, chocolates and cakes, donuts, ice cream, swiss rolls, fairy cakes.

Healthy Food	Unhealthy (Junk) Food



4. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. cleanliness ['klenlənəs] <i>n</i> | the state of being clean |
| 2. saturated fats
['sætʃəreɪtɪd fæts] | these fats are not easily processed by the body when eaten because of the way their chemical structure is arranged |
| 3. liver ['lɪvə(r)] <i>n</i> | a large organ in the body that produces bile and cleans blood |
| 4. to overeat [əʊvər'i:t] <i>v</i> | to eat more than you need or more than it is healthy |
| 5. low-fat [ləʊ'fæt] <i>adj</i> | containing only a very small amount of fat |
| 6. actually ['æktʃʊəli] <i>adv</i> | used to emphasise a fact or a comment |



5. Work in groups. Listen to the text and fill in the missing words and expressions.

Everybody wants to live a long healthy life. There exist many ways to live a healthy life and among them there are such as eating healthy food, exercising, spending time outdoors in nature and others that have positive effects on human health.

We should ...⁽¹⁾ food, more fruit, vegetables, meat, milk products that are rich in vitamins and protein. We shouldn't overeat as overeating causes a lot of dangerous diseases, and shouldn't eat junk food either. Eating junk food is not the best thing for our health as it contains a lot of saturated fats which are associated with a great risk of cancer, liver and other diseases.

If we cannot ...⁽²⁾ junk food and cannot imagine our life without hamburgers or chocolate bars or something like that, then we have to limit the amount of junk food we eat in order not to do much harm. It is a great problem nowadays as the amount of junk food we eat ...⁽³⁾ and the amount of exercising we do has actually decreased.

We ...⁽⁴⁾ eat at night either. If we keep to a diet, we must do it carefully because sometimes diets may be harmful. If we want to be strong and healthy, then we mustn't smoke, drink alcohol and especially ...⁽⁵⁾ as it causes many diseases and leads to death. We should remember that alcohol, cigarettes and drugs destroy both body and brain.

We forget that doing sports helps reduce the chance of being overweight. When we are active, we can ...⁽⁶⁾ our weight.

Spending time in nature, regular exercising and balanced eating bring significant health benefits. If we improve our eating habits, do sports, we'll be better equipped ...⁽⁷⁾ with our stressful lifestyles, our diseases and our chances of having a heart attack in later life will also decrease.



Find the English meanings of these words:

ЧИСТОТА, ОХАЙНІСТЬ;
насичені жири;
печінка;
переїдати;
з низьким вмістом
жиру;
насправді, дійсно.

Read them.



Expressing opinions

- In my opinion,...
- In my view,...
- I think (that)...
- Personally, I think...
- From my point of view...
- I'm not sure (if, about)...
- I don't have a definite opinion about that.
- As I see you...
- As I see it,...
- I don't think...





Arguments

To start with...
 First of all...
 Firstly...
 Secondly...
 The main reason is...
 On the one hand,...
 On the other hand,...
 Well, the thing is that...
 And finally...
 All in all...



6. Read the text from Ex. 5 and discuss. Answer the questions. Present the results of your discussion to the classmates.

1. Do you agree with the author's opinion about how we should take care of ourselves to be healthy?
2. What other ways of being healthy do you know?



7. Read and choose the correct words to complete the sentences.

1. If you *will eat / eat* less unhealthy or junk food, you *live / will live* a long happy life.
2. If you *eat / will eat* food high in saturated fats and calories, you *will become / become* overweight and fat.
3. If you *limit / will limit* food high in fat, you *lose / will lose* your weight.
4. If you *don't consume / won't consume* a large amount of sugar and food containing sugar, you *won't have / don't have* a teeth disease.
5. If you *will eat / eat* many sweets, you *will have / have* a teeth disease.
6. If you *enjoy / will enjoy* doing sports, you *will be / are* strong and energetic.
7. If you *work / will work* hard, you *will pass / pass* your EIT.
8. If you *work / worked* hard, you *would pass / passed* your EIT and *would enter / entered* university.



8. Match the words to make expressions. Write them down.

- | | |
|--|---|
| 1. Drink | a) sugary drinks |
| 2. Eat | b) as it has fewer calories and less saturated fats |
| 3. Don't eat | c) of food |
| 4. Don't drink | d) less and more often |
| 5. Don't drink | e) regularly |
| 6. Do | f) enough (7—8 hours) |
| 7. Sleep | g) sports |
| 8. Do exercises | h) much coffee |
| 9. Eat | i) alcohol |
| 10. Avoid oversized portions | j) drugs |
| 11. Drink fat-free or low-fat 1 % milk | k) junk or fast food |
| 12. Drink water instead of | l) healthy food |
| 13. Don't take | m) plenty of water |
| 14. Go for walks | n) as often as you can |



9. Work in pairs. Discuss and give a piece of advice to those who want to become stronger and healthier. Present the results of your work to the classmates.



10. Read the pieces of advice for those who want to become stronger and healthier from Ex. 8 and check your answers.

1. Drink plenty of water.
2. Eat healthy food.
3. Don't eat junk or fast food.
4. Don't drink alcohol.
5. Don't drink much coffee.
6. Do sports.
7. Sleep enough (7—8 hours).
8. Do exercises regularly.
9. Eat less and more often.
10. Avoid oversized portions of food.
11. Drink fat-free or low-fat (1 %) milk as it has fewer calories and less saturated fats.
12. Drink water instead of sugary drinks.
13. Don't take drugs.
14. Go for walks as often as you can.



11. Revise your knowledge of the words. Read and make some sentences with these words.

- | | |
|---|---|
| 1. trustworthy ['trʌst,wɜːði] <i>adj</i> | reliable; someone that you can rely on as he/she is good, honest, sincere, etc. |
| 2. reliable [rɪ'laɪəbl] <i>adj</i> | dependable; that is likely to be correct or true |
| 3. outspoken [aʊt'spəʊkən] <i>adj</i> | saying exactly what he/she thinks |
| 4. extravagant [ɪk'strævəgənt] <i>adj</i> | very extreme or impressive |
| 5. thoughtful ['θɔːtfl] <i>adj</i> | quiet; showing that you take care of other people |

Words to learn:

trustworthy;
reliable;
outspoken;
extravagant;
thoughtful;
contemplative;
sincere;
extremist;
restless;
highly strung;
excitable;
gentle;
serious;
patient;
impulsive;
sympathetic;
loving;
brave;
well-organised;
polite;
honest;
shy;
powerful.



Find the English meanings of these words:

який заслуговує на довіру;
надійний; міцний;
відвертий, щирий;
надмірний;
замислений;
споглядальний;
прихильник крайніх заходів, екстреміст;
невгамовний;
знервований;
який хвилюється;
лагідний, добрий;
серйозний;
важливий;
наполегливий;
терплячий;
імпульсивний;
сповнений співчуття;
ніжний; відданий;
хоробрий, сміливий;
добре організований;
ввічливий, чемний;
чесний, правдивий;
боязкий, нерішучий;
сильний, могутній.

Read them.

Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?

6. contemplative [kən'templətɪv] *adj* thinking quietly and seriously about smth
7. sincere [sɪ'nɪə] *adj* genuine; showing what you really think or feel
8. extremist [ɪk'stri:mɪst] *n* a person whose opinions are unusual or unreasonable
9. restless ['restləs] *adj* unable to stay still or to be happy because you need a change
10. highly strung [ˌhaɪli 'strʌŋ] *adj* nervous and easily upset
11. excitable [ɪk'saɪtəbl] *adj* becoming easily excited
12. gentle ['dʒentl] *adj* calm and kind; not strong or violent
13. serious ['sɪəriəs] *adj* important; not pretending or joking
14. patient ['peɪjnt] *adj* able to wait for a long time, etc. without becoming angry
15. impulsive [ɪm'pʌlsɪv] *adj* acting suddenly without thinking carefully
16. sympathetic [ˌsɪmpə'tetɪk] *adj* kind to smb who is sad or hurt
17. loving ['lʌvɪŋ] *adj* showing love and affection for smb/smth
18. brave [breɪv] *adj* willing to do things which are difficult or dangerous
19. well-organised [ˌwel'ɔ:gənəɪzd] *adj* well arranged or planned
20. polite [pə'laɪt] *adj* courteous; having and showing good manners and respect
21. honest ['ɒnɪst] *adj* always telling the truth and never stealing or cheating
22. shy [ʃaɪ] *adj* easily frightened; nervous or embarrassed about meeting and speaking to other people
23. powerful ['paʊəfl] *adj* having great power or force; being able to control and influence people or events



12. Work in groups. Write a list of the fruit your group like most. Then read the sentences given below and present your group. Which of your classmates are alike in your group? Their choice reflects their personalities.

1. If you like oranges, you are patient, powerful, shy, reliable and trustworthy.
2. If you like apples, you are extravagant, impulsive and outspoken.
3. If you like bananas, you are loving, gentle, warm and sympathetic by nature.
4. If you like coconuts, you are serious, very thoughtful and contemplative.
5. If you like pineapples, you are brave, well-organised, sincere and honest.
6. If you like papayas, you are a person whose sense of humour attracts other people.
7. If you like mangos, you are an extremist with strong likes and dislikes.
8. If you like grapes, you are polite and warm by nature.
9. If you like pears, you are restless, highly strung and excitable.



13. Homework. Write a short paragraph about your likes and dislikes as for eating habits.



1. Read and discuss the quotations. Do you agree with their authors? Give your reasons.

One cannot think well, love well, sleep well if one has not dined well.
Virginia Woolf

Nothing will benefit human health and increase the chances for survival of life on Earth as much as the evolution to a vegetarian diet.

Albert Einstein



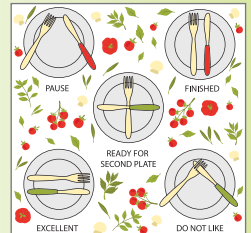
2. Warming-up. Do you know table manners? Read these statements and decide if they are true or false. Correct the false statements.

1. We have to wash hands before eating and keep the place where we eat clean.
2. Our table manners begin with setting a table.
3. We have to put forks on the left and knives and spoons on the right.
4. While eating wipe your hands with napkins, not with your clothes.
5. Put a napkin on your knees.
6. Don't put your elbows on the table.
7. Don't speak while eating.
8. Don't play at the table.
9. If you are a guest and you have finished eating, ask if you may be excused before leaving the table.
10. Don't forget to say "Thank you" and "Please".



3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. sauce [sɔ:s] <i>n</i> | a thick liquid that is eaten with food |
| 2. cashew ['kæʃu:; kæ'ʃu:]
(also cashew nut) <i>n</i> | a small curved nut of the tropical Latin American cashew tree |
| 3. pistachio [pɪ'stæʃiəʊ; pɪ'stɑ:ʃiəʊ]
(also pistachio nut) <i>n</i> | a small green nut of an Asian tree |
| 4. peanut ['pi:nʌt] (also groundnut) <i>n</i> | a nut that grows underground in a thin shell |
| 5. carbohydrate [ˌkɑ:bəʊ'haidreɪt] <i>n</i> | a substance such as sugar or starch that provides our body with energy and heat |
| 6. obvious ['ɒbvɪəs] <i>adj</i> | easy to understand |
| 7. fizzy ['fɪzi] <i>adj</i> | (of a drink) having bubbles of gas in it |



Find the English meanings of these words:

соус;
кеш'ю;
фісташка;
арахіс;
вуглевод;
очевидний;
шипучий.

Read them.

FOCUS ON GRAMMAR

Direct Speech

If we want to report what someone has said, we have to repeat his/her words. Saying what someone has said is called **Direct Speech**.

1. "Where have you been, Jack?" she asked.
2. He said, "I know nothing about her. I haven't seen her for ages".

Indirect Speech

Instead of repeating someone's words we can say what he/she has said.

1. She asked Jack where he had been.
2. He said that he knew nothing about her as he hadn't seen her for ages. Such sentences are called **Indirect Speech** or **Reported Speech**.

If the reporting verb is in the present, there is no change in the reported clause.

1. He asks, "What are you going to do after classes?"
He asks what we are going to do after classes.
2. She says, "I live in Kyiv".
She says (that) she lives in Kyiv.
3. I say, "I like music very much".
I say (that) I like music very much.

If the reporting verb is in the past, we have to change the verb in the reported clause.

Direct Speech	Indirect Speech
Present Simple She said, "I read books every day".	› Past Simple She said she read books every day.
Present Continuous She said, "I am reading a book now".	› Past Continuous She said she was reading a book at that time.
Present Perfect She said, "I've read an interesting book".	› Past Perfect She said she had read an interesting book.
Present Perfect Continuous She said, "I've been reading this book for a month".	› Past Perfect Continuous She said she had been reading that book for a month.
Past Simple She said, "I read the book yesterday".	› Past Perfect She said she had read the book the day before.
Past Continuous She said, "I was reading a book at 5 o'clock yesterday".	› Past Perfect Continuous She said she had been reading a book at 5 o'clock the day before.

Direct Speech	Indirect Speech
Past Perfect She said, "I had already read the book".	> Past Perfect She said she had already read the book. <i>No change</i>
Past Perfect Continuous She said, "I'd already been reading a book for two hours".	> Past Perfect Continuous She said she had already been reading a book for two hours. <i>No change</i>
Future Simple She said, "I'll read this book tomorrow".	> Future in the Past She said she would read that book the next day.
Future Continuous She said, "I will be reading a book at 2 o'clock tomorrow".	> Future Continuous in the Past She said she would be reading a book at 2 o'clock the following day.
Future Perfect She said, "I'll have read this book by 2 o'clock tomorrow".	> Future Perfect in the Past She said she would have read that book by 2 o'clock the day after.

Modal Changes

Direct Speech	Indirect Speech
can She said, "I can read English books".	> could She said she could read English books.
must They said, "We must read English books".	> had to, were to, should They said they had to (were to, should) read English books.
mustn't They said, "We mustn't read these books".	> didn't have to, were not to, shouldn't They said they didn't have to (were not to, shouldn't) read those books.
may She said, "You may read this book".	> might She said they might read that book.
shall She asked me, "Shall we read today?"	> should She asked me if we should read that day.

Note! The words *could, would, should, might* and *ought to* don't change.

Time and Place Changes

here	there
today	that day
tomorrow	the next day, the day after, the following day
the next week/ year/month, etc.	the following week/year/month, etc. the week/year/month, etc. after
last week/year/ month, etc.	the previous week/year/month, etc. the week/year/month, etc. before
yesterday	the previous day, the day before
at the moment	at that moment
now	then, at that time
ago	before, earlier, previously
these	those

Note! We do not have to change time phrases and words if the information is still true “at the moment” of speaking or writing.

“My name is Olia”, she said. She said her name was Olia.
or She said her name is Olia.

We make the same changes with reported questions as we do with reported speech without using the question marks or question forms. If questions begin with the verbs *to have*, *to be*, *to do* or modals, we use the conjunctions *if* or *whether*.

If questions begin with *who*, *which*, *when*, *what*, *where*, *why*, *how*, we don't use the conjunctions *if* or *whether*.

Direct Speech		Indirect Speech
She asked, “Do you speak English?”	>	She asked <i>if (whether)</i> I spoke English.
“Can you play the piano, Jim?” she asked.	>	She asked <i>if (whether)</i> Jim could play the piano.
“Are you interested in sport?” Oleh asked.	>	Oleh asked <i>if (whether)</i> I was interested in sport.
“What university are you going to enter after graduation from college?” asked my friend.	>	My friend asked me what university I was going to enter after graduation from college.
“Where are you going?” I asked my sister.	>	I asked my sister where she was going.
She asked, “What language do you speak?”	>	She asked what language I spoke.

Reported Commands and Requests

Direct Speech Commands	Indirect Speech
“Stop talking, students!” said the teacher.	> The teacher asked students to stop talking. The teacher told students to stop talking.
My mother said to me, “Switch off the TV”.	> My mother told me to switch off the TV.
He said, “Don’t cry, Jack!”	> He told Jack not to cry.

Direct Speech Requests	Indirect Speech
“Will you help me with my homework?” asked my friend.	> My friend asked me to help him with his homework.
“Could you put these plates on the table?” Mum asked.	> Mum asked me to put the plates on the table.
“Will you clean your room at last?” asked my mother.	> My mother told me to clean my room as quickly as possible.

The most common reporting verbs used in indirect speech are: *say*, *tell*, *ask*. There are many other reporting verbs we can use in indirect speech. They are: *accuse*, *agree*, *advise*, *apologise*, *beg*, *command*, *cry*, *claim*, *deny*, *explain*, *complain*, *instruct*, *invite*, *order*, *offer*, *promise*, *refuse*, *reply*, *respond*, *shout*, *suggest*, *think*, *whisper*.

Using them properly you can make what you say much more interesting and informative.

For example:

He asked me to go to the theatre with him.

He invited me to the theatre.

He begged me to go to the theatre.

He ordered me to go to the theatre.

He advised me to go to the theatre.

He suggested I should go to the theatre.

Use of *that* in reported speech

In reported speech, the word *that* is often used.

For example: He told me *that* he lived in Odesa.

However, *that* is optional.

For example: He told me he lived in Odesa.

Note! *That* is never used in questions, instead we often use *if*.

For example: He asked me *if* I would come to the party.

Expressing opinions

In my opinion, ...
In my view, ...
I think (that) ...
Personally, I think ...
From my point of view ...
I'm not sure (if, about) ...
I don't have a definite opinion about that.
As I see you ...
As I see it, ...
I don't think ...

Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.



4. Listen to the text "What are most teenagers eating nowadays?" and answer the questions. Write down your answers.

1. What did Abigail Bailey say about her preferences in eating?
2. What did she say about her friends' preferences in eating?
3. What did Inbar Aran say about his preferences?
4. What did David Trinh say about his and his friends' preferences?
5. What did the scientist Piper Jaffray say about teens?
6. What did Nicole Miller Regan write in a research note?



5. Work in pairs. Take turns to ask and answer questions about your priorities in eating. Present the results of your work to the classmates. Use indirect speech.

These questions can help you:

1. What are your priorities in eating?
2. Do you like junk food?
3. What drinks do you prefer?
4. What is your favourite dish?
5. What fruit do you like eating?
6. What are your favourite fruit and vegetables?
7. Do you prefer more junk food and fizzy drinks or home-cooked meals and water or fresh fruit juice?



6. Work in groups. Find out what the members of your group have had for breakfast today. Present the results of your work to the classmates.



7. Listen to the pupils of Kyiv language school № 211. Here is the first part of their discussion. They discuss the laws of health with their teacher Tetiana Kovalenko. Say what problems trouble them and why. Give your reasons.



8. Listen to the second part of the pupils' discussion. Say what problems haven't been mentioned yet. Give your reasons.



9. Homework. Your teacher has asked you to share your ideas on food preferences.

Include the following:

- what we need food for;
- your food priorities;
- tips for being healthy.

Suggested Answer

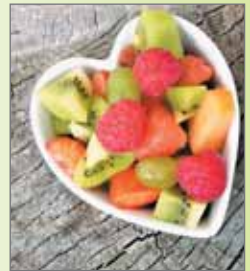
Food is very important for our lives. It gives us energy for growth, mental and physical work. Our food has six important components. They are carbohydrates, vitamins, minerals, water, proteins and fibre. Carbohydrates give us energy, vitamins are

important for our eyes, skin, bones and hair. Fibre cleans our body from the inside.

To begin with, eat to live, not live to eat! As for me, for breakfast I like eating porridge or curds. During the day I drink water because water is important for our blood. Lunch is a quick meal for many people. Of course, if we want to have a healthy body, we mustn't eat junk food. I always eat fruit salad. When I'm hungry I eat meatballs or fish. I drink yoghurt for dinner. Moreover, there are lots of factors which influence the state of our body. To have a healthy body, we must do exercises like jogging and walking or doing aerobics.

Speaking about priorities, I have some rules which are connected with food. They are: eating less salt, sugar and saturated fats, eating more raw fruit and vegetables, limiting bread and other foods rich in fibre and others. Practically all people in the world prefer eating chocolate bars. I try to avoid eating chocolate.

Summing it up, it would not be an exaggeration to mention that food is very important for us because it helps us grow and gives us energy for our life.



Words to learn:

eatery;
 eating house;
 restaurant;
 café;
 cafeteria;
 coffee bar;
 coffee house;
 canteen;
 diner;
 grill (grillroom);
 greasy spoon;
 lunchroom;
 bistro;
 brasserie;
 steakhouse;
 brewpub;
 parlour;
 tea parlour.



1. Read and discuss these quotations and proverbs. Answer the questions. Give your reasons why you think so.

Laughter is the brightest in the place where the food is.

Irish proverb

All happiness depends on a leisurely breakfast.

John Gunther

Don't dig your grave with your own knife and fork.

English proverb

Non ut edam vivo, sed ut vivam edo.

I do not live to eat, but eat to live.

Quintilianus

1. Is healthy food really so important for our life?
2. Does our happiness depend on the food we eat?



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. eatery ['i:təri] <i>n</i> | a restaurant or another place that serves food |
| 2. eating house | a place where people go to eat |
| 3. restaurant ['restrɒnt] <i>n</i> | a place where we can buy and eat a meal |
| 4. café ['kæfeɪ] <i>n</i> | a place where we can buy drinks and simple meals |
| 5. cafeteria [ˌkæfə'tɪəriə] <i>n</i> | a restaurant, usually in office buildings, where you can choose food and drinks, and carry them yourself to a table |
| 6. coffee bar ['kɒfi bɑ:(r)] <i>n</i> | a small restaurant often in a store, a hotel, etc. |
| 7. coffee house ['kɒfi haʊs] <i>n</i> | a restaurant serving coffee, etc. |
| 8. canteen [kæn'ti:n] <i>n</i> | a place where food and drinks are served in a factory or school |
| 9. diner ['daɪnə(r)] <i>n</i> | a small usually cheap restaurant |
| 10. grill (grillroom) [grɪl] <i>n</i> | a restaurant serving grilled food |
| 11. greasy spoon
['gri:si ('gri:zi) 'spu:n] <i>n</i> | a small cheap restaurant, usually not very clean or attractive |
| 12. lunchroom ['lʌntʃru:m] <i>n</i> | a large room in a school where pupils or students eat lunch or lunch can be prepared |
| 13. bistro ['bi:stɹəʊ] <i>n</i> | a small informal restaurant, serves spirits |
| 14. brasserie ['bræsəri] <i>n</i> | a chip informal restaurant that serves both food and drinks |
| 15. steakhouse ['steɪkhaʊs] <i>n</i> | a restaurant that specialises in steaks |
| 16. brewpub ['bru:pʌb] <i>n</i> | a combination of a brewery and a restaurant; beer is brewed for consumption on the premises and served along with food |
| 17. parlour ['pɑ:lə(r)] <i>n</i> | a shop or a store that provides particular goods and service, e. g. an ice-cream parlour |
| 18. tea parlour [ti: 'pɑ:lə(r)]
(teahouse, tearoom, teashop) <i>n</i> | a restaurant where tea and light meals are available |



3. Read the text below. For each of the empty spaces (1—6) choose the correct answers (A—H). There are two answers you do not need to use.

In today's rapid society, people cannot afford spending much time on eating, let alone cooking.

Young people pick up the idea ...⁽¹⁾, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for eating out instead. While eating out we can choose from a wide range of eating places. The busiest tend to be fast-food restaurants: bistros, cafés, coffee bars, coffee shops, coffee houses, cafeterias, steakhouses which are popular with young people and families. Many people eat out in Italian restaurants; takeaway from Chinese, Mexican, Japanese and Indian restaurants are also popular. We often order and have a meal delivered to our home by a restaurant.

But the most popular ones are considered to be fast-food restaurants. Fast-food restaurants and cafés offer cheap dishes, good service and save a lot of time. Moreover, people like such a kind of food. They find it tasty and filling. In addition, fast-food restaurants ...⁽²⁾ which make people buy more and spend less. Nevertheless, people love eating out also during their leisure time. They get together with family or friends, go on dates and choose a place to their liking where they can eat their favourite food or try something exotic and spend time with their loved ones.

On the one hand, eating out ...⁽³⁾. We have an opportunity to eat differently and feel closer to faraway countries and cultures trying their typical food. On the other hand, it is not always ...⁽⁴⁾, especially in those with fast food. Eating on the run can affect negatively our health and general state.

However, fast-food restaurants are not the only source of unhealthy food. The modern-day families have both parents working and this means parents don't often have time to prepare healthy nutritious meals for their family. Supermarkets are filled with prepackaged, instant foods, tinned soups, frozen ready-made dishes, fizzy drinks, and crunchy crisps. All of them can...⁽⁵⁾ — get calcium out of bones and teeth, cause behaviour problems, clog up arteries, because they are full of fat, sugar, chemical additives, colourings, phosphates.

Eating at a restaurant is more expensive than home food, because the restaurant adds taxes and money for the service.

There is a rising number of fast casual restaurants that cater to people looking for a quick bite, that's healthier than fast food but more affordable than sit-down.

You're likely familiar with the most popular fast-food restaurants, like McDonald's and Burger King. The characteristics shared by most fast-food places are the following: focus is primarily on quick service, counter service or drive-through; usually a chain which serves standardised meals made of processed food; food is served in disposable items, like plastic containers, paper food trays, and to-go bowls.

Find the English meanings of these words:

закусочна;
їдальня;
ресторан;
кафе;
кафетерій;
кав'ярня;
їдальня;
маленький
дешевий ресторан;
ресторан, де
подають страви,
приготовані на
грилі;
дешева й неохайна
закусочна;
закусочна;
бістро;
маленький
ресторан або бар;
ресторан, що
спеціалізується на
м'ясних стравах;
ресторан-броварня;
маленьке кафе;
чайна.

Read them.



Words to learn:

dough;
stuffing;
to suffice;
garnish;
starch;
starchy;
legume;
spice;
beverage;
crash.



Disagreeing

Yes, but...

True, but...

I can't agree with you.

I disagree with you.

I'm afraid I disagree with you.

I'm not sure that's right.

I agree to some extent, but...

I'm not sure I can accept that.

There might be some truth in that, but...



Whether you need a quick cup of coffee ...⁽⁶⁾ or are catching up with an old friend, cafés provide a versatile space for different purposes. Most cafés have the following attributes: usually serve coffee, tea, pastries, and small items for breakfast and lunch; casual, relaxed atmosphere; many people might work or socialise for periods of time at a café.

Pop-up restaurants, bars, and stands are a new trend that allows owners, chefs, and guests to try new food and restaurant concepts and creations. Pop-up restaurants can be anything from a beer garden only open for the summer to a sit-down restaurant in an unconventional location that's briefly open for a month or two. There are some of the qualities of a pop-up food concept: operates temporarily from a few hours to a few months; the location varies from shipping containers and old unused buildings to outdoor spaces and rooftop gardens; creative, contemporary concept.

- A. on your way to work
- B. may be useful and pleasant
- C. that speed means excitement
- D. healthy to eat in restaurants
- E. affect our health in a different way
- F. attract clients making special offers
- G. make desserts with chocolate
- H. include vegetables and a lot of different sauces



4. Work in pairs. Take turns to ask and answer questions about your favourite place that serves food and drinks. Present the results of your work to the classmates.



5. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|----------------------------------|---|
| 1. dough [dəʊ] <i>n</i> | a mixture of flour, water, butter, sugar, etc. |
| 2. stuffing ['stʌfɪŋ] <i>n</i> | a mixture of bread, cereals, vegetables, herbs, etc. that is put inside meat, poultry, etc. before cooking it |
| 3. to suffice [sə'faɪs] <i>v</i> | to be enough for smb/smith |
| 4. garnish ['gɑ:nɪʃ] <i>n</i> | a small amount of food that is used to decorate a larger dish of food |

- | | |
|---|--|
| 5. starch [stɑ:tʃ] <i>n</i> | a white carbohydrate food substance found in rice, flour, potatoes, etc. |
| 6. starchy ['stɑ:tʃi] <i>adj</i> | containing a lot of starch |
| 7. legume ['legju:m; li'gju:m] <i>n</i> | any plant that has seeds in long pods such as peas or beans |
| 8. spice [spais] <i>n</i> | one of the types of powder or seed used in cooking |
| 9. beverage ['bevərɪdʒ] <i>n</i> | any type of drink except water |
| 10. crash [kræʃ] <i>adj</i> | quick, intensive and taking a lot of effort |



6. Work in groups. Listen to the dialogue and act it out.



7. Work in pairs. Act out your own dialogues similar to the dialogue from Ex. 6.



8. Transform your dialogues into indirect speech.



9. Work in groups. Read the text about the best Ukrainian traditional food. This project was made by Oleksandra Kohut, a pupil of the 11th form. Discuss and find out what the best Ukrainian dishes are in your opinion. Present the results of your work to the classmates.

These Ukrainian dishes are the best. They are delicious. They are borsch, varenyky, chicken Kyiv, uzvar and paska.

There is a scary saying that no Ukrainian girl will be able to get married if she does not know how to prepare borsch. Though this statement is considered to be faulty and out-of-date nowadays, it may be helpful for some people to get acquainted with the recipe of borsch. This traditional soup, made out of beetroot and up to 20 other ingredients, is a staple dish in every Ukrainian family. We love our borsch with all the depth of our Ukrainian hearts — hot and cold, fresh and stale, for lunch or for breakfast, as a meal or even as a healing medicine against winter colds.

Traditionally borsch is made of grated beetroot with tomatoes, added to a soup of different vegetables — onions, carrots, fresh or pickled cabbage, peppers, and whatever else available from our house garden.

Just like borsch, varenyky are known all over the world. Varenyky can be made of the cheapest ingredients available. The dough is a simple mix of flour, water and salt. And stuffing can be anything: mashed potatoes with mushrooms and fried onions, pickled cabbage, minced meat and even cherries! The sweet version of varenyky is usually served with sour cream and honey, and it is a tasty and healthy dish.

Chicken Kyiv is a dish that has brought fame to Ukraine. The simple combination of fresh chicken filet with a piece of butter is considered to be quite exquisite all over the world. To be ensured that

Find the English meanings of these words:

тісто;
начинка;
вистачати;
гарнір;
крохмаль;
який містить крохмаль;
плід бобових;
спеція;
напій;
інтенсивний.

Read them.



Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.



Saying thanks

Thank you.
Thank you very much.
Thanks a lot.
Many thanks.
That is very kind of you.



Responding to thanks

Not at all.

No problem.

That's OK.

My pleasure.

It's a pleasure.

Don't mention it.

Any time.

You're welcome.



butter does not flow during frying, you'll need a lot of practice and true professionalism.

Nowadays, chicken Kyiv is served in fashionable restaurants in London and New York. It is always the first dish ordered by guests visiting the Ukrainian capital.

Uzvar is a traditional Ukrainian drink. It's typically served during Christmas dinner, and is regularly cooked in local households. This refreshing beverage is actually a compote, made out of dried fruit. The most popular ingredients are dried apples, pears and apricots. We can add prunes, raisins and honey to sweeten the savoury drink.

Paska is the favourite staple of Ukrainian Easter breakfast tables and is loved by both adults and children. It is baked in dozens to be given away during Easter family visits. Great Ukrainian housewives instruct that during baking paska, no one should be allowed to enter the kitchen, except the housewife herself — to avoid the unnecessary noise and not to distract the bread from moulding up into the most delicious pastry of the Ukrainians.



10. Work in pairs. Read the text from pupils' project work — one text for a pair. Be ready to present the gist of your text to the classmates. Write out the key sentences in your opinion.

We, the students of the 11-C form, decided to make a project which is named "Eat to live, not live to eat". It's not our first project. We really like doing projects with our group. There are 13 students in our group. We shared the responsibilities and every one of us did a research and found out some interesting and useful information about food. Making this project we wanted to show people how important food and eating itself are in our everyday life.

Vashchenko, Reva

So, now you can see the result of our work.

We are healthy when all parts of our bodies and minds work together properly. We cannot be happy unless we feel well.

The ancient Greeks knew the value of good health. Moreover, they even named one goddess Hygeia, which means the goddess of health. Hygeia was the daughter of Asclepius, the god of medicine. The Greeks prayed to her to give them good health.

The Romans spoke of health in a proverb, "A healthy mind in a healthy body". In addition to physical health, understanding of mental health is also important. The body does a great deal to take care of itself, but by learning a few important health rules, it is possible to help the body to work at its best.

Suffice it to say that many people will say, "Good health means not being ill". That is true. But health is more than that. Good

health is something positive. We have good health when our bodies and our minds are able to work at their best.

All things considered, the human body is much more complicated than any machine. Yet it needs less day-to-day care than a machine. No machine can do all the things the body can do. No machine will work for 70 years or more, day and night, requiring only air, water, food, and a few simple rules.

Zarubinska

The aims of our project are:

- to do research about people's attitude to the problem;
- to understand the importance of a healthy way of life;
- to find out what special diets are for different professions;
- to research into what proverbs and sayings about food and eating habits exist in 2 languages: English and Ukrainian;
- to find out what to do with food waste.

Vashchenko

Needless to say, we all know that our body is connected with our mind. And, of course, our mind can't be calm and healthy if our body is sick.

I think that the most important quality of a "good personality" is a good control over body and mind. Moreover, there are a lot of factors which influence the state of our body. I mean human, animal and natural factors. To have a healthy body we must do exercises, like jogging and walking or doing aerobics. We can also use old methods like yoga. It's necessary to mention that one of the most important factors is our nutrition. Of course, if we want to have a healthy body, we mustn't eat junk food!

It's also obvious that, to have a healthy mind, we have to be calm and try to avoid stress. Unfortunately, our life is full of stress so it is very important to relax during free time.

I've done a research and found out that a lot of famous people have a healthy mind, but their body isn't very healthy. Fortunately, there are some people who have a healthy mind and a healthy body. For example, Vitalii and Volodymyr Klichko. They are two of the most famous sportsmen in the world, but at the same time they are very intelligent.

To sum it up, I would like to say that a good personality arises from a healthy mind and a healthy body. A healthy body needs a healthy mind and a healthy mind needs a healthy body.

Reva

I decided to do a research about eating habits.

Obviously, the term "eating habits" (or "food habits") refers to why and how people eat, which food they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard





food. Individual, social, cultural, religious, economic, environmental, and political factors influence people's eating habits.

Ukrainians usually have their meal three times a day — breakfast, dinner, supper. There is a good rule that any breakfast is better than no breakfast. Ukrainians usually eat eggs, cereals, yogurts, cheese, ham, etc. for breakfast. Dinner is the second main meal. Some people prefer to eat soup, meat and some garnish. Others don't eat anything. And the last meal of the day is supper. Some people think that it's unhealthy to eat after six o'clock. But someone prefers to eat some meat, potatoes, vegetables, fruits, sometimes desserts.

To sum it up, from my point of view, eating habits vary in different countries and you should listen to your body and love it.

Fediaieva



To begin with, I would like to say that food is fuel. Our minds and bodies depend on it for the energy to be healthy and strong. Not just any food will produce it. Our minds and bodies need: carbohydrates, protein, vitamins, minerals, fibre, fat. Naturally, different foods contain different amounts and combinations of these six components.

To sum it up, all you need to know is a few simple facts. Then it is easy to avoid what is bad for you and choose a balanced, healthy diet.

Velykyi

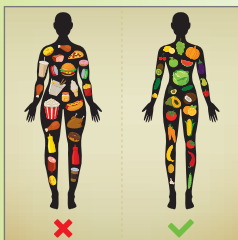


For me, a dancer, it was interesting to do a research about dieting.

It's obvious that human food consists of several groups, such as cereals, starchy foods, legumes, other vegetables, fruit, sugars, meat, fish, eggs, milk and cheese, fats and oils, beverages, nuts and seeds, herbs and spices. Thus a basic nutritional goal is to have a balanced diet, with items from all of the major food groups.

For many people, bad health begins with a bad diet. Some eat the wrong kind of food. Others eat too much or too little. It's not surprising that people like these often become ill. After all, the human body is a machine — it needs the right kind of fuel to work properly.

Myrhorodska



I am also fond of dancing and I am interested in the preferable types of diets for different groups of people.

There are over 2,000 professions in the world. And every profession should have its own diet. So, I've chosen 3 professions: a dancer, an office worker and a model. And I would like to tell you a few words about their diets.



Firstly, office workers are seated too much every day. So, an office worker's diet should consist of low-fat products such as grilled fish or skinless chicken and some salad. Strange, but they shouldn't eat sandwiches, bread and sweets.

Secondly, every dancer should follow a healthy diet. The body performs at its best when filled with the proper fuel. Dancing requires lots of energy, so dancers must consume enough calories to keep up with physical demands. Moreover, a dancer's diet should consist of a balance of carbohydrates, proteins, fats, vitamins and minerals.

And finally, ask any model how they keep their complexion smooth and clear, and they'll tell you they drink lots and lots of water. Water reduces your appetite by filling you up, so a glass of water before a meal will stop you from overeating. They also eat healthy food, lots of vegetables and fruit.

To conclude, there are a lot of different diets for different professions.

Vashchenko

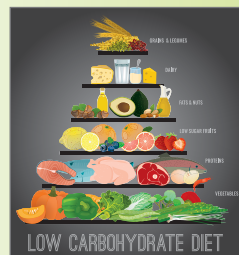
I will continue the idea of Katia about dieting. But I did a research about the harm of diets, and I found horrible things from the Internet and TV about how the harm of diets affects us. It's very dangerous for the health of people. You may get ill with anorexia if you don't eat. Many top models may be ill with this disease and die because they want to look thin. Many famous top models died, among them there are Ana Carolina Reston and Eliana Ramos. And now I want to speak about its harm.

I've tried to find the answer to the question what false theories about dieting bring to people. A cardiologist Isadore Rosenfeld, MD, a professor of clinical medicine at Weill Cornell Medical College, in New York City, and an author of the forthcoming *Doctor of the Heart: My Life in Medicine*, opposes crash diets (less than 1,200 calories a day) and detox plans like the Master Cleanse. The Master Cleanse involves consuming a mixture of water, lemon juice, maple syrup, and cayenne pepper — and nothing else — for several days. He says these very-low-calorie regimens are based on the false theory that the body needs help to eliminate waste.

Research suggests rapid weight loss can slow your metabolism, leading to future weight gain, and deprive your body of essential nutrients. What's more, crash diets can weaken your immune system and increase your risk of dehydration, heart palpitations, and cardiac stress.

So, from my research, it's quite obvious that a person should think twice before following different theories about dieting.

Shcherbak





I wanted to do a research on what people think about eating habits. We asked people via the Internet, some of our classmates, about 55 people in general.

The two questions we wanted to ask can be seen here.

Question 1: If you want to become slim, is it better to eat small snacks of food frequently through the day or to eat big portions, but seldom?

The results are as follows:

60 % think that to eat small snacks, but frequently is better;
10 % think that to eat big portions, but seldom is better;
30 % think that to eat as much as you can, but to do sports is better.

Question 2: Is it easier to be a vegetarian or a non-vegetarian?

The results are as follows:

75 % think that it is easier to be a vegetarian;
25 % think that it is easier to be a non-vegetarian.

It was amazing that we couldn't find a definite answer as to people's preferences. Maybe we will continue our research.

Tsyhanenko

As the result of our project we've come to the conclusion that:

- eating takes a great place in everybody's life;
- eating habits differ according to the professions;
- it's important to decide whether diets are good and helpful or harmful and unhealthy;
- we must think of our food waste and new ideas about what to do to reduce them;
- our health is our great wealth, and eating the right food influences it greatly;
- a healthy mind is connected with a healthy body.



11. Work in pairs. Interview your partner using this "Quiz". Do it in turns and rank each other. It will help you become healthier and happier.

Extra exercise



12. Play a game. Divide into two teams. In turns one team says a word related to food, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



13. Homework. Make a project called "We eat to live, not live to eat".



Art as Entertainment

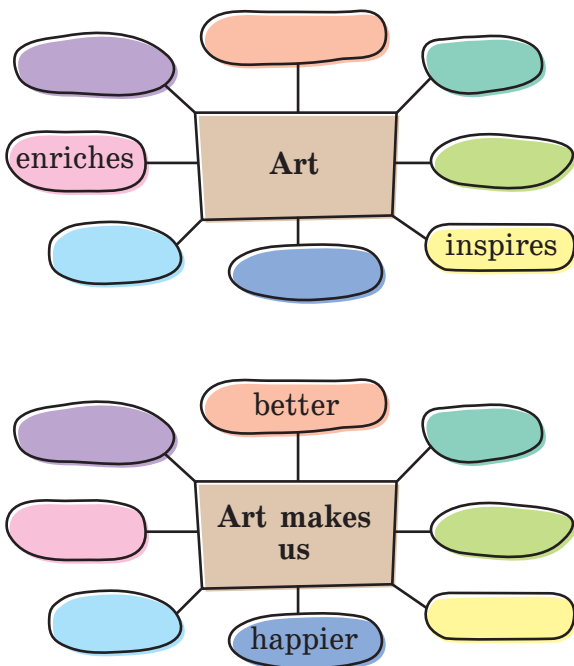
Dive 8



1. The dictionary defines art as the use of imagination to express ideas, emotions or feelings in painting, music, literature, sculpture. Discuss in class. What is art in your opinion? How does art make you feel?



2. Work in pairs. Complete the mind maps. Present your ideas to the classmates and complete the general mind maps.



Words to learn:

genius;
perception;
to convey;
delight;
to delight;
eternal;
to mesmerise;
consciousness.

Arguments

To start with...
First of all...
Firstly...
Secondly...
The main reason
is...
On the one hand...
On the other
hand...
Well, the thing is
that...
And finally...
All in all...

These words can help you:

delighted, happy, excited, fantastic, amused, pleased, noble, disappointed, relieving, wonderful, helpful, confused, bored, shocked, irritated, nervous, kinder, cleverer, intelligent, better, more humane, influences, brings up, teaches, entertains, cures, enriches, inspires, ennobles.



3. Listen and read the new words and their definitions. Make some sentences with these words.

1. genius ['dʒiːnjəs] (*pl.* geniuses) *n* a person, who is artistic or intelligent and has a very high level of skills
2. perception [pə'sepʃn] *n* insight; an idea or a belief of how you understand or see smth
3. to convey [kən'veɪ] *v* to communicate; to make feelings, thoughts, etc. known to smb
4. delight [dɪ'laɪt] *n* the feeling of great pleasure
5. to delight [dɪ'laɪt] *v* to give smb a lot of pleasure and enjoyment



Find the English meanings of these words:

геній;
сприйняття;
передавати,
повідомляти;
захоплення;
захоплюватися;
вічний; незмінний;
зачарувати;
свідомість;
наївність.

Read them.



6. eternal [ɪ'tɜːnl] *adj* existing or continuing for ever
7. to mesmerise ['mezməraɪz] *v* to have a strong effect on smb
8. consciousness ['kɒnʃəsnəs] *n* the state of being aware of smth



4. Read the text below. For each of the empty spaces (1—8) choose the correct answers (A, B, C or D).

Art in Our Life

Art is a creative perception of the world by talented persons. It displays people's moods, emotions, feelings and thoughts. It takes your breath away when you see masterpieces created by geniuses.



These eternal masterpieces convey the world's beauty and harmony, delight with the perfect nature creations, mesmerise with its perfection and deep consciousness of man's role in this world. It is quite impossible ...⁽¹⁾ our life without art. Art ...⁽²⁾ to be the process and the result of human activity. It has different forms such as painting, sculpture, music, literature, traditions, folklore, religion, crafts,

clothes, communication and ...⁽³⁾ arts.

At all times art has helped people develop their abilities, deepen their knowledge, change and improve their life. Art influences society greatly as it is many-sided and is a vehicle for social change. First of all art influences the formation of ...⁽⁴⁾ culture of the identity of a person, it can rouse emotions and feelings in those who encounter it, inspiring them to change. Despite the fact that art is created by extraordinary talented personalities it belongs to millions of people and can refine people. The more they ...⁽⁵⁾ paintings and architectural masterpieces, visit museums, theatres and exhibitions, listen ...⁽⁶⁾ fine music, communicate with people from different countries and people of different cultures via images, sounds, stories, the more they want to join the amazing world of geniuses.

Unfortunately, art, though it bears the beauty and kindness in the world, cannot influence people without their will. So if we ...⁽⁷⁾ see and understand the beauty of the world around us, art ...⁽⁸⁾ us as well as society in general.

	A	B	C	D
1	imagine	to imagine	had imagined	imagines
2	considering	considers	is considered	to consider
3	other	another	others	some
4	spirit	to spiritualise	spirituality	spiritual
5	to contemplate	contemplated	contemplate	contemplating

	A	B	C	D
6	at	on	in	to
7	desiring	desire to	desired	had been desired
8	to beneficially influence	beneficially influences	will beneficially influence	beneficially influence



5. Read the text again and complete the sentences.

1. Art is... .
2. It displays... .
3. It is quite impossible to imagine... .
4. Art has different forms... .
5. At all times art has helped people... .
6. First of all art influences... .
7. The more people visit museums,... .
8. So if we desire to see and understand the beauty... .



6. Work in pairs. Make a list of different kinds of art. Present the results of your work to the classmates and make a general list of different kinds of art.

These words and expressions can help you:

painting, music, songs, Ukrainian embroidery, architecture, literature, theatre, cinema, films, TV programmes, clothes, traditions, dancing, festivals, design, audiovisual arts, fests, folk painting fair, book fair, folk fair, carolling, Ukrainian painting on wood, weaving.



Asking for someone's opinion

- What do you think of...?
- What do you think about...?
- What's your opinion...?
- What's your view...?



Expressing opinions

- In my opinion,...
- In my view,...
- I think (that)...
- Personally, I think...
- From my point of view...
- I'm not sure (if, about)...
- I don't have a definite opinion about that.
- As I see you...
- As I see it,...
- I don't think...



7. Work in class. Discuss.

1. What is the most important kind of art in your opinion? Give your reasons.
2. What is your attitude to art?
3. Is modern life possible without art?



4. What is your favourite kind of art? Why? Give your reasons.
5. What way does art influence people?
6. What is the role of art in your life?



8. Homework. A teen magazine has asked its readers to write an article about the role of art in teens' life. Use the plan below to help you.

- What is the place of art in modern life?
- What does art mean to you?
- What is the influence of art?

Suggested Answer

I believe that art affects each of us. It displays moods, emotions, thoughts of society. Everyone searches for what excites him or her in pictures, cinema, theatre and music. Art is truly the one universal language of mankind. We are looking for inspiration and ideas in art. Art brings delight and admiration, and makes life pure as it wakens our best hidden qualities. And certainly art forms a person at different levels, expands their outlook, raises the level of their general erudition, allows to look in another way at the world that surrounds us and glance deeply into the inner world.

Speaking about me, I have been interested in art for a long time and I can say with confidence that for me it is a special way of learning and reflection of reality, a form of social consciousness and a part of a person's spiritual culture. I enjoy art because it reflects my moods and emotions. Art influences everyone to a different degree, but in my life it plays a rather important role. Art allows me to develop as an individual. Art also teaches.

A lack of aesthetic erudition influences people but not dramatically. After all, to start expanding the knowledge in the field of art is possible at any moment. Art does not demand learning. Art needs to be felt by your soul.



Art as Entertainment

Dive 9



1. Work in pairs. Read and discuss this quotation. Decide if art really washes away from the soul all the dust of everyday life and if music is really the universal language of all mankind. Present the results of your discussion to the classmates.

Art washes away from the soul the dust of everyday life.

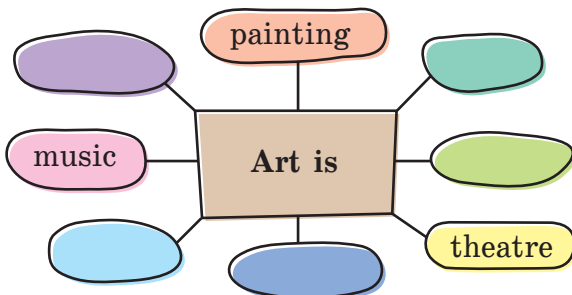
Pablo Picasso

Music is the universal language of all mankind.

Henry Wadsworth Longfellow



2. Work in groups. Complete the mind map. Present your ideas to the classmates and complete the general mind map.



3. Work in groups. Discuss the role of art in our life. Add some more words and expressions which have not been mentioned in the list given below. Present the results of your work to the classmates.

These words and expressions can help you:

to give us an opportunity to travel through centuries, to reveal new aspects of human nature to us, to enrich our experience of life, to acquaint us with the world's majestic masterpieces of art, to develop our artistic taste, to ennoble our mind and soul, to ensoul us with new feelings and emotions, to amuse us, to inspire us, to help understand the beauty of the world and nature, to help us relax and relieve stress, to help us forget about the troubles and problems of everyday life.



4. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|----------------------------------|--|
| 1. to engrave [ɪnˈɡreɪv] v | to cut words or designs on metal, wood, stone, etc. |
| 2. engraving [ɪnˈɡreɪvɪŋ] n | the process of cutting designs on metal, wood, stone, etc. |
| 3. installation [ˌɪnstəˈleɪʃn] n | a piece of modern sculpture that is made of objects |
| 4. conceptual [kənˈseptʃʊəl] adj | (formal) based on ideas which are considered to be the most important things about art |

Words to learn:

to engrave;
engraving;
installation;
conceptual;
to reveal;
revelation;
disgustful;
appalling;
to relieve;
crucial.

Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.

Disagreeing

Yes, but...
True, but...
I can't agree with you.
I disagree with you.
I'm afraid I disagree with you.
I'm not sure that's right.
I agree to some extent, but...
I'm not sure I can accept that.
There might be some truth in that, but...

Find the English meanings of these words:

викувати;
гравірувати;
гравірування;
установлення;
установка;
інсталяція;
концептуальний;
узгоджений;
розкривати;
виявляти;
відкриття; вияв;
огидний;
жахливий;
приголомшливий;
надавати допомогу;
заспокоювати;
критичний;
вирішальний.

Read them.

- | | |
|---------------------------------------|---|
| 5. to reveal [rɪ'vi:l] <i>v</i> | to disclose; to display |
| 6. revelation [ˌrevə'leɪʃn] <i>n</i> | a fact that has been secret and is surprising |
| 7. disgusting [dɪs'gʌstfl] <i>adj</i> | extremely unpleasant; revolting |
| 8. appalling [ə'pɔ:lɪŋ] <i>adj</i> | shocking |
| 9. to relieve [rɪ'li:v] <i>v</i> | to make a problem less serious; to alleviate |
| 10. crucial ['kru:ʃl] <i>adj</i> | extremely important |



5. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).

What Do Relatives Have to Do to Be Closer to Their Children?

First scientists recommend parents to communicate with their children as much as possible because communication connects them with their children emotionally. Healthy communication is crucial in helping their child ...⁽¹⁾ a healthy personality and good relationships with their parents and other people.

Then they have to strengthen their commitment: to be together in good times and bad. They have to give their time and energy to the family ...⁽²⁾ family interests and then they will feel a sense of trust, belonging and unity. They have to solve problems together and look towards the future together because it makes easier supporting each other through challenges and joys to get ahead.

We can also ...⁽³⁾ our family ...⁽⁴⁾ discussing our problems, goals and values, appreciating the positive qualities of family members, encouraging, supporting each other, celebrating the small achievements of each family member and spending our free time with children as often as you can. But we don't have to forget that all teenagers are different and they like to spend their free time ...⁽⁵⁾ different things. They like doing the shopping, going to parties, texting, watching films, going for a walk with friends, having picnics, going for bike rides, going to concerts, museums, theatres, visiting festivals, doing sports, cooking a meal and lots more.

So parents can make a list of activities to do together and activities that only some of us will do.



Nevertheless art is one of the ...⁽⁶⁾ wonderful spheres of our life where we can spend our free time with our children.

The variety of art is unlimited. Art includes various forms: the fine arts — painting, drawing, sculpture, engraving; applied arts — furniture, graphic design, industrial design, installation art and others; folk art — music, embroidery, dance, painting on wood, weaving, clothes, etc.; new forms of art — films, video art, photography, performance art, fashion, computer art, conceptual art, etc. A wide range of different genres may ...⁽⁷⁾ within each form.

The most popular forms of art are painting and music in our opinion. We like visiting museums and art galleries. A painter using colours, light shade and a shape makes us enjoy the ...⁽⁸⁾ of the world. There are a lot of styles and genres of painting — pop art, realism, impressionism, modernism, cubism, surrealism, landscape painting, portraits, folk painting, and other genres and styles.

As for music it helps us relax, relieve stress and forget about the troubles and problems of everyday life. Music as well as painting ...⁽⁹⁾ our emotions. There are different styles of music — rock, pop, rock-n-roll, classical music, jazz, rap, dance, folk music, hip-hop, indie. Music is a universal form of communication. It is difficult to imagine our life without music because it gives us things like feel, dynamic, melody, rhythm and atmosphere.

Music is able to animate even a faded flower. If you are training and turn on music, it will increase your productivity by 20 %. If you ...⁽¹⁰⁾ to music, it will improve your memory and mind, especially Vivaldi's *Four Seasons*, make you more responsible and persistent and reduce pain and anxiety. Of course such music mustn't be aggressive, harsh, depressive and violent.



	A	B	C	D
1	develop	developed	is developing	have developed
2	was developed	developing	has developed	are developing
3	strengthens	is strengthening	strengthened	strengthen
4	at	in	by	on
5	done	doing	have done	to do
6	most	more	much	many
7	existed	has existed	existing	exist
8	the most beautiful	beautiful	beauty	more beautiful
9	affects	affect	have affected	affected
10	listened	listen	was listened	have listened



6. You have read the text about relatives and what they have to do to be closer to you. And what do you have to do to be closer to your relatives? Work in groups. Discuss and present the results of your work to the class-mates. Make a general list of your duties.



7. Answer the questions.

1. What is your favourite music? Give your reasons.
2. What music irritates you? Why? Give your reasons.
3. Who are your favourite singers, musicians, composers?

These sentences and words can help you:

My favourite music is..., my favourite singer/musician is..., I like..., it depends on my mood, I like listening to ... when I have free time, the music I hate is..., when music is ... it irritates me. Music plays a great role in my life. I enjoy listening to music. Music reduces my pain and anxiety. Music washes away from my soul the dust of everyday life. I like visiting concerts and festivals.

1. Styles of music: pop music, folk music, dance music, jazz, rock music, classical music, organ music, indie music, rock-n-roll, rap, hip-hop, reggae, techno music.
2. Music can be: romantic, amazing, dramatic, lively, lovely, melodious, sentimental, unforgettable, exciting, soothing, energetic, wonderful, rhythmic.
3. Music can also be: loud, scary, boring, violent, foolish, aggressive, annoying, depressing, harsh.



Saying thanks

Thank you.
Thank you very much.
Thanks a lot.
Many thanks.
That is very kind of you.



8. Work in pairs. Listen to the dialogue and act it out.



9. Work in pairs. Make your own dialogues about going to a concert or a festival.



10. Match descriptive adjectives and nouns to make expressions showing the atmosphere.

dazzling	music
joyful	costumes
enthusiastic	dancers
outstanding	conditions
popular	fireworks
appalling	faces
exotically dressed	groups
bright	singers
lively	crowd
sparkling	sight
blinding	festival
very significant	visitors
grand	dress
most spectacular	dinner
delicious	occasion
romantic white	role
glamorous	lights
clapping and cheering	eyes

SPOT ON DESCRIPTIVE ESSAYS

Useful Vocabulary Introductory Phrases

People celebrate ... (name of the holiday).

... takes place in ... (where?) every year on ... (date).

... is held to remember/commemorate ... (whom/what?).

It is customary for

... usually starts at the end of

Hundreds of thousands of visitors come every year for the celebrations

The most spectacular festival in ... must be

Many countries celebrate

Responding to thanks

Not at all.

No problem.

That's OK.

My pleasure.

It's a pleasure.

Don't mention it.

Any time.

You're welcome.



Asking for clarification

Sorry, what do you mean?

Does it mean...?

Do you mean...?

Can you repeat that, please?

Would you mind repeating that, please?

Can you say it again, please?

Sorry, I didn't quite catch that.

Could you repeat that more slowly, please?



Main Body Phrases

Prior to the actual event, many people/organisations... (rehearse for the parade).

Preparations for the holiday begin months in advance.

It is obvious that people must have been preparing for months beforehand because

During the carnival, onlookers line the crowded streets, clapping and cheering as they watch brightly coloured floats and exotically dressed dancers going by as the sound of traditional Caribbean music fills the air.

Nice costumes are designed and sewn, bands practise their music

... (what things?) are sold to the public and bright costumes are designed. They symbolise ... (what?).

On the actual day, ... (war veterans parade, hymns are sung, speeches are made, ...).

Exotically dressed dancers compete for prizes

The sounds of traditional ... music fill the air.

Everybody dances far into the night.

The main part of the holiday takes place

Conclusion Phrases

... is a very important event.

We should respect and feel proud of

Everyone has fun at the

Lots of people look forward to the most impressive event every year

It was definitely the best holiday I've ever had and I am looking forward to going there again!



11. Homework. Write a letter to your pen friend about your visit to a festival or a concert.

Include the following:

- type of the event;
- your expectations;
- what impression the event made on you.

Suggested Answer

Dear Max,

Hope you are well. I'd like to share my impressions about a festival I attended. As you know I am keen on classical music, but I've decided to visit a heavy metal festival to get new experience.

Well, my visit to a heavy metal festival a couple of days ago was quite a revelation. I realised that the impression I had of this type of an occasion (received in my childhood from my elder brother who had first-hand experience) was in fact somewhat misleading.



Actually, I expected listening to some interesting, outstanding groups. I imagined something well-known, popular, gleaming and magical. What I wasn't prepared for was the sheer chaos of the sound, the lack of anywhere to sit and the discomfort that entailed, the terrible crush of the huge number of people in a rather limited space shouting, whistling, jumping. It is obvious that people must have been prepared beforehand because such events are not for all.

All in all, the whole experience was a disgusting one. Visiting the festival, I learnt a lot. But why so many young people should choose to spend time in such appalling conditions remains incomprehensible to me!

Have to go now. Write back and tell me what you think about this matter.

Big hug,
Sandra



Dive 10

Art as Entertainment

Words to learn:

to mould;
to resist;
spellbound;
to depict;
to co-star;
commercial.



Asking for someone's opinion

What do you think of...?
What do you think about...?
What's your opinion...?
What's your view...?

Arguments

To start with...
First of all...
Firstly...
Secondly...
The main reason is...
On the one hand,...
On the other hand,...
Well, the thing is that...
And finally...
All in all...



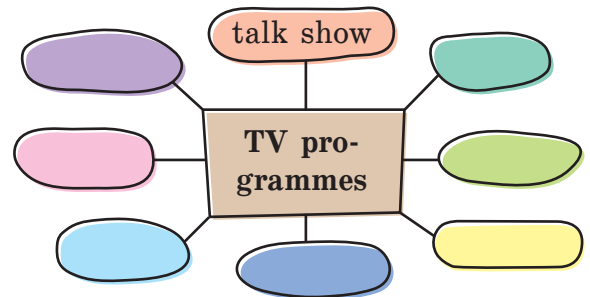
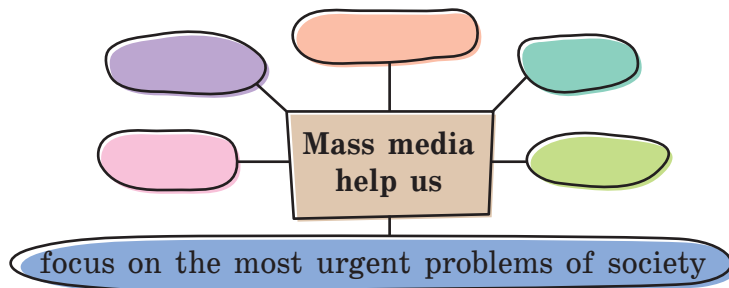
1. Work in groups. Read and discuss this quotation. Do you agree with Isaac Shoenberg? Give your reasons. Present the results of your discussion to the classmates.

Well, gentlemen, you have now invented the biggest time-waster of all time.

Isaac Shoenberg



2. Work in pairs. Complete the mind maps. Present your ideas to the classmates and complete the general mind maps.



3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---------------------------------------|---|
| 1. to mould [məʊld] <i>v</i> | to influence the developing of smb's character, opinions, etc. |
| 2. to resist [rɪ'zɪst] <i>v</i> | to stop yourself from doing smth you want to do very much |
| 3. spellbound ['spelbaʊnd] <i>adj</i> | having one's attention held; fascinated |
| 4. to depict [dɪ'pɪkt] <i>v</i> | to represent, to give description of smb/smth in writing, painting, picture, etc. |
| 5. to co-star ['kəʊstɑ:(r)] <i>v</i> | to have two or more famous actors acting in a film |
| 6. commercial [kə'mɜ:ʃl] <i>n</i> | an advertisement on television or radio |



4. Read the text and answer the questions.

Newspapers, magazines, radio and television play a very important role in our everyday life, especially television, and influence a large number of people. Newspapers, magazines, radio and television inform, educate, organise public opinion, give an opportunity to learn something new and entertain people. But TV dominates the life of a family all the time. It becomes a habit which is impossible to resist. Most people can't do without television.

Television is certainly one of the most influential forces of our time. It informs people about different events, entertains them or even helps make their lives better, focuses public attention on the most urgent problems of society. Television helps us form our opinion on different events, influences the way people live, dress, eat and communicate.

But the greatest problem we face is the influence of TV on children. 90 % of schoolchildren spend their free time watching TV. They grow up addicted to television and almost all their time is regulated by it.

Instead of going to theatres, museums, art galleries, going for walks, doing sports, reading books and listening to music, visiting friends or discussing different problems they watch TV day and night.

Nevertheless there are interesting educational programmes for children on TV.

They can watch all kinds of

contests, quizzes, favourite football or hockey teams in important international events, sports competitions. They can also learn foreign languages on TV.

Television is not harmful if we, especially children, watch interesting and useful programmes and don't spend all our free time watching TV. The main thing is that we don't have to be passive, to be interested less in outdoor activities, to read less, to forget about other kinds of activities in our life.

1. What is the role of newspapers, magazines, radio and television in our life?
2. What is the most influential force of our time?
3. What does television influence?
4. What moulds public opinion?
5. What is the greatest problem?
6. Why is the problem of influence on children great?
7. What are advantages and disadvantages of television?



Find the English meanings of these words:

- формувати;
- протистояти;
- приголомшений,
- зачарований;
- зображати,
- описувати;
- виконувати головну роль;
- реклама (на телебаченні, радіо).

Read them.



Expressing opinions

In my opinion,...
In my view,...
I think (that)...
Personally, I think...
From my point of view...
I'm not sure (if, about)...
I don't have a definite opinion about that.
As I see you...
As I see it,...
I don't think...



Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.



5. Work in pairs. What types of programmes on TV do you know? Name and write them down. Add some more programmes which have not been mentioned in the list given below. Present the results of your work to the classmates.

These words and expressions can help you:

cartoons, the news (Vesti, The Time), the current affairs, educational (Fantastic Creatures), wildlife documentaries, travel films, colour films, soap operas, quiz shows, reality shows, comedies, sports programmes, commercials, talk shows, debates, the world of the computer, show business.



6. Work in groups. Discuss the genres of your favourite films. What genres do you know? Make a list of genres and descriptive adjectives you need to describe your favourite film.

These words can help you:

thriller, action film, feature film, science fiction, comedy, western, drama, soap opera, horror film, historical film, brilliant, breathtaking, gripping, entertaining, wonderful, disgusting, disappointing, spellbound, stunning, involving, thrilling, confusing, shocking, terrific, boring, unimaginative, original, excellent, well-written script.

SPOT ON A FILM REVIEW

Useful Vocabulary **Introductory Phrases**

The Main Information on Review

The film is directed/produced by

It is a comedy/horror film/film about present-day problems/film which keeps you thinking/film which keeps you in suspense.

The film is set in/based on/tells the story of

To Acquaint Readers with the Main Characters

The cast is excellent/awful/weak

A talented/famous actor/actress ... plays the main part.

The role of ... is played by

... gives a superb/thrilling/disappointing performance

Main Body Phrases

Comments on the Main Changes and the Development of the Events

The film deals with.../depicts the events.../gives a serious (humorous) description of

The plot focuses on the problem/the nature of .../a relationship

I find the plot rather weak/unconvincing. It is rather long/boring/confusing. It has a tragic/surprising end.

The script is dull/exciting/clever. It portrays/shows

The ending is quite disappointing. I wouldn't call this a happy ending.

Conclusion Phrases

Opinion and Recommendations

My first impression was ... but later

It's OK but I have seen better ones.

I find it difficult to believe that.../surprising that.../incredible that

The film ... depresses me because

I can strongly recommend

If you want a(n) exciting/boring/frightening evening, then go and see ... (the name of the film).

If you like police dramas, then ... (the name of the film) is definitely the film for you.

If you are wondering what to see on Saturday night, I suggest

Don't miss it. It is worth watching.

I wouldn't recommend it because

I'd recommend the film to everyone, although some scenes are rather violent.

This is a real masterpiece.



Agreeing

Yes, I agree with you.

I completely agree.

I know for sure.

I think you're right.

Right.

That's right.

Absolutely.

I suppose so.

Exactly.



7. Work in groups. Discuss TV channels. How many main channels are there in Ukraine? What channels are the most popular in our country? Why? Give your reasons. Present the results of your discussion to the classmates. Make a general list of channels.

These words can help you:

Discovery Civilisation, Animal Planet, Travel Channel, National Geographic, Discovery World, CNN, 1+1, Channel 1, Channel 5, TET, Inter, STB, Cartoon Network, VIP Comedy, Kyiv, Viasat Nature, Viasat History, New Channel, ICTV, Ukraine, Channel 112, Zik, NTN, Viasat Explore, Eurosport 1, Football 1 and others.



8. Answer the questions.

1. What is your attitude to the cinema?
2. What feature films do you prefer?
3. What is your favourite film?
4. What famous actors co-starred in it? Was their acting natural? Did they manage to create true-to-life images?
5. Where does the action take place?
6. What is the main idea of the film?
7. Why did you admire this film?
8. Did it help you escape from the monotonous routine of everyday life?
9. What feelings did it arouse?





9. Homework. A teen magazine has asked its readers to write an article about their favourite TV programmes.

Include the following:

- the place of TV in modern life;
- your preferences;
- why you watch these programmes.

Suggested Answers

1) I think it is impossible to imagine our life without TV. It is a means of spreading news and information. TV keeps us informed of current events, extends our education, provides cultural recreation, allows us to follow the latest developments in science and politics and offers an endless number of programmes which are both instructive and entertaining. So, it gives us a lot of useful information and is exciting.

When I come home from school I watch TV in the evening when I have done my homework. I prefer watching news programmes such as “Vesti” and “The Time”. Sometimes we can watch rather interesting films on TV. There are different kinds of films, for instance: films about nature, war films, crime films, travelogues, adventure films, musical films and comedies. My preference is watching comic and crime films.

My favourite channel is “Channel 6”. There are many interesting programmes for me like “The World of the Computer”, “Farcop”, “News”, “Show Business” and others. I like these programmes because there are not so many commercials there. Also every weekend there are three films which are popular all over the world. So, “Channel 6” is my favourite one because it satisfies my different interests in the best way. That’s why I think we can’t live without TV nowadays.

2) Modern television offers viewers several programmes on different channels. In my opinion, it’s amazing to have a satellite TV as you can get a lot of interesting and useful information on science channels. One of these channels is “Discovery Civilisation” and my favourite programme is “Fantastic Creatures”.

This programme tells about different fabulous creatures, using information from mythology, history and legends. I was told about a great number of mythical creatures and one of them was a witch. I got to know how witches had made their magical rituals. I also heard that many witches had been burnt in fires although most of them had been usual women. Then a woman could have been called a witch even if she had only been living alone. And, furthermore, if she had had a cat and if it, God forbid, had been black, nobody would have doubted that she had been a servant of the Devil.

The programme “Fantastic Creatures” is filled with surprises and interesting facts. I enjoy everything mysterious and in my opinion, it’s a well-made programme, so I would recommend it to anyone.



Art as Entertainment

Dive 11



1. Work in pairs. Discuss what kinds of art presented in the pictures given below people usually enjoy most. Present the results of your discussion to the classmates.



Words to learn:

outlook;
inner;
to exercise;
networking;
to plunge;
rewarding;
enchanting;
searching;
touching;
theatregoer;
matinee.



2. Work in pairs. Discuss your hobbies. Present the results of your discussion to the classmates.

These words, expressions and the example can help you:

**exciting, relaxing, easy, sewing and making embroidery,
watching exciting/touching films, growing plants,
reading interesting books, going to museums, theatres,
art galleries, gardening, tiring, creative.**

- Have you ever tried sewing and making embroidery?
- No, I haven't. It looks tiring.



3. Listen and read the new words and their definitions. Make some sentences with these words.

1. outlook ['aʊtlʊk] *n* the attitude to life and the world of a particular person
2. inner ['ɪnə(r)] *adj* private and secret; inside

Disagreeing

Yes, but...
True, but...
I can't agree with you.
I disagree with you.
I'm afraid I disagree with you.
I'm not sure that's right.
I agree to some extent, but...
I'm not sure I can accept that.
There might be some truth in that, but...

Find the English meanings of these words:

точка зору;
 кругозір,
 перспектива;
 таємний;
 заповітний,
 внутрішній;
 розвивати,
 тренувати;
 система зустрічей
 і розмов з
 іншими людьми,
 які можуть бути
 корисні;
 поринати,
 занурюватися,
 пірнати;
 корисний, вартий,
 що винагороджує;
 чарівний,
 чарівничий,
 чаклунський;
 старанний,
 глибокий,
 сумлінний;
 зворушливий;
 театрал;
 денний спектакль.

Read them.

- | | |
|--|--|
| 3. to exercise ['eksəsaɪz] <i>v</i> | to train your mind; to do sports or other physical activities |
| 4. networking ['netwɜ:kɪŋ] <i>n</i> | a system of trying to meet and talk to other people who may be useful to you |
| 5. to plunge [plʌndʒ] (into smth) <i>v</i> | to start doing smth in an enthusiastic way |
| 6. rewarding [rɪ'wɔ:dɪŋ] <i>adj</i> | satisfying |
| 7. enchanting [ɪn'tʃɑ:ntɪŋ] <i>adj</i> | attractive; pleasant |
| 8. searching ['sɜ:tʃɪŋ] <i>adj</i> | thorough and serious |
| 9. touching ['tʌtʃɪŋ] <i>adj</i> | making you feel emotional |
| 10. theatregoer ['θiətə,ɡəʊə(r)] <i>n</i> | a person who goes to theatres regularly |
| 11. matinee ['mætiːneɪ] <i>n</i> | an afternoon performance of a play |



4. Answer the questions.

1. Are you a regular theatregoer? How often do you go to the theatre?
2. The theatre is one of the greatest kinds of art. What is its place among other types of art in modern life?
3. What are the main problems of the theatre today?
4. Do you think the theatre is dying? Is it losing its significance in the social life of people?
5. What kind of plays do you prefer?
6. Where do you prefer to have seats?
7. Do you prefer evening performances to matinees or matinees to evening performances?
8. What theatre is considered the best in your town (city)?
9. Is the standard of its performances high? Is it always easy to get tickets?
10. Are there many theatres in your town (city)?
11. What kinds of plays are in the repertoire at the theatres in your town (city)? Are they popular with the audience?



5. Read the text and discuss the gist of it.

Art influences our emotions and feelings, educates us, changes our views, outlook and mood, enriches our inner world. And of course we need free time to be interested in art because there are a lot of other different activities to spend our free time.

We can exercise our mind reading books, newspapers, magazines; start writing articles, commence creative writing online, take an online course to learn something new for us from educational channels, do sports, do volunteer work helping other people. We can also start a creative hobby like graphic design, woodworking, building models, do some networking and lots more.



But the main thing is that we have to find free time for going to theatres, museums and art galleries as these kinds of art are the greatest and the most important for a human.



6. Listen to the text about a visit to the theatre and complete the sentences.

1. Jane and her friends decided to
2. As almost all of the tickets were sold they only managed to buy tickets at
3. Though their seats were far from the stage they had
4. During the performance they completely forgot
5. Jane and her friends were greatly impressed
6. No wonder theatre is considered to be



7. Work in pairs. Tell your partner about your last visit to the theatre.



8. Write an e-mail to your English-speaking pen friend about your visit to the theatre.

Include the following:

- type of the performance, what it was about;
- what impression the event made on you;
- ask your friend about his/her attitude to the theatre.

Suggested Answer

Dear Ann,

Hope you are well. I would like to say a few words about the play by Shakespeare "Romeo and Juliet" which I've seen the other day.

You know it's a tragic story about love. Two young people fell in love but their parents were against their marriage. Romeo and Juliet died fighting for their happiness. The love story of this tragedy is very touching and sad.

Anyway, this play gave me strong emotional experience. It made me take to heart the characters' fate like my own as it was a great performance and the actors were wonderful. I am not a theatre-goer but even I was impressed. Though "Romeo and Juliet" is a tragedy I recommend you to read it, if you haven't done it yet, because it is not gloomy, it is a hymn to people's love.

I know that you're fond of going to the theatre but as I've mentioned, I'm not a regular theatregoer. Could you tell me about a play which you've recently seen? Do you think it's exciting to be a famous actor?

Well, have to go now. Write back and tell me what you think about a theatrical performance.

Cheers,
Alex



Saying thanks

Thank you.
Thank you very much.
Thanks a lot.
Many thanks.
That is very kind of you.



Words to learn:

to emerge;
notion;
interdisciplinary;
multifaceted;
identity;
mural;
collaboration;
to encompass;
to evolve.



9. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. to emerge [i'mɜːdʒ] <i>v</i> | to transpire; to appear or become known |
| 2. notion [ˈnəʊʃn] <i>n</i> | an idea or understanding of smth |
| 3. interdisciplinary [ˌɪntəˈdɪsəplɪnəri] <i>adj</i> | involving different areas of knowledge or study |
| 4. multifaceted [ˌmʌltiˈfæstɪd] <i>adj</i> | having many different aspects to be considered |
| 5. identity [aɪˈdentɪti] <i>n</i> | the characteristics that distinguish people from others; who or what smb/smth is |
| 6. mural [ˈmjʊərəl] <i>n</i> | a large painting made on an inside or outside wall of a building |
| 7. collaboration [kəˌlæbəˈreɪʃn] (with, between) <i>n</i> | the process of working with other people to create or produce smth |
| 8. to encompass [ɪnˈkʌmpəs] <i>v</i> | to include a large number of things |
| 9. to evolve [ɪˈvɒlv] <i>v</i> | to develop gradually into forms that are better adapted to survive changes in their environment |



10. Read the text below. For each of the empty spaces (1—7) choose the correct answers (A, B, C or D).

Art of the 21st Century

Art of the 21st century emerges from a vast variety of materials and means including the latest electronic technologies: digital imaging and the Internet, and the genres with a long history: painting, handicrafts envisioned ...⁽¹⁾ new concepts. Many modern artists mix media and forms in order ...⁽²⁾ the choices that best serve their concepts and purposes.

The notion of influences ...⁽³⁾ with changes in communications and technology. Visual culture ...⁽⁴⁾ as a recognised interdisciplinary field of study, taking a multifaceted approach to understanding how images of all types communicate and participate in the construction of



identity, power relationships and other social and political meanings and values.

Visual culture scholars analyse films, television, graphic art, fashion design, established fine art media such as painting, murals, graffiti, collaborations between artists, ...⁽⁵⁾ and architects including the impact of globalisation. Most contemporary artists do not take into consideration the distinctions between high art and popular culture.

Public art ...⁽⁶⁾ new purposes, forms and locations, including pop-art shops, street parades and online projects. Public artists have to use established approaches such as installation and performance but introduce new variations in the 21st century.

The 21st century is just the beginning. The new ideas ...⁽⁷⁾ rapidly and new artists are constantly gaining attention and influence.

(www.oxfordartonline.com)

	A	B	C	D
1	to express	expressing	has expressed	expressed
2	had made	to make	made	are making
3	to shift	are shifting	shifted	has shifted
4	have grown	has grown	to grow	growing
5	engineers	engineering	engine	engineer
6	will encompass	to encompass	encompasses	encompassing
7	is evolving	evolved	are evolving	has evolved

Find the English meanings of these words:

з'являтися;
показуватися;
виникати;
поняття, уявлення;
переконання;
міждисциплінарний; виховний;
виправний;
різноманітний;
різнобічний;
багатогранний;
тотожність, ідентичність;
справжність;
фреска;
спільна праця, співпраця;
оточувати;
містити (в собі);
розвивати(ся), розгортати.

Read them.



11. Work in class. Discuss.

1. What is the impact of globalisation on art?
2. Has awareness of the vitality of contemporary art grown with the help of the Internet and mass media?
3. Do you like contemporary art?
4. What is your favourite kind of art?
5. Is modern graffiti considered to be contemporary art?



12. Work in class. Discuss. Is graffiti an art? Before your discussion read this text. It will help you form a decision.

Modern graffiti began in the United States of America in the 1970s. Young people of New York began to write their names on walls around the city. A teenager called Demetrius was the first who wrote his name on walls in New York. Soon other teenagers started writing their names on walls, buses and trains all over New York. Later they started writing their names with aerosol paint. Aerosol paint graffiti became very popular in the 1970s and 1980s. In the 1990s and 2000s a lot of graffiti artists began painting pictures. Some artists painted their pictures about politics, others wanted to decorate their cities

Responding to thanks

Not at all.
No problem.
That's OK.
My pleasure.
It's a pleasure.
Don't mention it.
Any time.
You're welcome.



and began to paint big, beautiful and colourful pictures on walls of cities.

And nowadays in some countries graffiti painting on walls is a crime. In other countries there are “graffiti zones”, where artists are allowed to paint on walls. And in Sao Paulo (Brazil) graffiti artists can paint their pictures on walls and houses. A lot of tourists visit Sao Paulo just to see the street art, these colourful and beautiful pictures.

Moreover there are exhibitions of street art in galleries in London, Los Angeles and Paris. A street art festival in Bristol in the UK takes place every year and many people come to enjoy street art and take photos.

(www.learnenglishteens.britishcouncil.org)



13. Write a paragraph about your favourite type of modern art.

Include the following:

- its name and main characteristics;
- the importance of this type of art for society;
- the importance of this type of art for your life.

Suggested Answer

In encyclopaedias art is defined as the process and result of making material works which reflect beauty or reality. The term “creative arts” relates to different creative activities the main purpose of which is to make material things which reflect a message, mood, and symbols for the viewer to interpret. Art includes various forms such as prose writing, poetry, dance, acting, sculpture, painting, music, etc.

Of all the forms of art, I prefer painting. I am really interested in painting for several reasons. Firstly, it is one of the oldest forms of art. Humans have been painting for about six times as long as they have been writing. The oldest painting is over 32,000 years old. Painting is a form of art which is believed by many to express feelings and ideas in the visual form. With the help of colours, light and shade, forms and shape, and in many other ways you can express on paper what you really feel.

It is unbelievable what beautiful works of art people create!

But there is one more important purpose of painting. It helps not only draw your attention away from worries of everyday life, it also helps cure people. People who are occupied with painting worry less, they become positive and optimistic. When I paint, I enjoy the process, I forget all the troubles I have. Stress also melts away. It can help me feel calm, quiet and relaxed.

Summing all the facts which I mentioned, I would strongly recommend this type of art for everyone to enjoy.





1. Read and say if you agree with these statements.

If there is light in the soul,
There will be beauty in the person.
If there is beauty in the person,
There will be harmony in the house.
If there is harmony in the house,
There will be order in the nation.
If there is order in the nation,
There will be peace in the world.

Ancient Chinese proverb



2. Work in groups. Discuss. Present the results of your discussion to the classmates.

1. What genres of painting do you know?
2. What world-famous painters do you know?
3. What does a painter use to create a picture?

These words and expressions can help you:

eternal, joy, to inspire, inspiration, beauty, mystery, masterpiece, genre, still life, landscape, cityscape, seascape, painting, portrait, watercolour, canvas, to display, tempera, icon, outstanding, remarkable, to be famous for, the deep love to our Motherland and nature, pure, miracle, to enchant, to appreciate, miraculous, the emerald grass, beautiful, fantastic, our national treasure, to take care of paintings, to preserve paintings for future generations.



3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. temple ['templ] <i>n</i> | a building which is used for public worship |
| 2. to stun [stʌn] <i>v</i> | to surprise or impress smb very much |
| 3. unique [ju:'ni:k] <i>adj</i> | very special, unusual, the only one of its kind |
| 4. gilded ['gildɪd] <i>adj</i> | covered with a thin layer of gold |
| 5. watercolour ['wɔ:tə,kʌlə(r)] <i>n</i> | a type of paint mixed with water, not oil;
a picture painted with paints mixed with water |
| 6. etching ['etʃɪŋ] <i>n</i> | a picture that is printed from an etched piece of metal |
| 7. crockery ['krɒkəri] <i>n</i> | plates, cups, dishes, etc., often made of china |
| 8. trunk [trʌŋk] <i>n</i> | a large strong box with a lid used for storing clothes, books, etc. |
| 9. to weave [wi:v] (wove [wəʊv], woven ['wəʊvɪn]) <i>v</i> | to make cloth, a carpet, a basket, etc. |

Words to learn:

temple;
to stun;
unique;
gilded;
watercolour;
etching;
crockery;
trunk;
to weave.

Asking for clarification

Sorry, what do you mean?
Does it mean...?
Do you mean...?
Can you repeat that, please?
Would you mind repeating that, please?
Can you say it again, please?
Sorry, I didn't quite catch that.
Could you repeat that more slowly, please?



Find the English meanings of these words:

храм, церква;
приголомшувати;
особливий,
винятковий;
позолочений;
акварель,
акварельні фарби;
гравюра;
череп'яний,
фаянсовий посуд;
дорожня скриня,
валіза;
ткати, плести.

Read them.



4. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).

Ukrainian Folk Art

Ukrainian architecture dates back to the times of Trypillian culture. We don't know for sure when the wooden temples on the territory of Ukraine have appeared but the technology of house buildings begins from those times.

These temples are very harmonic and beautiful.

All the people ...⁽¹⁾ with their uniqueness and beauty. Their interiors ...⁽²⁾ with icons, towels, carpets on the floor and benches. The light on gilded iconostasis, singing, incense create a solemn environment, a place to communicate with God and with each other.

The origin of Ukrainian baroque is in folk traditions of wooden architecture which is harmonically connected with a picturesque natural landscape, too. Gilding, carving, painted plafonds ...⁽³⁾ in the interior of this style. The main task of this style is to catch the imagination of a person and influence his or her feelings and emotions.

The first examples of painting in Ukraine were icons. Ukrainian painters ...⁽⁴⁾ the spiritual world of a man, his life and entertainment, his everyday activities in these religious paintings. We can ...⁽⁵⁾ this world in frescoes and mosaics in St Sophia Cathedral in Kyiv. The icons were the main paintings in Ukraine up to the 17th century. In the middle of the 17th century a print shop was opened in Kyiv-Pechersk Lavra and a lot of folk pictures and portrait paintings ...⁽⁶⁾ in the 17th—18th centuries.

The major peculiarities of Ukrainian icon painting of the 17th century are not only depictions of saints but also of Cossacks seniors, hetman Bohdan Khmelnytskyi. Widespread Ukrainian folk ornament was used in the decoration of icon painting.



One of the popular kinds of folk art is Ukrainian folk embroidery. It is very popular nowadays. These are tablecloths, towels, pictures, serviettes, women's dresses and blouses, men's shirts and other types of clothes.

On special occasions or even in everyday life we ...⁽⁷⁾ traditional clothes but some parts of our clothes are decorated with embroidery: the collar, the front and sleeves of shirts and blouses (vyshyvanky), skirts and dresses, beads and wreaths. We can ...⁽⁸⁾ vyshyvanky separately with European suits as festive, patriotic and popular clothing. A lot of people enjoy embroidering as the process develops creativity, aesthetical taste and teaches patience.

Ukrainian folk decorative painting on wood was very popular among peasants, too. They painted houses, furniture, especially trunks, wooden crockery. Trunks with things were put in the place to see them as they showed the family's well-being and ...⁽⁹⁾ from generation to generation as a great value. And even nowadays wooden painted plates are often used to decorate halls of flats and houses.

Weaving has always played a great role in the life of the Ukrainians. Textiles and carpets were made and ornamented using various techniques of weaving. Not only textiles, carpets, lace but baskets were woven in Ukraine as well. By the way, baskets are woven from strips of willow. And even now the Ukrainians weave beautiful baskets of different sizes and forms. Contemporary folk masters ...⁽¹⁰⁾ a great contribution to the art of artistic weaving.



	A	B	C	D
1	was stunned	to stun	stunning	are stunned
2	are decorated	decorates	to decorate	is decorating
3	are widely used	using widely	uses widely	to use widely
4	revealing	revealed	were revealed	reveals
5	to see	saw	see	have seen
6	creating	were created	was created	to create
7	wear	wearing	wears	is wearing
8	wore	wear	to wear	worn
9	was handed	were handed	handed	to hand
10	was made	have been made	have made	make



5. Read the text again and answer the questions.

1. What do you know about Ukrainian architecture?
2. What temples were built on the territory of Ukraine?
3. How are these temples decorated?
4. What paintings were the first examples of painting in Ukraine?
5. What are the major peculiarities of Ukrainian icon painting of the 17th century?



Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.

Arguments

To start with...
First of all...
Firstly...
Secondly...
The main reason is...
On the one hand...
On the other hand...
Well, the thing is that...
And finally...
All in all...



6. What other folk art is popular in Ukraine? Why?
7. What can you say about folk decorative painting on wood and weaving in Ukraine?
8. What other kinds of Ukrainian folk art haven't been mentioned yet? Name them.



6. Work in pairs. Take turns to ask and answer questions about Ukrainian folk dancing. Present the results of your work to the classmates.

These words and expressions can help you:

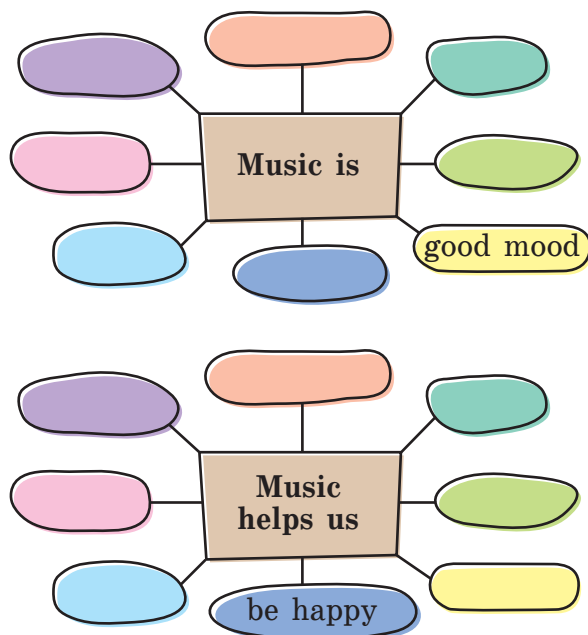
ancient, ritual, dances, popular, entertainment, to be popularised, numerous professional and amateur dance groups, Pavlo Virskyi State Dance Ensemble, to be known, to be loved, traditional, the hopak dance, to be connected, to be associated with Ukrainian Cossacks, spiritual and moral training, an element of Ukrainian culture.



7. Work in groups. Discuss the role of folk and modern music in our life. Some groups discuss the role of folk music in our life, the other groups — the role of modern music in our life. Present the results of your discussion to other groups. Then each group has to complete two mind maps. Add some more words and expressions which have not been mentioned in the list given below.

These words and expressions can help you:

emotional, melodious, lovely, relaxing, happy, chaotic, fun, better, to make, to teach, to entertain, to cure, to bring up, to inspire, to enrich, to treat, noble, intelligent, kind, clever, more humane, to enjoy, rock, techno, classical, rap, hip hop, pop, country, indie, reggae, rock-n-roll, soul, folk, important, musical nation, musical instruments, kobza, bandura, music styles, Ukrainian music is very important to us, bands, singers, ethnic motives, lyrical, melodic, chorus, songs, ballads, up-to-date music.





8. Work in class. Discuss contemporary art in Ukraine. Pay special attention to the festivals, folk fairs, fests which are held in your village, town or city. Use the Internet and book resources if necessary.

These words and sentences can help you:

- “The Country of Dreams” festival is an international ethnic music festival held in Spivoch Field in Kyiv. This festival is a folk one. It includes performances in Spivoch Field, a fair of folk art products, a book fair, master classes on folk craftsmanship where you can see how pieces of art are made, ethnic cuisines where you can taste food, a folk painting fair and lots more.
- Many famous folk performers from different foreign countries such as France, Poland, Georgia and others participate in it.
- “Molodist Filmfest” festival promotes the development of young professional cinema.
- “Gogol Fest” is one of the most famous fests in Ukraine. It includes up-to-date music, literature, dance, cinema, and audio visual arts, experimental theatre, painting and lots more.
- The Ukrainian Fashion Week became a symbolic event where leading fashion designers can show their collections. It displays not only works of contemporary Ukrainian artists, sculptors but also Ukrainian historical and art legacy as well.



9. Read the texts and complete the table. Say what kind of art you like.

Lina, 16: I am keen on arts, especially painting. I enjoy different landscapes made in oil more than anything. I like it when artists depict the smallest details of spring nature. We can see spring branches of trees filled with light, flowers, lilac blossoms filled with moisture, bushes, emerald grass. The bright colours of the canvases refresh my soul like pure spring water.

Ostap, 15: I like visiting museums ever so much. Some days ago I went to the National Museum of Decorative Arts and had a chance to see still lifes by Ukrainian artists. Different fruit, vegetables, flowers, utensils of the Ukrainian people were depicted in the pictures. It was great! The painters opened a new, fantastic and mysterious world of beauty and harmony to me. Thanks to such paintings we understand how beautiful our Ukraine is.

Olia, 17: I cannot imagine our life without arts. I am personally interested in portraits. There are different kinds of portraits: full-length portraits, self-portraits, group portraits or just faces. While watching portraits I can pay attention to the smallest strokes of pictures: expression of faces, eyes, smiles, clothes. Painting affects our emotions greatly, and I always get unforgettable impressions of the excursion.

Mykola, 16: As for me, I am fond of cityscapes. They are usually drawn in oil, pastel, coal or watercolours and different techniques are used to paint these cityscapes. They help me develop my imagination. Thanks to these paintings we can understand how the city

Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?





has changed, its history, the citizens' life and lots more. I can value the mastership of painters. I really enjoy watching these paintings as they are a special way of learning and reflection of reality, a form of social consciousness and a part of a person's spiritual culture.

Lina	Ostap	Olia	Mykola
She is keen on	He likes	She is interested in	He is fond of



10. Read the advertisement for an excursion to the National Art Gallery of Ukraine. Ask questions to get more information (when, where it is situated, exhibits, time of excursions, open hours, guides).

ATTENTION!
We are going to visit the National Art Gallery of Ukraine! Join us and get unforgettable impressions of the excursion!



11. Read the dialogue and put the words in the questions into the correct order.

- Good morning! *What, is, now, display, on?*
- Now you can see the works of the Flemish school of fine arts.
- *museum, Is, the, day, every, open?*
- Yes, of course. We have many visitors.
- *admission, is, How, fee, the, much, and, where, I, buy, can, a, book, guide, the, museum, about?*
- There is a souvenir shop right at the exit and the admission fee is \$2.
- *When, start, does, excursion, the, next, and, to, in, permitted, pictures, is, it, take, the, museum?*
- No, you can buy postcards with images at the souvenir shop and the next excursion starts at 12.
- Thank you very much.



12. Listen to the dialogue. Act it out and complete the table.

Your feelings when you take a look at Kateryna Bilokur's pictures	What do Kateryna Bilokur's pictures reflect?





13. Read the text and choose the correct heading for each passage.

1. The Great Appreciation of Nature
2. The Value of Her Creation
3. The Inspiration
4. The Message for the Future Generations

Each time with a feeling of pleasant surprise, great love and deep appreciation we make a step into the artistic world of the famous Ukrainian artist Kateryna Bilokur. Looking at her pictures we understand that this world made of miraculous colours is pure, good, light and joyful. It teaches us to be a little bit closer to nature, to touch it and reveal its great mystery.



She was born in Bohdanivka, a village 120 km from Kyiv and had been living there all her life. It was nature that taught her to notice all the features: the emerald grass, rustling of leaves, blowing of a warm wind. But most of all, Bilokur's delicate soul was enchanted by living flowers. She was delighted with them, spoke to them and transferred this love to canvases. She often said, "I start painting a picture of flowers and when I finish this one, then I'll start painting some pictures of people's life. But by the time I finish, a whole series of other paintings come to my head, each one more beautiful and fantastic than the last — and all of them are flowers. So I forget about everything in the world and paint flowers again".

Some of her works took several years to paint but she always painted from living subjects — bouquets of flowers and fruit of the land. She appreciated the Ukrainian countryside — its eternal beauty.

The State Museum of Decorative Folk Art in Kyiv preserves most of her works. If we want to respect ourselves, we have to take care of the paintings in order to pass all of them and Bilokur's paintings as well to the future generations as our national treasure.



14. Answer the questions.

1. What genres did the painter work in?
2. What did she paint?
3. Why was she fond of painting flowers?
4. Why did she choose still lifes?
5. What was her reason for depicting the Ukrainian countryside?





SPOT ON DESCRIBING PICTURES

1. Introduction:

In the picture I can see..., There's/There are..., The picture shows... .

2. What is where?

In the foreground/background you can see..., In the foreground/background there is..., In the middle/centre there are..., At the top/At the bottom there is..., On the left/right there are..., Behind/In front of ... you can see..., Between ... there is... .

3. Who is doing what?

Here you describe the persons in the picture or you say what is happening just now. Use the Present Continuous.

4. What I think about the picture:

It seems as if..., ... might be a symbol of..., The atmosphere is peaceful/depressing..., I (don't) like the picture because..., It makes me think of... .



1. To begin with, you should say that the painting belongs to a particular genre. It can be the portrait, the landscape (seascape, townscape), the still life, the genre scene, the historical/mythological painting, etc.

To begin with, this painting is a portrait which belongs to (... the name of the painter).

1.1. If you remember some information about the painter, say it then. *This artist lived in the ... century and worked in the style known as classicism/realism/impressionism/expressionism/abstract art, etc.*

1.2. Give your opinion about the painting. Use adjectives: lifelike = true to life, dreamlike = work of imagination, confusing, colourful, romantic, powerful, outstanding, impressive.

In my opinion, it is a ... picture, which shows ... (say what you see).

2. Mention the colours and the composition.

2.1. Colours can be: warm/cold, bold, oppressive, bright, deep, light, soft and delicate.

The picture is painted in ... colours. The dominating colours are... . The colours contrast with each other.

2.2. Mention the composition/the space:

The space of the picture is symmetrically/asymmetrically divided.

2.3. Try to describe what you can see in general.

In the centre/middle of the painting we can see a... . In the foreground there is a... . In the background there are... . In the far distance we can make out the outline of a... . On the left/right stands/sits... .





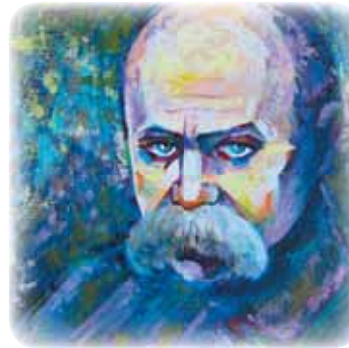
15. Look at the pictures of K. Bilokur, choose one of them and describe it. Write down your description.



16. Play a game. Divide into two teams. In turns one team says a word related to art, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



17. Read short texts about the most famous Ukrainian artists. Find information about your favourite Ukrainian artist and write a short text about him/her or describe his/her painting. Use the Internet and book resources if necessary.



The most famous Ukrainian artists are Taras Shevchenko, Mykola Pymonenko, Tetiana Yablonska, Kateryna Bilokur and others.

Taras Shevchenko is known for his unique artistic talent and for his paintings, drawings, watercolours, portraits, self-portraits and etchings.

Mykola Pymonenko is known for his connection of realistic traditions in painting with ethnographic folklore elements. He created over 1,000 works.

Tetiana Yablonska is known for her landscape paintings, portraits, drawings, folk painting. Her early pictures are dedicated to the work and life of Ukrainian people. She tried to combine old and modern traditions in folk painting.

Kateryna Bilokur is known for her great appreciation of nature, the Ukrainian countryside and its eternal beauty. The artist teaches us to be a little bit closer to nature, to touch it and reveal its great mystery. Her pictures are filled with miraculous colours, light and joy.



18. Write a paragraph describing your favourite painting.

Words to learn:

bogan;
hipsters;
emo;
goth;
bikie;
brony;
haul;
uncouth;
unacceptable;
unsophisticated;
indie;
mainstream.



Arguments

To start with...
First of all...
Firstly,...
Secondly,...
The main reason is...
On the one hand,...
On the other hand,...
Well, the thing is that...
And finally...
All in all...



1. Read the quotation and say if you agree with it. Give your reasons.

Happiness is when what you think, what you say and what you do are in harmony.

Mahatma Gandhi



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. bogan ['bɒgən] <i>n</i> | a noisy rough young person causing troubles |
| 2. hipsters ['hɪpstəz] <i>n</i> | trousers or pants that don't cover the waist, they cover only the hips; a person who is considered fashionable |
| 3. emo ['i:məʊ] <i>n</i> | an abbreviation of the word "emotional"; it is the term for the teenagers who refuse to smile, wear tight wool sweaters and jeans, whose hair is unwashed and covers at least three-fifths of the face |
| 4. goth [gɒθ] <i>n</i> | a person enjoying the darker side of things, listening to rock and metal and laughing at an odd occasion; they are neither depressed nor suicidal |
| 5. bikie ['baɪki] <i>n</i> | a member of a group of people who ride motorcycles |
| 6. brony ['brəʊni] <i>n</i> | a subculture; a male fan of series |
| 7. haul [hɔ:l] <i>n</i> | a girl who goes out, buys a lot of things and posts it in the Internet for the world to see |
| 8. uncouth [ʌn'ku:θ] <i>adj</i> | rude or socially unacceptable |
| 9. unacceptable [ˌʌnək'septəbl] <i>adj</i> | that you cannot accept, allow or approve of |
| 10. unsophisticated [ˌʌnsə'fɪstɪkeɪtɪd] <i>adj</i> | not having much experience of the social situations or world |
| 11. indie ['ɪndi] <i>adj</i> | an abbreviation of the word "independent"; independent; free; self-sufficient |
| 12. mainstream ['meɪnstri:m] <i>n</i> | the ideas and opinions that are thought to be normal because they are shared by most people |



3. Work in groups. Discuss and decide if these statements about the emo, goth, hipster, bogan, bikie, haul girl, and brony subcultures are true or false.

1. A bogan is an uncouth, unsophisticated person regarded as being of low social status and demonstrating unacceptable behaviour.
2. Emos are sensitive, shy and quiet but they like to express their feelings through depression, anger and confusion.
3. Goths are violent and aggressive.
4. Hipsters value independent thinking, progressive politics, appreciate art and indie rock.

5. Bikies are experienced motorcyclists, their hair is short, their clothing is made of white leather.
6. The brony subculture is one of the strangest ones.
7. Haul girls buy a lot of things and display them on the Internet. They want people to see all these things.



4. Read the text about youth subcultures and problems. Check your answers.

Subcultures and Problems of Young People

The generation gap problem is wide, social and very serious. The young and old are from different generations and it is difficult to understand each other, especially in opinions about music, styles of clothes, haircut, views on different experiences, opinions, habits and behaviour, styles of life. It also depends on the time factor, age factor and social class. Things that have been suitable before aren't understandable now and young people join different clubs and subcultures to find understanding and help.

So the subcultures of today are broader than ever and it is hard to keep up with members of these subcultures. They are bogans, emos, goths, hipsters, bikies, bronies, haul girls and others.

The dictionary definition of a bogan is "an uncouth or unsophisticated person, regarded as being of low social status". If you want to be a bogan, you need a flannel shirt and ugg boots.

The term "emo" is used as an abbreviation of the word "emotional". Emos are sensitive, shy and often quiet. They like to express their feelings writing poems about their problems with depression, anger and confusion because the world doesn't understand them.

The words "goth" and "gothic" had several meanings in the past. First it was the name of the Germanic tribes of barbarians, then



Find the English meanings of these words:

хуліган;
вузькі штани з
поясом нижче талії;
хіпстери;
скорочення слова
"емоційний"; емо;
гот;
байкі, представник
субкультури, в якій
люди їздять на
мотоциклах;
броні, фанат
серіалів;
влогер-шопоголік;
грубий;
неприйнятний;
неприпустимий;
простий,
природний;
простодушний;
скорочення слова
"незалежний"; інді;
мейнстрім,
панівний напрям.

Read them.





a style of architecture from the 12th to the 16th century and later a style of horror and mystery literature. Nowadays, goth is a modern movement. They are non-violent, tolerant and passive.

Hipsters value independent thinking, progressive politics, appreciate art and indie rock. They are also associated with a certain state of mind and distinct fashion sensibilities. They are very independent and never join those who keep the mainstream in fashion, music, etc.

Bikies own Harley-Davidson motorcycles or any other sort of bikes. Bikies can be easily distinguished by the excessive amount of black leather they wear, long hair, beards and, of course, tattoos. Bikies can't be found without tattoos. This subculture shouldn't be confused with bikers who ride any kind of bikes, too.



Bronies are very strange. Their subculture is one of the strangest ones. A brony is a male fan of serials. These serials can be created even for small children between the ages of five and eight. The brony subculture is so significant that their members even have conventions, songs, dances and costumes.

The haul girl subculture is beginning to appear more and more frequently nowadays. This subculture involves teenage girls who buy a lot of things and display them on the Internet for people or the world to see.

Young people aren't only involved in different subcultures but they are also engaged in studies, scientific and research work. In Ukraine the "young scientists' club" still exists, there young people can discuss or present their scientific investigations.



There is also a branch of Greenpeace youth organisation in our country. This organisation protests against environmental pollution and fights for the protection of nature for future generations. Young people are taught to love their native land and the world that surrounds them.

Some young people are involved in the work of church organisations where they not only help elderly people but also reconstruct our historical monuments and monasteries. This work helps them be closer to our history, teaches them to love our motherland and respect its past.

There are a lot of different clubs. We can find them in all the schools, gymnasiums, colleges, institutes, universities, academies and other educational establishments. There are sports clubs, theatre clubs, science clubs, "What? Where? When?" clubs, literary clubs and lots more. They help young people bring out their brightest talents, develop their physical and mental abilities, expand their knowledge in different fields of science and life. Young people learn to work together, share the moments of luck and failure, to be tolerant and creative.



Young people are also interested in the political life of the country as the future belongs to them. They have to develop our country and preserve our Earth for the future generations. So many young people are engaged in political parties and organisations such as "The Greens" and "The Union of Youth".

In fact the majority of young people are constructive, smart, hard-working, talented, careful, polite, open and friendly. They spend much time thinking about their future, their careers, their families, friends and their hobbies. Of course they have many problems: passing External Independent Testing, choosing a profession, getting higher education, getting well-paid jobs, making an honest living and lots more.



5. Work in groups. Discuss the problems and the interests of young people. What interests have not been mentioned in the text in your opinion? Present your ideas to the classmates.



6. Work in pairs. Make a list of the most important problems of young people in your opinion. Present it to your classmates.



7. Read the poem by Taras Hryhorovych Shevchenko translated by Nelli Tereshchenko, an English teacher of school № 246, and Anastasiia Bazylevska, a pupil of IRL № 51. What is the gist of it? Does the poem teach us to love our motherland and respect our past?

To the Dead, and to the Alive,
and to the Unborn Countrymen of Mine,
in Ukraine and Abroad, My Friendly Message

The sun sets down, rises up,
The day again is over,
The tired people fall asleep
Among the sleeping slopes.
And only I, as if I'm cursed,
Keep crying day and night
Along the crowded crossroads
Unseen, unheard, unknown.
The people are exchanging chains —
And some of them are selling theirs.
But all of them have lost their faith,
And made the people plough the lands
And plant the seeds of grief on them.
What are they waiting for instead?
What kind of harvest d'you expect
To get from blooded sprouts?
Wake up, poor creatures,
Raise your eyes.
And look around carefully
At a pleasant dead piece of land,
At our Ukraine.
Love it with all your hearts and minds,
A country full of dreadful ruins,
Unchain your arms and shake your hands,
Stand close to each other.

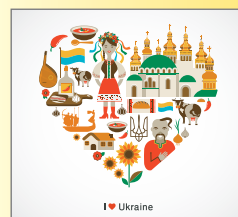


Expressing opinions

In my opinion, ...
In my view, ...
I think (that) ...
Personally, I think ...
From my point of view ...
I'm not sure (if, about) ...
I don't have a definite opinion about that.
As I see you ...
As I see it, ...
I don't think ...

Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.





And do remember:
Nowhere the truth can be found.
Don't search for it in other fields,
It doesn't live in skies!
We have the truth on our land,
The will and real might.

Nelli Tereshchenko

The darkness comes, and light is cast,
God's day has finally passed
Again the people are weary,
And all is at rest.
Only I am left with the weight I carry,
My woe I try hard to digest,
I lie on the crossroads of fate,
And not being noticed,
No! They cannot perceive, contemplate
Deafened, unaware;
They trade their chains,
And toss all the truth into the air.
Our Lord they affront,
Burdening their own kin
In darkened pits. Reaping evil,
And sowing sin.
But what will sprout? You will see,
How revolting the crops will be!
Silence, you savages,
Damned children!
Look upon the tranquil heavens,
Above your dearest nation,
For ever more treasure,
The marvellous devastation,
Flourish, find pleasure!
In a distant land,
Do not search, do not lay bare
Of what is no longer there
In the azure, and not only
In a foreign field.
In every home there is truth,
And strength that will not yield.

Anastasiia Bazylevska



8. Homework. Write an essay about youth life and problems.

Include the following:

- what hardships teenagers experience;
- how teens try to deal with stress;
- some other problems.

Suggested Answer

In my opinion, there are some moments in teenagers' list of hardships. Teenagers think that nobody understands them. For example, it is generally hard for young people to deal with parents who control their life, and be financially independent. I believe that young people consider that it is good to hide secrets from their parents.

What is more, growing up is hard for teenagers, but it can also be exciting. Your body is changing and you have different feelings every day. When I feel stressed and grumpy, I have found out that the best way to deal with it is squeezing something called "a stress fish". It is a rubber fish that you squeeze. If you do not have "a stress fish", try squeezing a stuffed animal — it works just as well. Another way I deal with stress is exercising. It does not only help deal with stress but also improves your physical fitness.

Apart from this, the older you get, the more you feel worried about your appearance. Girls and boys are mostly worried about looking good in swimsuits and there are some teens, like myself, who are not the size they want to be. It is because they do not eat the right food. Eating right and exercising will help you reach your good weight, but try not to become the kind of a person who throws up their food or does not eat at all. Just eat the right amount and the right kinds of food. Then and only then you will achieve your goal.

When all things are considered, it is my strong belief that it is not difficult to deal with problems.



Words to learn:

intelligence;
oath;
to promote;
sense;
consciousness;
fraternity;
to worsen;
to restrain;
gift.



1. Work in class. Listen, read and discuss if it is really necessary to dare be the best you can.

Dare Be

When a new day begins, dare smile gratefully.
When there is darkness, dare be the first to shine a light.
When there is injustice, dare be the first to condemn it.
When something seems difficult, dare do it anyway.
When life seems to beat you down, dare fight back.
When there seems to be no hope, dare find some.
When you're feeling tired, dare keep going.
When times are tough, dare be tougher.
When love hurts you, dare love again.
When someone is hurting, dare help them heal.
When another is lost, dare help them find the way.
When a friend falls, dare be the first to extend a hand.
When you cross paths with others, dare make them smile.
When you feel great, dare help someone else feel great, too.
When the day has ended, dare feel as you've done your best.
Dare be the best you —
At all times, dare be!

Steve Maraboli

1. to dare [deə(r)] — відважуватися, мати сміливість
2. to condemn [kən'dem] — засуджувати
3. tough [tʌf] — міцний; стійкий; жорсткий
4. to extend [ɪk'stend] — протягувати



2. Listen and read the new words and their definitions. Make some sentences with these words.

1. intelligence [ɪn'telɪdʒəns] *n* the ability to think, to learn and to understand in a proper way; to do all things well
2. oath [əʊθ] (*pl.* oaths [əʊðz]) *n* a formal promise to do smth
3. to promote [prə'məʊt] *v* to help smth develop; to encourage
4. sense [sens] *n* sight, hearing, etc.; feeling; understanding; meaning
5. consciousness ['kɒnʃəns] *n* awareness; the state of being able to use your senses and mental powers in order to understand what is happening
6. fraternity [frə'tɜ:nəti] *n* a feeling of friendship and support of the members of a group; a group of people sharing the same interests and beliefs
7. to worsen ['wɜ:sn] *v* to deteriorate; to become or make smth worse than it was before
8. to restrain [rɪ'streɪn] *v* to keep under control; to stop smb/smth from doing smth
9. gift [gɪft] *n* talent; a present



3. Read the text below. For each of the empty spaces (1—7) choose the correct answers (A, B, C or D).

The Young Ukrainians



The life of the young people in Ukraine ...⁽¹⁾ greatly. Our young people are getting economically active, more pragmatic and spiritually restrained. As all the Ukrainians of different age groups they ...⁽²⁾ many important problems, too. Among them there are: worsening conditions of young families; unemployment; increasing youth crime rate; growing housing problems; crisis of cultural and moral values and others.

These youth problems ...⁽³⁾ not only by today's economic hardships but also by the crisis of consciousness, cultural and moral values. It is difficult for young people to solve all these problems. They have to rely only on their own resources as they don't have ...⁽⁴⁾ help from the state. So, they have to work hard to be successful in life.

Though nowadays young people have the possibility to join the organisations which are the closest to their ambitions and interests. These organisations ...⁽⁵⁾ "Plast", "Spadshchyna", "Hromada", "Students' Fraternity", the "Union of Ukrainian Youth" and others.

The most numerous organisation in Ukraine is "Plast" which ...⁽⁶⁾ in Lviv in 1911. It is a scouting organisation. The members of "Plast" have to take an oath to be true to God and Ukraine. The programme of training for the members of "Plast" is rather interesting. It is created to develop intelligence and practical skills, to promote health and a sense of service using camping as one of the most ...⁽⁷⁾ educational methods in scouting. "Students' Fraternity" took an active part in the events of 1990 and became very popular after those events. This students' organisation promotes the social, educational and other interests of students. These and the rest of youth organisations have the only aim to develop skills and gifts of the young generation of the Ukrainians.

	A	B	C	D
1	have changed	can changed	have changing	has changed
2	face	faces	is facing	can faced
3	is caused	are caused	cause	caused
4	many	lots	much	most
5	are	is	been	is being
6	were founded	was founded	is founded	found
7	effectiveness	to effect	effective	is effecting

Find the English meanings of these words:

розум, інтелект;
клятва;
просувати;
підтримувати;
почуття; відчуття;
чуття;
свідомість;
братство; громада;
погіршувати(ся);
стримувати;
утримувати;
подарунок, дар;
талант.

Read them.



Saying thanks

Thank you.
Thank you very much.
Thanks a lot.
Many thanks.
That is very kind of you.



Responding to thanks

Not at all.
No problem.
That's OK.
My pleasure.
It's a pleasure.
Don't mention it.
Any time.
You're welcome.

Asking for clarification

Sorry, what do you mean?
Does it mean...?
Do you mean...?
Can you repeat that, please?
Would you mind repeating that, please?
Can you say it again, please?
Sorry, I didn't quite catch that.
Could you repeat that more slowly, please?



4. Look through the text again and say which of the problems young people face are the most important in your opinion.



5. Work in class. Discuss.

1. What youth organisation is the most numerous? Why?
2. Are all youth organisations of Ukraine mentioned in the text in your opinion?
3. What youth organisations have not been mentioned in the text?
4. Which of the youth organisations is the most effective in your opinion? Why?



6. Work in pairs. Discuss and write down the most urgent problems young people face in our country in your opinion. Present your ideas to the classmates.



7. Work in groups. Discuss if young people want to highlight their problems and what forms of social actions can be taken. Think of some other legal forms of social actions. Use the Internet and book resources if necessary. Present your ideas to the classmates.

These expressions can help you:

an art exhibition, an open performance, a social media campaign.



8. There are a lot of problems but some of them young people can overcome themselves. Read this poem by Mother Teresa and discuss. This poem will help you in solving your problems.

Life is beauty. Admire it!
Life is mystery. Know it!
Life is a game. Become a player.
Life is love. Enjoy it!
Life is your dream. Realise it!
Life is a duty. Complete it!
Life is a challenge. Meet it!
Life is an adventure. Dare it!
Life is a struggle. Accept it!
Life is luck. Catch this moment!
It's your life. Choose it!
Life is a song. Sing it to the end!



9. Homework. You've received a letter from your English pen friend, Jim. He writes that young people face different problems in his country and asks about youth problems in Ukraine. Write a letter of about 100—120 words to your pen friend.

Include the following:

- problems young Ukrainians face in our country;
- youth organisations of Ukraine;
- ways of solving youth's problems.



1. Read and discuss these quotations. What does your happiness depend on? Give your reasons. Make a general list of suggestions.

Cry. Forgive. Learn. Move on. Let your tears water the seeds of your future happiness.

Steve Maraboli

Youth is happy because it has the ability to see beauty. Anyone who keeps the ability to see beauty never grows old.

Franz Kafka

Attitude is a choice. Happiness is a choice. Optimism is a choice. Kindness is a choice. Giving is a choice. Respect is a choice. Whatever choice you make makes you. Choose wisely.

Roy T. Bennett

Take responsibility for your own happiness, never put it in other people's hands.

Roy T. Bennett



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. to advertise ['ædvətəɪz] <i>v</i> | to tell people about a product or a service in order to encourage them to buy or use it |
| 2. flyer (flier) ['flaɪə(r)] <i>n</i> | a small sheet of paper that advertises a product to buy and is given to a large number of people |
| 3. fundraising ['fʌndˌreɪzɪŋ] <i>n</i> | the act of collecting money for a charity or an organisation |
| 4. disability [ˌdɪsə'bɪləti] <i>n</i> | the state of not being able to use a part of your body completely or easily or to learn easily |
| 5. parental [pə'rentl] <i>adj</i> | connected with a parent or parents |
| 6. to alter ['ɔ:lteɪ(r)] <i>v</i> | to make smb/smith different; to become different |
| 7. awareness [ə'weənəs] <i>n</i> | knowledge of smth; being interested in smth |



3. Read the text about the main results of research about the priorities of young people. In order to clear up young people's awareness of their rights respondents were asked only one question: "Will you, please, choose from one up to three main goals or priorities in your life for the time being?" Work in pairs. Tell your partner what new information you have learned.

A study conducted by the European Commission questioned 10,000 young people aged 15—18 across the European Union about children's rights. The results, detailed in *Flash Eurobarometer 235: The Rights of the Child (2008)*, show that 67 % of those questioned knew that young people had specific rights. However, 76 % did not know what these rights were and 79 % did not know how to go about defending their rights, or whom to contact for help.

Words to learn:

to advertise;
flyer;
fundraising;
disability;
parental;
to alter;
awareness.



Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.



Find the English meanings of these words:

рекламувати;
флаєр;
збирання коштів на добротинність;
неспроможність;
непрацевдатність;
батьківський;
материнський;
змінювати(ся);
обізнаність,
поінформованість.

Read them.



Main Results of Research Priorities

Engagement in social life. 54 % of young people have taken part in at least one of the civil initiatives during the last 12 months (in terms of direct participation as well as financial support) — there is no statistically significant difference between men and women in this question. Most often youth has taken part in the initiatives in support of the Ukrainian Army (36 %), actions aimed at infrastructure development in their residential area (19 %), assistance to displaced people and/or victims of military actions (16 %), assistance to children and adults in crisis situations, in political actions and environmental activities (14 % and 13 % respectively).

88 % of the respondents indicated at least one of the civil initiatives in which they haven't participated, but are interested to take part. Among initiatives in which the majority of young people is prospectively interested are assistance to children in crisis situations, actions to protect rights and interests that directly affect young people or their families and friends (for example, against illegal construction); actions directed at infrastructure development in their residential area, fight against corruption.

38 % of those interviewed have taken part in civil society organisations' activities in the last 12 months. Young people participated in volunteer initiatives, in charitable or humanitarian organisations' initiatives and in the activities of sport or leisure organisations. Besides, 2 % of those interviewed are members of youth civil society organisations, and 6 % visit their certain events.

36 % of youth have volunteered at least once in their life, and 22 % have volunteered during the last 12 months (19 % of men and 25 % of women), 14 % haven't volunteered during the last 12 months, but have before. The most common fields of volunteer activity are participation in territory cleaning and organising help for the needy.

64 % of the youth representatives follow political news in Ukraine.

Assessment of state policy effectiveness. Young people think that the priority directions of state youth policy must be promotion of youth employment and self-employment, assistance for youth housing, support of talented youth, spreading of healthy and safe lifestyle among youth and support of youth who are in difficult circumstances.

50 % of youth haven't heard about any activity directed toward support of youth initiatives and youth problem solutions in their region at all.



Those who indicated that there are some measures directed toward support of youth initiatives and youth problem solutions in their region evaluated their benefit and efficiency. The most beneficial and efficient directions of youth work at the regional level are sports events for youth (65 %), raising

of youth national-patriotic awareness (61 %), support of talented youth (59 %), development of youth volunteering (58 %). Instead, the respondents think that the least efficient directions in this field are assistance for youth housing (47 %) and support of youth who are in difficult circumstances (42 %).

The awareness level of youth regarding organisations working with youth (youth centres, clubs, groups) is very low. Only 3 % of those interviewed visit such organisations, another 15 % know about such organisations, but do not visit them. 18 % of the respondents have only heard about the existence of such organisations. At the same time, 26 % of the respondents consider development of youth centres and clubs network as priority directions of state youth policy.

Answering the question about what activities must be realised by youth organisations, the respondents mentioned first of all sharing information on employment and starting own business opportunities, training programmes to acquire different skills (computer literacy, foreign languages, etc.) and different types of sports activities and activities of creative groups and studios.

Only 4 % of those interviewed said that no activities of youth organisations are required.

(www.unicef.org)



4. Read the texts and discuss the questions in order to show your awareness of your rights.

Ways to Raise Awareness of Children's Rights

There are many ways to raise awareness of children's rights. The list below is just a start, but these ideas may be helpful in supporting students to develop strategies that will work for them.

Tell someone: talk to the people around you. Your friends and family value your opinion and are much more likely to listen to you than to a stranger.

Advertise: companies use words and images on advertisements to persuade us to buy their products or services. But advertisements are not limited to commercial use: use flyers, posters or ads in the school magazine to raise awareness of children's rights.

Write an article: an article for a school paper, local publication or website offers an opportunity to put your views across in detail.

Give a speech or talk: speaking in class or giving an assembly is a way to raise awareness and get other students involved.

Teach: run a workshop on children's rights at lunchtime, or offer to teach part of a lesson, using participators' activities to get your message across.

Organise an event: concerts, plays, sports competitions, dances and other events can combine entertainment with fundraising and create a captive audience for the awareness-raising strategies mentioned above.





Use the Internet: online forums, blogs, wikis and websites are all great ways to raise awareness on the Internet.

(Adapted from ideas in UNICEF, 2009)

The Convention on the Rights of the Child

Article 1: Definition of the child

In the Convention, the word “child” means a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.

Article 2: Non-discrimination

The protection given by the Convention applies fully and equally to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of a family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether or not they have a disability, or whether they are rich or poor.

Article 3: Best interests of the child

When decisions are made that will affect children, individually or as a group, decision-makers must always consider what would be best for the children concerned. This particularly applies to budget, policy and lawmakers, as well as to decisions about individual children's future lives.

Article 4: Protection of rights

Governments must take the necessary measures to make sure that children's rights are respected, protected and fulfilled. They need to review existing and new laws relating to children, and make changes where necessary. They also need to make sure that legal, health, educational and social services have enough resources to effectively protect children's rights and create an environment where children can reach their potential.

Article 5: Parental guidance

Families are responsible for directing and guiding their children so that, as they grow, they are increasingly able to use and defend their rights properly. Governments have the responsibility to protect and assist families in fulfilling this essential role as nurturers of children.

Article 6: Survival and development

Governments must do everything possible to ensure that children's lives are safeguarded and that they develop healthily.

Article 7: Registration, name, nationality, care

All children have the right to be legally registered when they are born, and by the name they are given to be officially recognised. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8: Preservation of identity

Children have the right to an identity — an official record of their name, nationality and family ties — and governments must ensure that this is not altered illegally.



Article 9: Separation from parents

Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

(www.nswchildrensweek.org.au)

1. How can awareness of children's rights be raised?
2. What do you think can be done to increase awareness of children's rights?
3. What other suggestions do you have for awareness-raising in your school, your community, your country?



5. Work in class. Discuss. What do you know about the youngest generation — generation Z?



6. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. clash [klæʃ] <i>n</i> | the difference between two things opposed to each other; a conflict |
| 2. distinctive [dɪ'stɪŋktɪv] <i>adj</i> | having a quality that makes smth easily noticed |
| 3. digital ['dɪdʒɪtl] <i>adj</i> | using a system of sending and receiving information electronically |
| 4. contradiction [ˌkɒntrə'dɪkʃn] <i>n</i> | a lack of agreement between facts, actions, etc. |
| 5. contradictory [ˌkɒntrə'dɪktəri] <i>adj</i> | conflicting |
| 6. entrepreneur [ˌɒntrəprə'nɜ:(r)] <i>n</i> | a person who makes money by running or starting business |
| 7. determination [dɪ,tɜ:mɪ'neɪʃn] <i>n</i> | the quality that makes you continue doing smth even when it is difficult |
| 8. downturn ['daʊntɜ:n] <i>n</i> | the time when the economy becomes weaker; a fall in the amount of business that is done |
| 9. upheaval [ʌp'hi:vəl] <i>n</i> | disruption; a big change that causes a lot of problems |
| 10. frugal ['fru:gl] <i>adj</i> | using only as much money or food as it is necessary |
| 11. cautious ['kɔ:ʃəs] <i>adj</i> | not taking any risks; taking care to avoid danger or mistakes |
| 12. internship ['ɪntɜ:nʃɪp] <i>n</i> | a period of time during which a new graduate gets practical experience in a job |



7. Read these statements and decide if they are true or false.

1. Generation Z are the youngest generation.
2. Generation Z are the first generation for whom the extraordinary technologies of the 20th century are just a normal part of their life.
3. They aren't afraid of terrorism, conflicts and war.
4. They are frugal and cautious in comparison with other generations.

Words to learn:

clash;
distinctive;
digital;
contradiction;
contradictory;
entrepreneur;
determination;
downturn;
upheaval;
frugal;
cautious;
internship.

Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.



Find the English meanings of these words:

суперечність;
сутичка;
характерний;
цифровий;
спростування;
суперечність;
несумісний;
суперечний;
підприємець;
визначення;
рішучість;
економічний спад;
зниження;
зрушення;
переворот;
ощадливий;
економний;
обережний;
передбачливий;
стажування.

Read them.

Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?

Saying thanks

Thank you.

Thank you very much.

Thanks a lot.

Many thanks.

That is very kind of you.

5. They value their privacy.
6. Their goals are optimistic and possible in the plans for their future careers.
7. They have a strong sense of their own identity and determination to succeed in life.



8. Listen to the text and check your answers.



9. Work in class. Discuss. Do you agree or disagree with these statements? Give your reasons.

1. Youth and youth movements have become an important factor in the public and political life all over the world.
2. Young people are the future of the world and our country, too.
3. It is important for our young people to be engaged in political parties and organisations such as “The Greens”, “The Union of Ukrainian Youth”, “Plast”, “Students’ Fraternity”, “Young Scientists’ Council” and others.
4. Young people desire to become qualified specialists and enter higher educational establishments in order to develop their talents, abilities and their creative potential.
5. Young people have always been the first when it has been the most difficult time for our motherland.



10. Work in pairs. Read the text about inspiring international youth movements that are changing the world for the better. Choose the most effective youth movement in your opinion and present the results of your work to the classmates. Give your reasons. Would you like to join this movement?

International Youth Movement

1. “Global Youth Action Network” (GYAN)
“Global Youth Action Network” plays an important role in today’s youth movements as it is one of the largest youth organisations in the world. It connects youth organisations from about 200 countries. Its motto is to “inform, inspire and involve” through digital youth engagement, social innovation and global educational programmes. The members of this organisation are sure that “social network is for social good”.
2. “One Youth Ambassadors” from Germany are volunteers who help electrify “One’s” campaigns in Europe. They work with the media to raise the profile of the campaigns and encourage the public to sign petitions through online activity and local events. Thanks to their activity millions of euros of funding have helped the world’s poorest part of the population lift themselves out of extreme poverty.
3. The largest youth movement in the world is the Scouts. It includes 40 million members from 223 countries around the world. It is a voluntary non-political educational movement for young

people, open to all without distinction of gender, origin, race or creed. Scouting offers young people the opportunity to develop their emotional, intellectual, physical, social and spiritual potentials as individuals, as members of their local, national and international communities. There are National Scout Organisations all over the world.



4. “Voluntary Service Overseas” (VSO) is a youth organisation with a mission to bring people from around the world together to fight poverty. VSO recruits students and professionals to work as volunteers, living, working and impacting thousands of lives in developing countries.
5. “The World Youth Alliance” promotes the dignity of every human being and works to build a global culture that supports social and economic development, human rights, health and education. There are dozens of thousands of members around the world in “The World Youth Alliance”. They provide training programmes, organise global campaigns, regional events, internships, camps and festivals under the guidance of the UN, EU, OAS and other important regional organisations.
6. “The Peace Corps” is an international service organisation that sends Americans abroad to help the needs of people worldwide. The volunteers of this organisation work on health education and new technologies in communities for two years. More than 235,000 volunteers have served in 141 countries, from Fiji to Zambia.
7. “Restless Development” puts young people at the front of change and development. The members of “Restless Development” know that young people are most affected by problems facing the world but with their positive power and capabilities they can change the world. “Restless Development’s” training programmes help build a stronger youth sector and generation of leaders to lead development around the world.



(Taken from www.one.org)



11. Play a game. Divide into two teams. In turns one team says a word related to youth, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



12. Homework. Find information about a youth organisation that has not been mentioned in the text from Ex. 10 and write a short paragraph about it. Use the Internet and book resources if necessary. Present the results of your work to the classmates.

Include the following:

- the name of the organisation;
- its main directions and activities;
- the reasons for choosing it;
- its benefits for society.



Words to learn:

drawback;
wisdom;
to update;
crisis;
to emerge;
emergence;
excessive;
imposition.



Responding to thanks

Not at all.
No problem.
That's OK.
My pleasure.
It's a pleasure.
Don't mention it.
Any time.
You're welcome.

Expressing opinions

In my opinion, ...
In my view, ...
I think (that) ...
Personally, I think ...
From my point of view ...
I'm not sure (if, about) ...
I don't have a definite opinion about that.
As I see you ...
As I see it, ...
I don't think ...



1. Read and discuss these quotations. Do you agree or disagree with these great people? Give your reasons.

Science is organised knowledge. Wisdom is organised life.

Immanuel Kant

Science without religion is lame, religion without science is blind.

Albert Einstein

The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom.

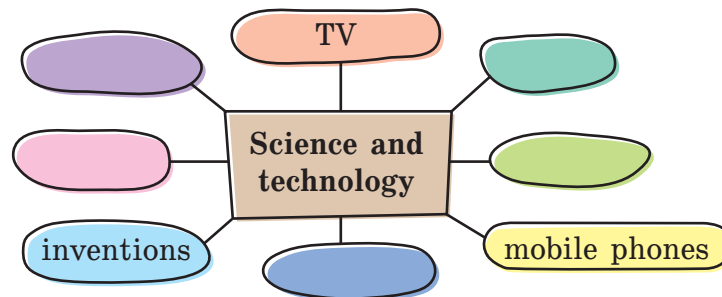
Isaac Asimov

Live as if you were to die tomorrow. Learn as if you were to live forever.

Mahatma Gandhi



2. Work in groups. Complete the mind map. Present your ideas to the classmates.



3. Work in groups. Warming-up. Carry out a survey. Present the results of your survey to the classmates. Discuss.

Find out someone who:

- didn't send friends any written messages using a mobile phone yesterday.
- sent friends written messages using a mobile phone yesterday.
- didn't play computer games yesterday.
- played computer games yesterday.
- didn't use the Internet yesterday.
- used the Internet yesterday.
- has come to school without a mobile phone.
- can't imagine modern life without new technologies.



4. Listen and read the new words and their definitions. Make some sentences with these words.

1. drawback ['drɒ:bæk] *n*

disadvantage

2. wisdom ['wɪzdəm] *n*

the ability to make sensible decisions because of the experience and knowledge you have

- | | |
|---|--|
| 3. to update [ˌʌpˈdeɪt] <i>v</i> | to make smth more modern by adding new parts |
| 4. crisis ['kraɪsɪs] (<i>pl. crises</i>) <i>n</i> | a time of great problems, danger or difficulty |
| 5. to emerge [ɪ'mɜːdʒ] <i>v</i> | to become known or to appear |
| 6. emergence [ɪ'mɜːdʒəns] <i>n</i> | the process of becoming visible or starting to exist |
| 7. excessive [ɪk'sesɪv] <i>adj</i> | greater than what seems reasonable |
| 8. imposition [ˌɪmpə'zɪʃn] <i>n</i> | the act of introducing smth new (rule, law, etc.) |



5. Read and match the parts of the sentences. Say if you agree or disagree with these statements. Give your reasons.

1) All important changes that took place in the life of people in the 20 th century and the beginning of the 21 st century	a) we must continue to develop science and technology for future generations.
2) New discoveries that have been made in the natural sciences at the end of the past and at the beginning of this century	b) are beneficial only for those under whose control these means of communication and mass media are.
3) But continuous improvement of technology is accompanied not only by the growth of labour productivity and	c) the spiritual life of people, increased opportunities and facilitated the ways to join the world culture.
4) The rapid increase and updating of scientific information	d) led to the emergence of a large number of new disciplines and subjects and excessive curricula and textbooks.
5) The desire to update the content of learning, bringing it in line with the new achievements of science,	e) were in one way or another connected with the scientific and technological revolution.
6) The development of technical means of communication and mass media influenced	f) have influenced the understanding of the world and made possible the practical use of laws of nature and human activity.
7) But the rapid development of technical means of communication and mass media had not only positive effects but negative effects as well because of the imposition of certain stereotypes of people's consciousness which	g) product quality, but also by job losses and the spread of unemployment.
8) Nevertheless if we want to be richer and stronger, if we want to increase the duration of human life	h) affected the development of education negatively and gave rise to certain crisis in it.

Find the English meanings of these words:

перепона; вада;
мудрість;
модернізувати;
криза;
виявлятися;
поява; виникнення;
надмірний;
введення (чогось).

Read them.



Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.

Asking for someone's opinion

What do you think of...?
What do you think about...?
What's your opinion...?
What's your view...?

Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.



6. Work in class. Discuss. The desire to update the content of learning, bringing it in line with the new achievements of science, led to the emergence of a large number of new disciplines and subjects and excessive curricula and textbooks at schools. Do you agree with it? Give your reasons.



7. Work in pairs. Read and choose the correct forms of the verbs to complete the sentences. Present the results of your work to the classmates.

1. If I were a scientist, I *will* / *would* invent a universal cure to get rid of AIDS and cancer.
2. If I were an astronaut, I *will* / *would* discover a new star.
3. We *won't* / *wouldn't* call our friends so often if we didn't have mobile phones.
4. If we use the Internet, we *will* / *would* find the necessary information faster.
5. If he worked hard, he *can* / *could* enter university.
6. If she wants, she *will* / *would* become a scientist.
7. I couldn't take photos as I *didn't* / *don't* have a camera.



8. Work in pairs. Imagine your life without these things: cameras, mobile phones, television sets, computers. Make your own sentences and write them down. Use the first and second types of conditionals.

These expressions can help you:

**If I didn't have...; I wouldn't...; I would...; I couldn't...; I could...;
If I don't have...; I won't... .**

SPOT ON WRITING TIPS

For-and-against Essays

Writing essays discussing advantages and disadvantages of something.

We usually write an essay in a formal style.

- **The first paragraph** presents the problem without stating your opinion.
- **The main body paragraphs** present the points for and the points against in separate paragraphs, supporting your arguments with justifications or examples.
- **The last paragraph** includes your opinion and a summary of the topic.

Remember! To make a piece of writing more interesting to the reader, use certain techniques to start or end it such as:

- addressing the reader directly. *If you want to help the environment, there are a lot of things that you can do;*
- using a quotation (a sentence/phrase from a book, a play, a magazine, etc.).
- using a rhetorical question (a question that makes a statement rather than expecting an answer).

Useful Hints

We use linkers to organise our ideas:

To list/add points:

Firstly, First of all, To start/begin with, Secondly, Finally, In addition, Furthermore, Moreover, Besides

To introduce/list advantages:

The first/Another advantage of..., One point in favour of..., Some people feel/argue that..., Without a doubt/Certainly there are many arguments..., It is often suggested/believed/argued that...

To introduce/list disadvantages:

The first/The main/One/Another disadvantage of..., One argument against ... is that..., Some/Many people are against ... because...

To introduce examples/justifications:

For example/instance, such as, like, because, as, since, as a result, therefore, in particular, for this reason, etc.

To show contrast:

On the other hand, However, In contrast, Although, Even though, Nevertheless, Still, But, Despite/In spite of, etc.

To conclude:

In conclusion, To conclude/sum up, All in all, Finally, Taking everything into account/consideration

To give your opinion:

I think/believe that..., I am strongly/totally in favour of..., In my opinion/view, I am strongly/totally against..., It seems/appears to me that...



9. Homework. Write a for-and-against essay about any modern gadget.

Suggested Answer

About Advantages and Disadvantages of Mobile Phones

The biggest effects of technology are in the area of communication, through the Internet and mobile phones. Though mobile phones have been widely used only for about twenty years, we can't imagine our life without them. Of course they have many benefits but they also cause a number of problems. And it is up to us to decide whether mobile phones are good for society in general or they aren't.

There are several important arguments in favour of mobile phones. The first advantage is that mobile phones have huge benefits for people who live far from landline telephones. They give people the opportunity to work in remote places and stay in touch



with relatives. What is more, they are useful in emergencies, for example, when you travel by car and it breaks down or something else happens, when you are in the mountains or in the forest and you lose your way and need somebody's help, and many other occasions.

You can also find necessary information using your mobile phones and so on.

On the other hand, mobile phones have some disadvantages, too. Firstly, mobile phones are bad for the environment when they are thrown away and as a result they produce toxic waste. Beside this, mobile phones cause accidents when you use them while driving a car. Children stop doing a lot of useful things. They do not do sports, go for walks with friends, read books, go to museums, art galleries and theatres, etc. as they play different games using mobile phones all the time.

To summarise, there are strong arguments for and against mobile phones. But in my opinion, we can use mobile phones as it is a benefit for us but we have to remember about the drawbacks of mobile phones, too.





1. Read and discuss the quotation. Do you agree with Carl Sagan?

Science is not only compatible with spirituality, it is a profound course of spirituality.

Carl Sagan



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. sin [sɪn] <i>n</i> | an offence against God, a religious or moral law |
| 2. conscience ['kɒnʃəns] <i>n</i> | a feeling of guilt about smth you have done; the part of your mind that helps you know whether your actions are wrong or right |
| 3. worship ['wɜːʃɪp] <i>n</i> | a strong feeling of love and respect for God or for smb/smth |
| 4. humanity [hjuː'mænəti] <i>n</i> | the quality of being kind to people and animals |
| 5. sermon ['sɜːmən] <i>n</i> | a talk on a moral or religious subject given by a religious leader |
| 6. correlation [,kɔrə'leɪʃn] <i>n</i> | a connection between two things |
| 7. violence ['vaɪələns] <i>n</i> | physical or emotional force and energy that can be used to hurt or kill smb |
| 8. enlightenment [ɪn'laɪtnmənt] <i>n</i> | the process of understanding smth |
| 9. insomnia [ɪn'sɒmniə] <i>n</i> | sleeplessness; the condition of being unable to sleep |
| 10. consumer [kən'sju:mə(r)] <i>n</i> | a person who buys food or uses services |
| 11. producer [prə'dju:sə(r)] <i>n</i> | a person, a company, etc. that makes or grows food, goods, materials, etc. |
| 12. to seek [si:k] (sought, sought) <i>v</i> | to try to achieve something; to attempt |



3. Listen, read and discuss. Say what sins are the most terrible in your opinion. Give your reasons why you think so.

The Seven Social Sins are:

Wealth without work.
Pleasure without conscience.
Knowledge without character.
Commerce without morality.
Science without humanity.
Worship without sacrifice.
Politics without principles.

*From a sermon given by
Frederick Lewis Donaldson
in Westminster Abbey*

Words to learn:

sin;
conscience;
worship;
humanity;
sermon;
correlation;
violence;
enlightenment;
insomnia;
consumer;
producer;
to seek.



Find the English meanings of these words:

гріх;
сумління; совість;
поклоніння;
богослужіння;
людство; людяність;
проповідь;
взаємозв'язок;
наси́льство;
жорстокість.
навчання, освіта;
обізнаність;
безсоння;
споживач;
виробник;
шукати; прагнути.

Read them.



4. Read the text below. For each of the empty spaces (1—5) choose the correct answers (A, B, C or D). Say what this text is about.

People have always been trying to learn more about the world they live in. As the science developed, people ...⁽¹⁾ more and more about our world.

People may be easily ...⁽²⁾ into producers and consumers. Producers are scientists who make up their mind to create something new. Consumers are ordinary people — employees and businessmen, soldiers and unemployed — who are using all these technological and scientific innovations.

No one knows what we are going to become in future, but today we are just consumers. We use computers, cars, mobile phones without knowing how they ...⁽³⁾. There is one main reason for that — none of us can know everything in the world. Everyone devotes his or her life to some specific job and usually does not care about anything else except it. However, in our free time we do begin seeking for new things around us, for our own small discoveries.

Fortunately, there are many ways of learning about the world today. We can travel, watch films or just television programmes, attend various courses or simply read books and magazines. Each of these ways ...⁽⁴⁾ its own pros and cons. For example, imagine what our life would be like if we did not read books or newspapers. We would never be aware of the events happening in the world and most of our free time we would be sleeping or walking to and fro.

As for a computer, it is an achievement ...⁽⁵⁾ mankind. Our great-grandparents could not even imagine a screen where everyone is walking, jumping or talking. We are lucky in some way because it



is a marvellous way to learn about the world. You can simply turn on your computer, and it will bring anything, from a classroom to a gym, into your home.



	A	B	C	D
1	learning	learned	would learn	learn
2	divided	to divide	dividing	would divide
3	to produce	producing	produced	are produced
4	have	to have	has	having
5	of	with	at	under



5. Work in groups of three or four. Discuss good and bad effects of such technologies as TV and video games on their users. Some groups make a list of good effects and some groups make a list of bad effects. Present your list to the classmates. Give your reasons.



6. Read the text and compare the information given in the text with the results of your group work. Say what aspects are not mentioned in the text and what information is new for you.

Modern technologies affect our lives greatly. TV can be a source of education and enlightenment. You can learn a lot watching TV but watching it too much has obvious drawbacks. Studies have shown a direct correlation between the time spent watching TV and falling educational standards. The more time children and teenagers spend staring at a screen, the higher the risk they will suffer from insomnia, disorders and learning difficulties. They damage their eyes, too.

What's more, young TV addicts are much more likely to become aggressive. A study carried out by scientists has found that those who watch TV over three hours a day commit five times more violent acts than those who watch TV less than one hour a day.

Then they spend less time out socialising and face-to-face communication is dying as they are spending more time communicating via electronic media. It means that they are losing important skills such as personal communication and they sometimes don't know how to talk to other people and may even feel uncomfortable in the company of others.

Unlike TV, video games offer interactive experience. Gamers do not only observe acts of violence, they perform them and it may cause violence in real life. Studies carried out



Disagreeing

- Yes, but...
- True, but...
- I can't agree with you.
- I disagree with you.
- I'm afraid I disagree with you.
- I'm not sure that's right.
- I agree to some extent, but...
- I'm not sure I can accept that.
- There might be some truth in that, but...



in Japan and the USA have shown that violent games increase the likelihood of children and teenagers to be involved in fighting and bullying.

So children and teenagers don't have to spend long hours sitting in front of a screen. It is important to be able to use all these technologies to help them but not let these technologies run their lives.



7. An American student has come to your class. He is interested if you know about bad effects of TV and video games on your lives. Answer his questions.

1. What affects our lives greatly?
2. What, according to the studies, happens if we spend a lot of time staring at a screen of a TV set?
3. What will children and teenagers suffer from if they don't stop watching TV day and night?
4. Can young TV addicts become aggressive?
5. What communication is dying because of spending less time out socialising?
6. What games may cause violence in real life?
7. What increases the likelihood of children and teenagers to be involved in fighting and bullying?

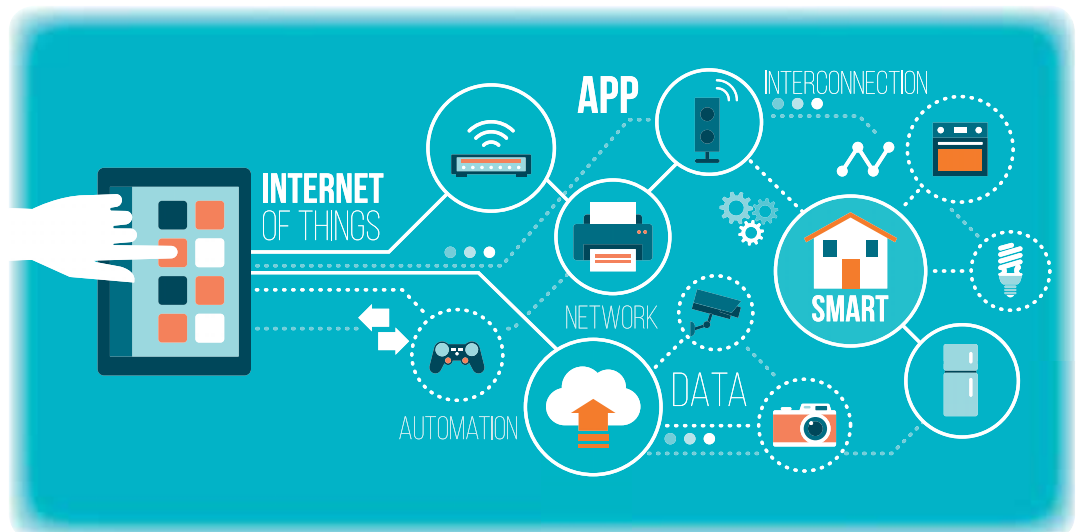


8. Transform the students' questions from Ex. 7 into indirect ones. Start with the examples below.

1. The student asked what affected our lives greatly.
2. The student asked what, according to the studies, happened if you spent a lot of time staring at a screen of a TV set.



9. Homework. Write a for-and-against essay about the Internet describing its advantages and disadvantages.





1. Read and discuss these quotations. Do we have to understand and realise everything in our life?

The important thing is not to stop questioning. Curiosity has its own reason for existence. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvellous structure of reality. It is enough if one tries merely to comprehend a little of this mystery each day.

Albert Einstein

Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.

Marie Curie

Words to learn:

curiosity;
awe;
eternity;
to comprehend;
merely;
untold;
inequality;
beneficiary;
victim;
to access;
incisive;
tentacles;
hostility;
retail.



2. Listen and read the new words and their definitions. Make some sentences with these words.

1. curiosity [ˌkjʊəri'ɒsəti] *n* a strong desire to know about smth or to do smth
2. awe [ə:] *n* feelings of respect and slight fear
3. eternity [ɪ'tɜːnəti] *n* a period of time that seems to never end
4. to comprehend [ˌkɒmprɪ'hend] *v* to understand smth fully
5. merely ['mɪəli] *adv* used to emphasise a fact or smth you are saying
6. untold [ˌʌn'təʊld] *adj* used to emphasise how great, small, etc. something is
7. inequality [ˌɪnɪ'kwɒləti] *n* the unfair difference between groups of people in society
8. beneficiary [ˌbenɪ'fɪjəri] *n* a person who gains as a result of smth
9. victim ['vɪktɪm] *n* a person who has been tricked
10. to access ['ækses] *v* to open a computer file in order to get or add information
11. incisive [ɪn'saɪsɪv] *adj* showing a good understanding of what is important
12. tentacles ['tentəklz] *n* the influence that a large organisation or system has and that is hard to avoid
13. hostility [hɒ'stɪləti] *n* unfriendly behaviour or aggressive feelings towards smb/smith
14. retail [ri:'teɪl] *n* selling of goods to the public through shops, stores



Find the English meanings of these words:

допитливість;
 благоговіння,
 трепет;
 вічність;
 розуміти;
 лише; просто;
 несказаний;
 нерівність;
 отримувач вигоди;
 жертва;
 мати доступ;
 гострий;
 дошкульний;
 проникливий;
 вплив великих
 організацій;
 ворожість;
 роздрібний
 продаж.

Read them.



3. Match the words and expressions to their definitions.

1. a start-up	a) all prizes go to the winner
2. a contrarian	b) sacrificing spiritual values for power and knowledge
3. win-win	c) being able to reach everything
4. eye-popping	d) a real store where you can touch products
5. sitting on a pile	e) an obvious example
6. a winner takes all	f) having lots of money
7. a glaring example	g) a new business
8. bricks and mortar	h) mutually beneficial situation
9. many-tentacled	i) shocking, surprising
10. Faustian deal	j) a person with the opposite opinion



4. Read the text and fill the gaps with the appropriate words or expressions.

Use these words and expressions:

a glaring example, win-win, a contrarian, eye-popping, sitting on a pile, bricks and mortar, many-tentacled, Faustian deal, a start-up, a winner takes all.

How the Internet Ate the World

In barely two decades, the Internet has transformed the way we communicate, search, learn and shop. But is that a good thing? Jon Henley meets the sceptic who believes the Internet is making fools and victims of us all.



During every minute of every day of 2014, according to Andrew Keen's new book, the world's Internet users — all three billion of them — sent 204 million emails, undertook four million Google searches, shared 2,46 million pieces of Facebook content, published 277,000 tweets, posted 216,000 new photos on Instagram and spent \$83,000 on Amazon. For a



network that has existed recognisably for barely 20 years the numbers are astonishing: the Internet, plainly, has transformed our lives, making so much of what we do every day — communicating, shopping, finding, booking — unimaginably easier than it was.

So it takes a brave man to argue that there is another side of the Internet. Keen, who was once so sure that the Internet was the answer that he sank all he had into ...⁽¹⁾, is now a thoughtful ...⁽²⁾ who believes the Internet is actually doing untold damage. The net, he argues, was meant to bring “power to the people, a platform for equality”. Instead, it has handed extraordinary power and wealth to a tiny handful of people, while simultaneously, for the rest of us, compounding existing inequalities — cultural, social and economic. Individually, it may work wonders for us. Collectively, it's doing no good at all. “It was supposed to be a ...⁽³⁾”, Keen declares. “The network's users were supposed to be its beneficiaries. But in a lot of ways, we are its victims”.

The numbers Keen reels off are ...⁽⁴⁾: Google, which now handles 3,5 billion searches daily and controls more than 90 % in some countries, including Britain, was valued at \$400bn last year — seven times more than the General Motors, which employs nearly four times more people. Its two founders, Larry Page and Serhii Brin, are worth \$30bn apiece. Facebook's Mark Zuckerberg, head of the world's second biggest Internet site — used by 19 % of people in the world, half of whom access it six days a week or more — is ...⁽⁵⁾, while at \$190bn in July last year, his company was worth more than Coca-Cola, Disney and AT&T.

Jeff Bezos of Amazon is also worth \$30bn. Uber, a five-year-old start-up employing about 1,000 people, was valued last year at more than \$18bn — roughly the same as Hertz and Avis combined. The 700-staff lodging rental site Airbnb was valued at \$10bn.

Part of the problem here, argues Keen, is that the digital economy is, by its nature, ...⁽⁶⁾. “There are just certain structural qualities that mean the Internet lends itself to monopolies. The Internet is a perfect global platform for free-market capitalism — a pure, frictionless, borderless economy”. Keen cites San Francisco writer Rebecca Solnit's incisive take on Google: “Imagine it is 100 years ago, and the post office, the phone company, the public libraries, the printing houses, Ordnance Survey maps and the cinemas were all controlled by the same secretive and unaccountable organisation. Plus, he adds,



Words to learn:

to eliminate;
smallpox;
dementia;
polio;
cancer;
germ;
gene;
genetic;
to inherit;
horrific;
advance;
to alleviate,
lifespan;
to boost.

Responding to thanks

Not at all.
No problem.
That's OK.
My pleasure.
It's a pleasure.
Don't mention it.
Any time.
You're welcome.

Asking for clarification

Sorry, what do you mean?
Does it mean...?
Do you mean...?
Can you repeat that, please?
Would you mind repeating that, please?
Can you say it again, please?
Sorry, I didn't quite catch that.
Could you repeat that more slowly, please?

“Google doesn't just own the post office — it has the right to open everyone's letters”.

This, Keen argues, is the net economy's natural tendency: “Google is the search and information monopoly, Uber's about being the transport monopoly; Airbnb is the hospitality monopoly. These are all, ultimately, monopoly plays — that's the logic. And that should worry people”. It is already having consequences, Keen says, in the real world. Take surely the most ...⁽⁷⁾ — Amazon. Keen's book cites a 2013 American survey which found that while it takes, on average, a regular ...⁽⁸⁾ store's 47 employees to generate \$10m in turnover, Jeff Bezos's ...⁽⁹⁾, all-consuming and completely ruthless “Everything Store” achieves the same with 14. Amazon, that report concluded, probably destroyed 27,000 US jobs in 2012.

“And we love it”, Keen says. “We all use Amazon. We strike this ...⁽¹⁰⁾. It's ultra-convenient, fantastic service, great interface, absurdly cheap prices. But what's the cost? Truly appalling working conditions; we know this. Deep hostility to unions. A massive impact on independent retail; savage bullying of publishers. Amazon has told us what we want to hear. Bezos says, “This is about you, the consumer”. The problem is, we're not just consumers. We're citizens, too”.

(Adapted from The Guardian, 9 February 2015)



5. Work in groups. Discuss and write the arguments for the Internet. Present the results of your discussion to the classmates. The classmates have to transform your presentation into indirect speech.



6. Work in groups. Discuss and write the arguments against the Internet. Present the results of your discussion to the classmates. The classmates have to transform your presentation into indirect speech.



7. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. to eliminate [ɪ'ɪlɪmɪneɪt] <i>v</i> | to get rid of smth/smb |
| 2. smallpox ['smɔːlpɒks] <i>n</i> | <i>med.</i> a serious infectious disease that causes fever and often death |
| 3. dementia [dɪ'menʃə] <i>n</i> | <i>med.</i> a serious mental disorder caused by brain disease that affects the ability to think, remember and behave normally |
| 4. polio ['pəʊliəʊ] (poliomyelitis [ˌpəʊliəʊ'maɪə'laɪtɪs]) <i>n</i> | <i>med.</i> an infectious disease that affects the central nervous system and can cause paralysis or death |
| 5. cancer ['kænsə(r)] <i>n</i> | <i>med.</i> a serious disease which kills normal body cells and often causes death |
| 6. germ [dʒɜːm] <i>n</i> | <i>med.</i> a very small living thing that can cause infection and disease |
| 7. gene [dʒiːn] <i>n</i> | <i>biol.</i> a unit inside a cell which controls a particular quality in a living thing that has been passed on from parents |

- | | |
|--|---|
| 8. genetic [dʒə'netɪk] <i>adj</i> | relating to genes; received by animals, plants or people from parents |
| 9. to inherit [ɪn'herɪt] <i>v</i> | to have the same qualities and physical features as your parents |
| 10. horrific [hə'rɪfɪk] <i>adj</i> | extremely bad, shocking; causing horror |
| 11. advance [əd'vɑːns] <i>n</i> | the progress in a particular activity |
| 12. to alleviate [ə'li:vieɪt] <i>v</i> | to ease; to make smth less painful |
| 13. lifespan ['laɪfspæn] <i>n</i> | the length of life |
| 14. to boost [buːst] <i>v</i> | to become better or more successful; to make smth increase |



8. Listen to the interview with a scientist about very serious diseases and the ways of their treatment. Decide if these statements are true or false.

- The last hundred years have seen many great achievements, among them the greatest triumph — the advance of modern medicine.
- In the 20th and the 21st centuries all the serious diseases have been eliminated.
- Some serious diseases remain.
- There is some progress in treating dementia, Alzheimer's disease.
- People hope that by 2022 they will have seen the first disease-modifying treatment of dementia.
- As for polio there is a cure but vaccination is necessary, too.
- Genetic diseases are very serious too but scientists believe it will become possible to carry out germline engineering reliably and effectively within the next 20 years, with remarkable results.



9. Read the interview again, choose the main sentences in your opinion and transform them into reported speech.



10. Listen to the text about one of the famous Ukrainian scientists, L. Kadeniuk, for getting specific information and answer the questions.

- When and where was Leonid Kadeniuk born?
- Where did he get the perfect skills of a test pilot?
- When was he included in the group of Ukrainian astronauts?
- Where did he go for space flight training in 1996?
- When did he make the first space flight?



11. Work in groups. Discuss.

- What famous Ukrainian scientists do you know?
- What are they famous for?
- What do you know about their lives?



12. Work in class. Discuss.

- What are the most important new technologies for solving world problems in your opinion?
- How is digital learning going to change schools and education?

Find the English meanings of these words:

усувати, виключати;
віспа;
слабоумство;
поліомієліт;
рак (хвороба);
мікроб, бактерія;
ген;
генетичний;
успадкоувати;
жахливий;
поліпшення;
прогрес; успіх;
полегшувати (біль);
тривалість життя;
підвищувати;
підсилювати.

Read them.

Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.

Asking for someone's opinion

What do you think of...?
What do you think about...?
What's your opinion...?
What's your view...?





3. To what extent is the development of new technologies having a negative effect?
4. How will new technologies change our lives in 25 years in your opinion?



13. Play a game. Divide into two teams. In turns one team says a word related to science and technology, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



14. Homework. 1) Choose one of the famous Ukrainian scientists and write a short paragraph about him/her or 2) write an essay about science and technological progress in modern society.



Suggested Answer

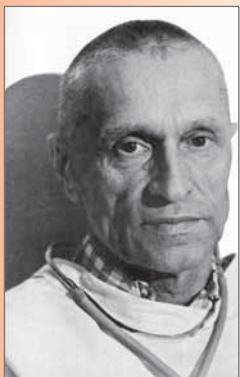
There is no doubt that science is a systematic way which involves observation and experimentation in order to get knowledge and improve skills; whereas technology is the practical application of science which helps in improving the quality of life.

What is more, scientific revolutions took its full speed from the 20th century and have become more advanced in the 21st century. We live in the modern world full of computers, automatic devices, gadgets, cell phones and many other different interesting and useful things that technological progress has given us for usage.

New inventions in the field of science and technology play a great role in the daily lives of people and in making their lifestyle advance. For instance, some of the biggest effects of technology are in the area of communication; through the Internet and mobile phones. Information technology has boosted in today's generation; from the field of communication, business, education, and to the entertainment industry.

As a result of this, modern technology has changed the way many companies produce their goods and handle their business. The idea and use of video and web conferencing, for instance, has helped companies remove geographical barriers giving them the opportunity to reach out to employees and clients throughout the world. Advances in medical technology have contributed immensely in extending the lifespan of people. Science and technology increase road safety. Another machine, the air conditioner, provides cool comfort, especially in hot weather. Moreover, present-day factories have modern facilities like machines and software that facilitate production.

Taking everything into account, it would not be an exaggeration to mention that technological progress in modern society is really useful and necessary and makes our lives easier and more interesting.





1. Read and discuss these quotations. Do we have to let selfish men skin our country of its beauty, its riches or its romance?

Here is your country. Cherish these natural wonders, cherish the natural resources, cherish the history and romance as a sacred heritage, for your children and your children's children. Do not let selfish men or greedy interests skin your country of its beauty, its riches or its romance.

Theodore Roosevelt

To take care of the planet is to take care of our own house.

The Dalai Lama



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. to concern [kən'sɜːn] <i>v</i> | to affect smb; to involve smb |
| 2. substance ['sʌbstəns] <i>n</i> | significance; a type of gas, liquid or solid with particular qualities |
| 3. by-product ['baɪprɒdʌkt] <i>n</i> | a substance that is produced during the process of destroying or making smth else |
| 4. poisonous ['pɔɪzənəs] <i>adj</i> | toxic; venomous; harmful, causing illnesses or death |
| 5. interaction [,ɪntər'ækʃn] <i>n</i> | an effect the two things have on each other |
| 6. biodiversity [,baɪəʊdaɪ'vɜːsəti] <i>n</i> | the existence of a large number of different kinds of plants and animals that make a balanced environment |
| 7. disaster [dɪ'zɑːstə(r)] <i>n</i> | a very bad accident, often natural |
| 8. earthquake ['ɜːθkweɪk] <i>n</i> | a sudden, violent shaking of the earth's surface |
| 9. cyclone ['saɪkləʊn] <i>n</i> | a terrible tropical storm with strong winds moving in a circle |
| 10. hurricane ['hʌrɪkən] <i>n</i> | a terrible storm with very strong winds |
| 11. typhoon [taɪ'fuːn] <i>n</i> | a violent tropical storm with very strong winds |
| 12. flood [flʌd] <i>n</i> | a large amount of water covering an area |
| 13. tsunami [tsu:'nɑːmi] <i>n</i> | an extremely large wave in the sea caused by an earthquake or smth else |
| 14. drought [draʊt] <i>n</i> | a long period of time with no rain |
| 15. tornado [tɔː'neɪdəʊ] <i>n</i> | a violent storm with very strong winds which spin more in a circle |
| 16. avalanche ['ævələːnt] <i>n</i> | a large amount of snow, ice and rock falling down the side of a mountain |
| 17. mudslide ['mʌdslaɪd] <i>n</i> | a large amount of mud sliding down a mountain |
| 18. landslide ['lændslaɪd] <i>n</i> | a mass of earth, rock, etc. that falls down the slope of a mountain |
| 19. to cherish ['tʃerɪʃ] <i>v</i> | to love smb/smth very much and want to protect who or what you love |

Words to learn:

to concern;
substance;
by-product;
poisonous;
interaction;
biodiversity;
disaster;
earthquake;
cyclone;
hurricane;
typhoon;
flood;
tsunami;
drought;
tornado;
avalanche;
mudslide;
landslide;
to cherish.



Find the English meanings of these words:

стосуватися;
речовина; матерія;
субстанція;
побічний продукт;
отруйний;
взаємодія;
біологічне
розмаїття;
стихийне лихо;
катастрофа;
землетрус;
циклон;
ураган;
тайфун;
повінь;
цунамі;
засуха, посуха;
смерч, торнадо;
сніговий обвал,
лавина;
грязьовий обвал,
зсув;
зсув (каміня,
ґрунту);
вищувати;
пестити.

Read them.



3. Match the words to their definitions.

1. pollution	a) the raising of the temperature of the earth's atmosphere caused by the increase of certain gases
2. extinct	b) the process of making the water dirty by adding harmful substances to it
3. deforestation	c) the process of making the air dirty by adding harmful gases to the atmosphere
4. global warming	d) the damage done to air, soil and water
5. water pollution	e) no longer existing as an animal species
6. to protect	f) the natural environment of animals or plants
7. recycling	g) the act of cutting down large areas of forests
8. endangered species	h) species which tend to become extinct
9. air pollution	i) to keep smb/smith not to be harmed, damaged, etc.
10. habitat	j) a rain which contains a large amount of harmful chemicals
11. an acid rain	k) the process of collecting used products in order to produce useful materials which can be used again



4. Read the names of these disasters. Say which disasters are natural and which ones are caused by human errors. Can we avoid disasters which are caused by human errors? What do you think?

Hurricane, typhoon, cyclone, earthquake, flood, nuclear explosion, plane crash, avalanche, mudslide, drought, fire, shipwreck, tsunami, volcanic eruption, landslide, tornado, war, explosions on ammunition dumps.



5. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).

Environmental Protection

We live in a magic, wonderful world. This world is our Earth. The Earth means everything around us: air, water, land, all living creatures and plants. It is our home. But today our planet is in serious danger. The solution of ecological and environmental problems ...⁽¹⁾ us greatly ...⁽²⁾ the cooperation of all nations. The protection of the environment ...⁽³⁾ one of the most burning problems of our century.





Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the soil we grow grain and vegetables on. Cars and industrial enterprises pollute the atmosphere with millions of tons of ...⁽⁴⁾ substances, such as chemicals, exhaust fumes, etc. They are the main reason for global warming and acid rains.

Our forests ...⁽⁵⁾ because they are being cut down or burnt and their disappearance upsets the oxygen balance and destroys habitat. As a result some rare species of animals, birds and plants disappear forever because of their ...⁽⁶⁾ habitat.

All life on the Earth depends on water but oceans — saying nothing of rivers, seas, lakes, streams, ponds and even underground water — are polluted with poisonous substances because of industrial and nuclear waste, chemicals and rubbish. The pollution of air, water, soil, destruction of the ozone layer, acid rains and global warming are the results of man's careless interaction with nature, a sign of ecological crisis.

We have to remember about natural disasters: avalanche, hurricane, flood, tsunami, cyclone, volcanic eruption, earthquake, tornado, drought, mudslide, typhoon, and disasters which are caused by human errors: fires, wars, plane crashes, nuclear explosions, shipwrecks, explosions on ammunition dumps.

The ...⁽⁷⁾ horrible ecological disaster befell Ukraine and its people as a result of the accident at the Chernobyl nuclear power station in April 1986. A great damage ...⁽⁸⁾ to Ukraine's agriculture, forests, rivers, lakes, animals, plants and people's health.

Every year thousands of plants and animal species get extinct. We are losing biodiversity. And the problem of endangered species ...⁽⁹⁾





worse, too, because of global warming, air and water pollution, deforestation, destroyed habitat.

So, environmental protection is really a global problem. And it goes without saying that the most serious measures to create a universal system of ecological security ...(10) immediately. If we don't use

the environment carefully and protect it from man's destructive activities, very soon we won't have the planet to live on.



	A	B	C	D
1	concerns	concerning	concerned	to be concerned
2	required	requiring	requires	was required
3	to become	became	is becoming	has become
4	harm	harmful	harmless	harmfully
5	are disappearing	disappeared	to disappear	has disappeared
6	to destroy	destroyed	was destroyed	destroying
7	more	most	much	many
8	has been done	to do	have been done	done
9	to get	got	is getting	are getting
10	took	was taken	should be taken	to take

Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?



6. Work in groups. Look at the table, discuss and write down solutions to these problems. Use the Internet and book resources if necessary. Present the results of your discussion to the classmates.

Problems	Solutions
destruction of habitat	<ul style="list-style-type: none"> to plant trees, bushes and flowers; not to cut down and burn trees; to protect forests and jungles; to give financial support in order to preserve nature; not to drop rubbish everywhere; not to destroy animal habitat, etc.
water pollution	
air pollution	



7. Work in class. Discuss.

1. Do you study the problems of nature protection at any of your school lessons? Is it necessary to discuss ecological problems at school? What is your opinion?
2. Why did some species of animals, birds, fish and plants disappear forever?
3. What can you say about man's careless interaction with nature?
4. What should be done if we want to live on the Earth?
5. Do you know any organisations which help us improve or solve ecological problems?



8. Work in groups. Discuss the pessimistic and optimistic points of view on the ecological problems. Present the results of your discussion to the classmates. Choose the best ways of solving ecological problems.

FOCUS ON GRAMMAR

Conditionals

1. The zero conditional expresses situations that are always true and refers to «all time», not just the present or future. We use the zero conditional to state things that seem generally or always true such as rules, scientific and economic laws, religious doctrines, guidelines.

If-clause	Main Clause
If noun/pronoun + Present Simple	noun/pronoun + Present Simple

- 1) If we don't water the flowers at home, they die.
- 2) If I drop an egg, it breaks.
- 3) If it rains, you get wet.
- 4) If you heat water to 100 °C, it boils.

We use a comma when the if-clause is the first but when the if-clause follows the main clause, we don't use a comma.

- 1) Flowers die if you don't water them.
- 2) An egg breaks if I drop it.

2. We use the first conditional to talk about things that are normal, possible and may happen in the future as a result of a possible action or situation. We use the first conditional to give some advice or warnings, to make predictions, offers or promises, to state instructions, to draw conclusions.

If-clause	Main Clause
If noun/pronoun + Present Simple	noun/pronoun + Future Simple <i>will/won't</i> (<i>will not</i>) or modal verbs: <i>can, might, may, should, must, have to</i> + verb

Arguments

- To start with...
- First of all...
- Firstly...
- Secondly...
- The main reason is...
- On the one hand...
- On the other hand...
- Well, the thing is that...
- And finally...
- All in all...



Saying thanks

- Thank you.
- Thank you very much.
- Thanks a lot.
- Many thanks.
- That is very kind of you.





- 1) If you come to me, I'll help you with your project.
 - 2) If you aren't too tired, you can (you'll) take part in our competition.
 - 3) If you press button B, the TV set will be switched off.
 - 4) If the weather is fine, we'll go for a walk.
3. We use the second conditional to talk about things that are impossible or unlikely to happen. We use the Past Simple to describe an imaginary action or situation in if-clauses and *would* + verb to describe the result.

If-clause	Main Clause
If noun/pronoun + Past Simple	noun/pronoun + <i>would</i> + verb

- 1) If you came to me, I would help you with your project.
 - 2) If you weren't too tired, you would (you'd) take part in our competition (you could take part in our competition).
 - 3) If you pressed button B, the TV set would be switched off.
 - 4) If the weather was fine, we would go for a walk.
4. We use the third conditional to talk about events in the past that cannot be changed, about things that might have happened in the past but did not.

If-clause	Main Clause
If noun/pronoun + Past Perfect	noun/pronoun + <i>would (could, might, must)</i> + Present Perfect

- 1) If you had come to me, I would have helped you with your project.
- 2) If you hadn't been so tired, you would (could) have taken part in our competition.
- 3) If the weather had been fine last week, we could (would) have gone for a walk.
- 4) He would have entered university if he had worked hard last year.



9. Read and choose the correct forms of the verbs to complete the sentences.

1. If we plant more trees, we *will / would* reduce air pollution.
2. If I had only one wish, I *will / would* ask our government to do their best to protect our nature, our Earth.
3. If people all over the world realise the importance of our ecological problems, our life *will / would* be safe.
4. If people want to survive, they *will / would* take care of our environment.
5. There *would / will* be less car fumes if we use public transport.
6. If we develop international cooperation, we *will / would* solve ecological problems together.

7. If we *will drink / drink* poisonous water, *will eat / eat* poisonous food, we die.
8. If we feed birds in winter, we *will / would* help them survive in the cold weather.
9. If factories had not poured out their waste into our rivers, they *wouldn't pollute / wouldn't have polluted* rivers.
10. If the most horrible ecological disaster had not occurred at the Chernobyl nuclear power station, a great damage *wouldn't have been done / wouldn't be done* to Ukraine's nature.
11. If trees had not been cut down in the Carpathians, mudslides *wouldn't have destroyed / wouldn't destroy* houses of the Ukrainians.



10. Work in pairs. Complete the sentences and present them to your classmates.

1. Fish will die if we
2. If our factories, power stations, cars don't stop polluting air, the living conditions in our cities and towns
3. If we don't stop the destruction of woods, forests and rainforests, birds and animals
4. If we plant trees, bushes and flowers,
5. If we took care of animals and plants,
6. If we took care of biosphere reserves,
7. The most horrible ecological disaster had not occurred at the Chernobyl nuclear power station if we



11. Work in pairs. Discuss and write down what you will do at the weekend if the weather is good or bad. Present these sentences to your classmates.

If the weather is fine, I'll If the weather is bad, I'll



12. Work in groups. Imagine that you are students and have entered university. Link your ideas to make up a story. Present your stories to the classmates.

These expressions can help you:

If I entered university, I would

If I worked hard at university, I would

If I got a good job, I

If I earned a lot of money, I



13. Work in class. Discuss.

1. Is it possible to combine modern technologies and the clear sky, pure water and air? Give your reasons.
2. What is more important in your opinion — not to pay attention to ecological problems and think only about comfortable conditions of your living or to protect our Earth and do your best to live a happy life? Give your reasons why you think so.
3. Why cannot we stop polluting our Earth?

Responding to thanks

- Not at all.
- No problem.
- That's OK.
- My pleasure.
- It's a pleasure.
- Don't mention it.
- Any time.
- You're welcome.

Asking for clarification

- Sorry, what do you mean?
- Does it mean...?
- Do you mean...?
- Can you repeat that, please?
- Would you mind repeating that, please?
- Can you say it again, please?
- Sorry, I didn't quite catch that.
- Could you repeat that more slowly, please?

Expressing opinions

- In my opinion,...
- In my view,...
- I think (that)...
- Personally, I think...
- From my point of view...
- I'm not sure (if, about)...
- I don't have a definite opinion about that.
- As I see you...
- As I see it,...
- I don't think...



Agreeing

Yes, I agree with you.

I completely agree.

I know for sure.

I think you're right.

Right.

That's right.

Absolutely.

I suppose so.

Exactly.



14. Work in pairs. Read the pupils' project about environmental problems, discuss and say what the main idea is.

Dear readers,

Our names are Tania Lukash and Dasha Meniuk. We are the pupils of the 11th form at International Relations Lyceum № 51, Kyiv. This year at our English lessons we've had a lot of interesting discussions and made a lot of projects on the topic "Ecology". We have even had role plays connected with environmental protection.

Thanks to these activities we've learned a lot. Now we realise that today our planet is in great danger. Our main problems are global warming, air and water pollution, destruction of nature on the whole. Some people's activities do a lot of harm to forests. Many animals and plants lose their habitats. Each day you can see more and more cars, which pollute our atmosphere. Modern factories send a lot of smoke into the air and it is difficult to breathe in big cities. Moreover, the way people live has changed the climate on our planet. The climate has become milder and warmer. If the temperature grows by 3—4 degrees, it will be impossible to live on the planet.

We must stop polluting the environment otherwise it will be too late. Our planet is already too damaged, and the only reason for this is MAN. In order to change the situation somehow, people should change their way of life. Moreover, they need to be active and participate in various environmental activities.

Our classmates have already done their first steps on the way to environmental security. What about you?

Remember: "If you are not part of the solution, you are part of the problem!"

*Tania Lukash, Dasha Meniuk
Form 11, IRL № 51*



15. Homework. Write an essay and describe one of the ecological problems which exist in the region where you live and suggest its solution.



1. Read and discuss these quotations. Isn't it horrifying if landscapes of great wonder and beauty are destroyed? What will happen if we don't hand down prosperous, amplified and developed land to our children? Give your reasons.

Landscapes of great wonder and beauty lie under our feet and all around us. They are discovered in tunnels in the ground, the hearts of flowers, the hollows of trees, fresh-water ponds, seaweed jungles between tides, and even drops of water. Life in these hidden worlds is more startling in reality than anything we can imagine. How could this earth of ours, which is only a speck in the heavens, have so much variety of life, so many curious and exciting creatures?

Walt Disney

To waste, to destroy our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed.

Theodore Roosevelt

What is the use of a house if you haven't got a tolerable planet to put it on?

Henry David Thoreau

Words to learn:

prosperity;
startling;
sustainable;
impact;
benefit;
to provide;
sanitation;
lodging;
infrastructure;
to devastate;
conservation;
unbearable.



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. prosperity [prɒ'sperəti] <i>n</i> | the state of being successful, having lots of money and everything needed for a good life |
| 2. startling ['stɑ:tliŋ] <i>adj</i> | very attractive; stunning |
| 3. sustainable [sə'steɪnəbl] <i>adj</i> | using natural products and energy that do not harm the environment |
| 4. impact ['ɪmpækt] <i>n</i> | the powerful effect on smb/smth |
| 5. benefit ['benɪfɪt] <i>n</i> | a helpful and useful effect that smb/smth has |
| 6. to provide [prə'veɪd] <i>v</i> | to make available; to give people smth they need |
| 7. sanitation [ˌsæni'teɪʃn] <i>n</i> | the equipment and systems that keep places clean |
| 8. lodging ['lɒdʒɪŋ] <i>n</i> | temporary accommodation |
| 9. infrastructure ['ɪnfɹəstrʌktʃə(r)] <i>n</i> | the basic services: transport, water, buildings, etc. |
| 10. to devastate ['devəsteɪt] <i>v</i> | to destroy a place or an area completely |
| 11. conservation [ˌkɒnsə'veɪʃn] <i>n</i> | protection of the natural environment |
| 12. unbearable [ʌn'beərəbl] <i>adj</i> | intolerable; too painful or unpleasant |



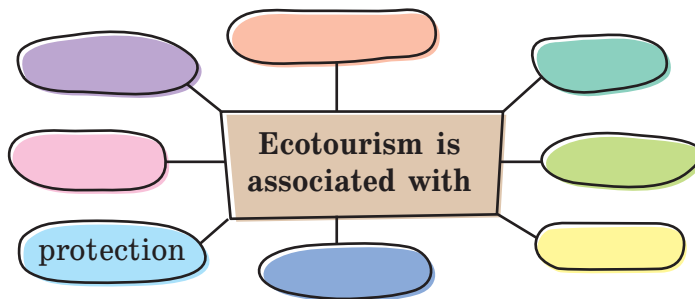
Find the English meanings of these words:

процвітання;
приголомшливий;
стійкий,
життєздатний;
поштовх, імпульс;
вигода;
постачати;
санітарія;
тимчасове житло;
інфраструктура;
спустошувати;
зберігання;
нестерпний.

Read them.



3. Complete the mind map and say what is the most important in the organisation of ecotourism.



4. Match the words to make the expressions. Think and add your own expressions which have not been mentioned in the table given below. Make some sentences with the expressions from the table or your own ones.

1. local	a) contributions
2. additional	b) photographs
3. to protect	c) ecological problems
4. to respect	d) tourism
5. to take	e) the environmental pollution
6. problems of	f) the local environment greatly
7. to face	g) communities
8. to damage	h) infrastructure
9. educational	i) animals, birds, plants
10. to make	j) culture and traditions of other people
11. to provide funds for	k) resources
12. representatives of	l) solving ecological problems
13. sanitation	m) as possible
14. to pick up	n) knowledge
15. to pollute	o) water, air and land
16. to deepen	p) rare flowers
17. as much	q) facilities
18. an ecological	r) conservation
19. ways of	s) ecological organisations
20. natural	t) impact



5. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).

Ecotourism

Since life first appeared on the Earth about four billion years ago, there had been tremendous changes. And nowadays our comfort ...⁽¹⁾ by destroying nature and creating crises on our planet. We destroy landscapes of great wonder and beauty, we destroy our natural resources to skin and exhaust the land. Dirty air, polluted water and land cause many illnesses among people. A lot of animals and birds on the Earth ...⁽²⁾ now. The names of these animals and birds can be seen only in the Red Book.

Taking into consideration the problems of our Earth: industrialisation, overpopulation, environmental pollution, a low level of people's ecological education, millions and millions of tourists, we face disastrous effects on nature and wildlife that can lead to significant environmental degradation.

Everything we do ...⁽³⁾ an impact on wildlife. Nowadays such words as green tourism, biotourism, nature tourism, sustainable tourism, educational tourism, cultural tourism and others ...⁽⁴⁾ but they all don't have much to do with ecotourism. So what is ecotourism?

According to the definition of the World Conservation Union ecotourism is "environmentally responsible travels to natural areas, in order to enjoy and appreciate nature (and accompanying cultural features, both past and present) that promote conservation, have a low visitor impact and provide for beneficially active socio-economic involvement of local peoples".

So ecotourism has a save-the-planet goal. As ecotourism is travelling to unpolluted natural areas with rare flora and fauna first we must think about the protection of these areas and preservation of





ecotourism for future generations. The representatives of ecotourism say that it ...⁽⁵⁾ tourists the opportunity to broaden their minds, discover new ways of life, deepen their knowledge in history, biology and geography and lots more. Ecotourism helps in providing funds for conservation and benefits the economic development of local communities because tourists make voluntary contributions, use local transportation, hotels and markets that provide local people with jobs. It's a great blessing for them.

All these aspects are advantages of ecotourism. But there are disadvantages of ecotourism as well. Tourists require additional infrastructure such as sanitation facilities, lodging, etc. If local communities cannot offer these conditions, the results will be devastating.

First of all the increasing number of tourists who ...⁽⁶⁾ understand the negative aspects of their visits, don't know how to behave and don't follow the main rule — “don't leave anything behind you and take nothing away except photographs” — may damage the local environment greatly.

So before ...⁽⁷⁾ a natural area tourists have to learn as much as possible about its flora, fauna, local people, culture, traditions and history. They don't have to pollute water, land, disturb wild animals, pick up rare flowers, buy souvenirs made from the skin of endangered animals or leaves of rare plants, leave waste behind them. If they ...⁽⁸⁾ much about this area, they will get more out of their trip.

Everybody ...⁽⁹⁾ remember the basic rules:

- learn about the place you are going to visit;
- minimise an ecological impact: walk or bike instead of driving, use non-polluting forms of transportation whenever you can; don't waste resources;
- respect local people, their community, values, culture and traditions, ask permission to take photographs;
- provide financial benefits for local people: buy local products, stay in local hotels, eat in local restaurants and pay a fair price for everything you buy and use.

If you keep to these rules, the environment ...⁽¹⁰⁾. Conservation and a careful attitude to the environment are very important as nature is very fragile and we have to take great care of it. Well-organised ecotourism can do much for preserving nature, the well-being of locals and for man on the whole.



	A	B	C	D
1	is paying	is paid	pay	are paid
2	have disappeared	disappearing	disappears	are disappearing
3	to have	had	has	have had
4	can be heard	to hear	have heard	hearing

	A	B	C	D
5	are given	had given	to give	gives
6	don't	doesn't	to do	doing
7	to visit	visiting	is visiting	are visiting
8	know	knew	would know	knows
9	has to	had to	have	are having
10	to protect	will be protected	would protect	protected



6. Read the text again and complete the sentences.

1. Tremendous changes happened since
2. We destroy our
3. Dirty air, polluted water
4. And nowadays we face
5. In order to protect somehow our nature a new way of travelling has appeared. It is
6. Ecotourism has a goal
7. Ecotourism gives tourists the opportunity
8. But we don't have to forget about disadvantages of this way of travelling:
9. Before visiting a natural area tourists have to
10. All the tourists have to remember the basic rules:
11. If you keep to all these rules you will



7. Read and choose the correct forms of the verbs to complete the sentences.

1. If we stop cutting down trees, it *will* / *would* help supply oxygen to the atmosphere and we *won't* / *wouldn't* have breathing problems.
2. If factories had put filters on chimneys, the air *would be* / *would have been* cleaner.
3. If factories and plants *didn't* / *don't* pour their waste into rivers and lakes, birds, fish and plants *wouldn't* die.
4. If we hadn't used so many chemicals to grow vegetables last year, the food *would be* / *would have been* healthier to eat.
5. If we *stop* / *stopped* polluting the environment, the world will be a safer place to live in.
6. Many species of animals and birds *wouldn't lose* / *wouldn't have lost* their habitat if we had controlled the level of pollution before.
7. Life *will not* / *wouldn't* be so unbearable if we reduced global warming.





8. If we are unable to use the environment carefully and to protect it from man's destructive activities, we *will / would* have no world to live in.
9. If people *don't throw / didn't throw* litter, the streets will be cleaner.
10. If you were a President, what *will / would* you do?



8. Work in pairs. People all over the world try to help nature. And what about you? Discuss and say what you can do personally to protect our Earth. Present the results of your work to the classmates.

These words and expressions can help you:

not to drop litter, to save as much water as possible, not to throw products away, to use both sides of a piece of paper, to collect and recycle paper, to plant trees, bushes and flowers, not to cut down and burn trees, to use public transport as often as possible, not to buy things made from rare or endangered species, to destroy squares, playgrounds or parks, to start using bicycles, to force our government to improve public transport, to take care of animals, not to kill animals and birds, not to drop litter in classes, corridors, streets, squares, forests and fields, to turn off TV sets, computers, electric lights if you are not using them, to educate people, to raise public awareness of endangered species and of the importance of protecting nature, to make ecological projects and present them to people.



9. Complete the table.

These words and expressions can help you:

organic foods, chemical pesticides, fumes, smog, greenhouse effect, gases, pollution, global warming, traffic congestion, acid rains, clean technology, wind power, solar power, wave power, to improve public transport, to build a new ring road around the city, to use bicycles, to plant trees, flowers and bushes, not to pour industrial waste into seas, rivers and oceans, to take care of animals and birds, not to cut down trees, not to throw rubbish everywhere, to recycle paper, glass and metal, fertilizers, herbicides, air pollution, water pollution, land pollution, to protect parks, gardens and forests, to keep cities, towns and countryside clean.

Things that are good for the environment	Things that can damage the environment

Disagreeing

- Yes, but...
- True, but...
- I can't agree with you.
- I disagree with you.
- I'm afraid I disagree with you.
- I'm not sure that's right.
- I agree to some extent, but...
- I'm not sure I can accept that.
- There might be some truth in that, but...





10. Work in groups. Read the text, discuss and decide if it is possible to leave cities, towns, modern villages and live in ecovillages. Present the results of your discussion to the classmates. Give your reasons why it is possible or impossible.

An Ecovillage

An ecovillage is a self-sustained community aimed at developing alternative ecological, environmental and social standards. The ultimate goal of an ecovillage is to create an environment that can support itself through its own development as the basis for a new world in which people must take responsibility for their own energy sources, food and well-being. There is really an urgent need to find real alternatives to the rapidly diminishing energy sources that we have now. An ecovillage is the prototype of the community of the future.

Recycling, solar energy and non-toxic materials are used by an ecovillage as the standard. The inhabitants of an ecovillage are usually a close-knit group of people with strong spiritual and social beliefs. They are ready to help each other as well as to find a model for a sustainable answer to the world's economic and environmental problems. If an ecovillage proves to be self-sustained, then it may provide a real answer to the world's energy crisis.

Most ecovillages share some standard rules. They have their own local organic food production and renewable energy systems. This process is a group effort and global networking is used to pass on new solutions and methods to other ecovillages.

(www.wisegeek.com)

11. Your teacher has asked you to carry out a project about ecological problems in our country. Use the plan below to help you.

- What ecological problems are the most serious in our country?
- What can we personally do to make our city, town or village cleaner?
- What can we do to save energy in our everyday life?

Asking for clarification

- Sorry, what do you mean?
- Does it mean...?
- Do you mean...?
- Can you repeat that, please?
- Would you mind repeating that, please?
- Can you say it again, please?
- Sorry, I didn't quite catch that.
- Could you repeat that more slowly, please?



Dive 21

In Harmony with Nature

Words to learn:

abundance;
serene;
pasture;
narcissus;
incredible.



1. The global problem of mankind consists of three main problems. Each main problem consists of other problems. Read these problems and complete the table.

Main problems: interaction of nature and society and their relations, problems of humans and their relations, problems of human development in future.

Other problems: overpopulation, various wars in the world, explosions on ammunition dumps, pollution of water, air, land, soil, nature, noise from transport, people and vibrations, exploitation of women and children, destruction of wildlife, nature and natural resources, famine, unemployment, diseases, using of nuclear energy, poverty, killing each other with various weapons.

Interaction of nature and society	Problems of humans and their relations	Problems of human development in future



2. Match the words and expressions to their definitions.

1. pollution	a) cutting down trees in a large area by people
2. greenhouse effect	b) the act of destroying something or the fact of being destroyed
3. deforestation	c) the power of the sun used to produce electricity
4. destruction	d) the gradual warming of the earth because of gases in the atmosphere
5. environment	e) damage caused to water, air, soil, etc.
6. drought	f) to keep somebody or something safe from damage, injury, loss
7. to protect	g) the air, land, water with people, fish, animals and plants
8. solar energy	h) a long period when there is very little or no rain
9. to destroy	i) an event of great harm, damage and even death
10. disaster	j) to damage something so badly that it cannot be used



3. Work in pairs. Look at the pictures and talk about the things that threaten the area we live in. Take turns to ask and answer questions about the biggest threats to your local environment. Present the results of your work to the classmates.



Start like this:

1. What threatens our city (town, village)?
2. Which of the threats in the pictures are the worst to our district (place, village, town, city) in your opinion?



4. Work in groups. Choose the most urgent problem in your opinion which has been discussed by your classmates and find out ways of solving it. Present the results of your work to the classmates. Make a list of the most effective ways of solving these problems.



5. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. abundance [ə'bʌndəns] <i>n</i> | a large quantity when it is more than enough |
| 2. serene [sə'ri:n] <i>adj</i> | calm and peaceful |
| 3. pasture ['pɑ:stʃə(r)] <i>n</i> | land covered with grass that is suitable for feeding animals |
| 4. narcissus [nɑ:'sɪsəs]
(<i>pl.</i> narcissi [nɑ:'sɪsəɪ]) <i>n</i> | a yellow or white flower that appears in spring |
| 5. incredible [ɪn'kredəbl] <i>adj</i> | extremely good; unbelievable |



6. Work in pairs. Discuss these problems. Present the results of your discussion to the classmates.

1. What are the main threats to the environment today?
2. Can we protect the environment?
3. Do you do anything to protect the environment?
4. What problems is your city (town, village) facing?

Find the English meanings of these words:

безліч; надмір;
спокійний, тихий;
пасовище;
нарцис;
неймовірний.

Read them.



Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?

Arguments

To start with...

First of all...

Firstly,...

Secondly,...

The main reason is...

On the one hand,...

On the other hand,...

Well, the thing is that...

And finally...

All in all...

Expressing opinions

In my opinion,...

In my view,...

I think (that)...

Personally, I think...

From my point of view...

I'm not sure (if, about)...

I don't have a definite opinion about that.

As I see you...

As I see it,...

I don't think...



7. Work in class. Discuss.

1. Do you agree that we live on a contaminated planet? Why? Give your reasons.
2. Do you agree that environmental problems are connected only with the economy?
3. And what can you say about people's activities? Do we do a lot of harm to nature?
4. What disasters are caused by people's activities?
5. What can we do to protect nature?
6. What is the role of nature reserves?
7. Are they important for our Earth? Give your reasons.



8. Divide the class into 5 groups. At first all the pupils read the beginning of the text then the groups have to read different texts. Then each group presents their information to the classmates. The pupils of the other groups make notes. Name the most interesting reserve which is worth visiting in your opinion. Give your reasons.



The Most Famous Reserves of Ukraine

Ukraine is famous all over the world for its incredible nature, an abundance of picturesque areas where a serene majesty of nature reigns. There are small and large nature reserves in Ukraine but the largest and the most famous are five national natural parks. National parks are protected areas that are part of the natural reserve fund of Ukraine and easy to be accessed by tourists.

These biosphere reserves in Ukraine are: the Askania-Nova Reserve, the Carpathian National Natural Park, Shatski Lakes National Natural Park, the Narcissus Valley, Buhskyi Guard National Natural Park.

The Askania-Nova Reserve

Askania-Nova is considered to be one of the largest and oldest steppe reserves in Europe and one of the seven wonders of Ukraine.

It is located in Kherson region in the south of Ukraine and is a virgin area of steppe which has become an outdoor museum of wild and pure nature. More than 500 species of different plants, and a great number of trees from all over the world can be found there. Many of



these unique and ornamental plants and trees are endangered. The reserve's zoo has become home to more than 450 species of exotic animals and birds. They are antelopes, zebras from India and Africa, Scottish ponies, wild Przewalski's horses, flamingos, emus, bustards, cranes, white and black swans, parrots and many other rare animals and birds.

The Carpathian National Park

The Carpathian National Park is one of the oldest and largest national parks in Ukraine, too. It is located in the very heart of the Carpathian mountains in the western part of Ukraine and covers a territory of more than 50 thousand hectares. It stretches across vast mountain ranges. It includes majestic mountains and picturesque valleys, mountain pastures, crystal lakes and pure rivers. The park amazes tourists with a striking variety of flora and fauna. Its flora and fauna are very rich. There are a lot of different plants. Many of these plants are listed in the Red Book. There are almost 200 species of animals and birds. Tourists can see the highest mountain of the Carpathians — Goverla and the Guk waterfall — the gems of the national park.

The Narcissus Valley

One of the most striking natural reserves in Ukraine is the Narcissus Valley. Annually thousands of tourists come to Ukraine to enjoy the fragrance of refined yellow and white narcissi. Nowadays the Narcissus Valley is the only place in the world where these wonderful flowers grow. Narcissi are in full blossom almost the whole of May.

Shatski Lakes National Park

Shatski Lakes National Park is the most famous park in Western Ukraine. The national park covers an area of about 33 thousand hectares. There are 22 lakes with absolutely pure water and green forests around them in this region. They are called the “blue eyes” of Volyn. Svitiaz is the second largest natural lake of Ukraine and one of the country's deepest lakes. It is four times deeper than the Azov Sea.

Buhsnyi Guard National Park

Buhsnyi Guard National park is located in the picturesque valley of the Southern Buh in Mykolaiv region. This park is the oldest dry-land area with amazing landscapes: majestic canyons, rocky river banks on which hundreds of rare animal and bird species live and unique plants grow. Many of these species are considered to be endangered. The Aktovskiy canyon is the only one in Europe which resembles the shapes of the famous North American canyons. The Aktovskiy canyon is a unique natural habitat of forest and water ecosystems. It is not only the place to go sightseeing but it is the place for doing extreme sports: rafting, climbing rocks or the Aktovskiy canyon's walls.

The aims of nature reserves are to preserve and restore the very rare animals, birds, fish, plants, and trees, unique landscapes for the



Agreeing

Yes, I agree with you.
I completely agree.
I know for sure.
I think you're right.
Right.
That's right.
Absolutely.
I suppose so.
Exactly.

future generations. Of course we can visit all our nature reserves and enjoy going sightseeing but first we must think about their preservation. We have to do our best to protect our native land. And there can be no doubt that we'll protect it.

(Adapted from www.discover-ukraine.info)



9. Work in groups. Divide into three groups and complete the table.

Reserves	Location	What this reserve is famous for



10. Read the poem written by the Ukrainian poet Volodymyr Sosiura, "Love Ukraine", and choose the key sentences in your opinion. Read them aloud and discuss in class.

Love Ukraine

Love your Ukraine, love as you would be the sun,
The wind, the grass and the streams together...
Love her in happy hours, when joys are won,
And love her in her time of stormy weather.
Love her in happy dreams and when awake,
Ukraine in spring's white cherry-blossom veil,
Her beauty is eternal for your sake,
Her speech is tender with the nightingale.
As in a garden of fraternal races,
She shines about the ages... Love Ukraine
With all your heart, and with exultant faces
Let all your deeds her majesty maintain.
For us she rides alone on history's billows,
In the sweet charm of space she rules apart...
For she is in the stars, is in the willows,
And in each pulse-beat of her people's heart,
In flowers and tiny birds, and lights that shine,
In every epic and in every song,
In a child's smile, in a maiden's eyes divine,
And in the purple flags above the throng...
Youth! For her sake give your approving laughter,
Your tears, and all you are until you die...
For other races you'll not love hereafter,
Unless you love Ukraine and hold her high!...
Young woman! As you would her sky of blue,



Love her each moment that your days remain.
 Your sweetheart will not keep his love for you.
 Unless he knows you also love Ukraine...
 Love her in love, in labour, and in fight,
 As if she was a song at heaven's portal...
 Love her with all your heart and all your might —
 And with her glory we will be immortal!



11. Read and complete the sentences.

These expressions and sentences can help you:

to walk or use a bicycle instead of going by car, to save energy, to use less electricity, to turn off the lights when you leave a flat or a house, to recycle used materials such as paper, bottles, and metal, to plant more trees, bushes and flowers, to develop international cooperation in order to solve ecological problems together, to reduce car fumes, not to throw away litter in the streets, parks, gardens, to keep our streets, parks, gardens, lakes and rivers clean from rubbish, not to pollute lakes and rivers with garbage or poisonous substances, thousands of plant and animal species disappear because of air and water pollution, hunting, global warming, deforestation, destroying habitats, to save as much water as possible, to stop polluting air, water, soil, to take litter to the nearest waste bin, not to throw litter in classes, corridors, in squares, parks, streets, not to cut down trees, to be cleaner, to reduce global warming, not to kill animals and birds, to lose their habitats.

1. If people don't cut down trees,...
2. If we plant more trees, bushes and flowers, the air we breathe...
3. If people didn't throw litter, the streets...
4. Animals and birds wouldn't have lost their habitats if...
5. If we used public transport,...
6. If I were a President, I...
7. If people want to survive, they...
8. If we don't take care of our environment,...
9. If we don't create and preserve national reserves,...
10. If we had developed international cooperation,...
11. If we don't stop explosions on ammunition dumps,...
12. If we want to live a happy life, we have to...



12. Listen to teenagers' dialogue. They are discussing what to do in summer, where to go and what they have to know if they want to enjoy their trip. Say what they have decided.



13. Work in pairs. Act out your own dialogues similar to the dialogue from Ex. 12.



Disagreeing

- Yes, but...
- True, but...
- I can't agree with you.
- I disagree with you.
- I'm afraid I disagree with you.
- I'm not sure that's right.
- I agree to some extent, but...
- I'm not sure I can accept that.
- There might be some truth in that, but...



14. Read the poem written by Ihor Shashkov, a teacher of English in “Leader” Kyiv-Pecherskyi Lyceum № 171. Discuss and say what freedom, honour, sovereignty and wisdom mean to you.

The Soul of Our Nation

Before I start my letter-poem,
I must express our National Mourning
For those who've died for Independence,
Unfortunately, it's a tragic sentence.
But it's not easy to recite
When words bring tears to my eye.
Despite the pain screams in my heart,
My mind and feelings are not apart.
And I admire the heroic folk.
Cause we have raised our spirits of hope,
The spirits of faith, of love and fairness
To stop that awful utter madness.
Who gave the right to you to kill?...
Who'll pay this overpriced life bill?...
Is it a surprising fact for us?
I don't think so... the seeds of grass,
I mean, the seeds of fight for Freedom,
For Honour, Sovereignty and Wisdom
Were sowed two centuries ago,
When he was, Taras Shevchenko, born,
Were planted by a Real Man,
This year was his year proclaimed.
The National Hero of Our State,
Who wrote and taught us to estimate
All treasure we had then and we have now —
We are free people, we won't be cowed.
One of the gifts from God is priceless —
Life in Ukraine at peace, with kindness.
It was his dream and now it's ours —
Not to allow to live in chaos.

In our Ukraine! Where we work and live!
And weaknesses we can't forgive!
And any kind of peace violations
Are recognised as dead infections!
His main ideas have survived
Since March, when the people's poet died,
So many years since have passed
But his ideas have strengthened us.
They have inspired us to fight
Against the violence and crime,
The crime against the sacred dream —
The immense pride of Ukrainian being.



So many years since that time
Have passed but he did manage to define
The real power of belief
In our happiness and rights to live,
To love, develop and succeed,
To help, support, feel and to be.
His words served as the source of Inspiration!
His wishes blessed the Soul of Nation!

15. Play a game. Divide into two teams. In turns one team says a word related to protection of nature, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



16. Homework. Choose and write a letter or an article. Here are two suggested answers.

1) You have just come back from a holiday. Write a letter to a pen friend telling him/her about your holiday.

Suggested Answer

Dear Tom,

Well, I'd like to tell you something about my winter holidays. It's the time when pupils are able to get some rest from school, homework, daily routine and devote more time to different hobbies. Some people are couch potatoes, they detest adventures and prefer lying on the sofa, others are adventure seekers and they prefer active leisure and exercises. As for me, I prefer something between a couch potato and an adventure seeker.

Actually, there are plenty of interesting places to visit and things to get to know in Ukraine like the Carpathian Mountains situated in the west of Ukraine. The mountains are amazing for skiing and sledging. In the forest you can admire different animals, and I have been so lucky that I have seen the lynx!

An exciting town of Yaremche is situated in the Carpathian Mountains. I went there last winter in search of a marvellous, relaxing holiday, and I certainly wasn't disappointed. The town is surrounded by fantastic scenery: amazing snowy mountains, clean lakes and exciting forests. The weather during my visit was so snowy that it created a wonderful and fabulous atmosphere. The scenery was excellent, so I made a lot of photos.

I had a holiday of a lifetime in the Carpathian Mountains. With friendly people and fascinating natural surroundings, I would certainly recommend it to anyone who wants to go on a holiday in future.

Anyway, I'd better be going. Hope to contact you via Viber soon!
Miss you,
Ann





2) A teen magazine has asked its readers to write an article about wildlife parks in your country.

Include the following:

- the reason for your choice;
- description of the place;
- why we need such places.

Suggested Answer

There are a lot of interesting places in the world with wonderful nature, historical and cultural monuments and unknown or sometimes strange traditions that are worth seeing. And some days ago my dream to visit one of such places came true.

To begin with, I have been to many countries but there I was interested only in things made by humans, not by nature. You know, they are really great. But I believe there is nothing compared to natural beauty: waterfalls, deserts, mountains. I have chosen the Askania-Nova Biosphere Reserve because I think it is a good example of natural beauty. Nothing is more beautiful for me than things created by nature.

The Askania-Nova Biosphere Reserve named after Friedrich Falz-Fein is the oldest steppe reserve in the world which belongs to the top hundred of the most renowned protected areas of our planet. It is a prominent research institution and also the longest ecological education centre in the south of Ukraine.

In this wildlife park animals can live in an area which is more similar to their natural habitat. This natural habitat protects many animals from becoming extinct. Nothing restricts their freedom. They receive food, shelter and medical care there. Unlike zoos there is much space or freedom for animals to move around.

History of establishment and further development of the Askania-Nova Biosphere Reserve is a remarkable example of how hard work can make this world a better place.

In my opinion, we must do our best to preserve nature. Anyhow, prevention is better than cure.





1. Read and discuss these quotations. Do you agree with the gist of these quotations? Give your reasons.

Bringing countries together above their conflicts requires great minds and great hearts.

Amit Ray

International peace negotiations need more value creation than value claiming. The more we create value for peace and development, the easier it is going to be to claim value for nuclear weapons free world.

Amit Ray

The responsibility of tolerance lies with those who have the wider vision.

George Eliot

Unlimited tolerance must lead to the disappearance of tolerance. If we extend unlimited tolerance even to those who are intolerant, if we are not prepared to defend a tolerant society against onslaught of the intolerant, then the tolerant will be destroyed, and tolerance with them. We should therefore claim, in the name of tolerance, the right not to tolerate the intolerant.

Karl Popper

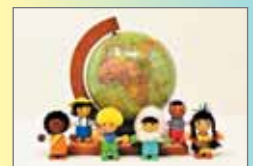
Words to learn:

abuse;
neglect;
vicious;
to cope;
negotiations;
to claim;
steering committee
(steering group);
sketch;
onslaught;
unlimited;
tolerance;
issue.



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. abuse [ə'bjʊ:s] <i>n</i> | the use of smth in a wrong or harmful way |
| 2. neglect [ni'glekt] <i>n</i> | the state of not receiving or giving enough care or attention |
| 3. vicious ['viʃəs] <i>adj</i> | brutal; violent and cruel |
| 4. to cope [kəʊp] <i>v</i> | to manage; to deal successfully with smth difficult |
| 5. negotiation [ni,gəʊʃi'eɪʃn] <i>n</i> | discussion between people who are trying to reach an agreement |
| 6. to claim [kleɪm] <i>v</i> | to demand smth because you believe it is your legal right to have it |
| 7. steering committee (steering group) ['stiəriŋ kə'mɪti] <i>n</i> | a group of people that a government or an organisation chooses to direct an activity of this committee: what to do and how to do it |
| 8. sketch [sketʃ] <i>n</i> | a short report that gives only basic details about smth |
| 9. onslaught ['ɒnslɔ:t] <i>n</i> | a strong or violent attack against/on smb/smth |
| 10. unlimited [ʌn'lɪmɪtɪd] <i>adj</i> | not restricted in any way (number, quantity, level, etc.) |
| 11. tolerance ['tɒlərəns] <i>n</i> | the willingness to accept smb/smth |
| 12. issue ['ɪʃu:; 'ɪsju:] <i>n</i> | a problem that smb has with smth |



Find the English meanings of these words:

зловживання;
нехтування,
зневага;
злобний;
жорстокий;
справитися;
переговори;
вимагати;
комісія з
вироблення
регламенту;
нарис; ескіз; звіт;
атака;
необмежений;
толерантність;
проблема, спірне
питання.

Read them.



3. Read the text below. For each of the empty spaces (1—5) choose the correct answers (A, B, C or D).

Forum for Children and Families

The meeting of the Forum for Children and Families ...⁽¹⁾ by the Council of Europe was held in Vienna, Austria.

It discussed the emotional abuse and neglect of children, which was a very urgent topic not only in our country, but, as it turned out, worldwide. The young participants of the Forum (there were six from Bosnia and Herzegovina, Croatia, Finland, Ireland, Poland and Ukraine) ...⁽²⁾ to do a research in order to find out what children themselves thought of the level of the emotional abuse and neglect they experienced at school, at home while communicating with their co-evals and adults. They interviewed a minimum of 25 children/young people and the conclusions they came to were not at all optimistic.

Mr Anthony Dronfield was responsible for the work with young participants and all together they started working on the question of how to present the emotional abuse and neglect of children from their personal point of view. They ...⁽³⁾ it in the form of a role play and a Power-Point project. The participants really liked presentation, as the children tried really hard to show the vicious circle of the abuse and neglect, and also show the chain: how it all started at schools, then continued at home and, at last, ended up by children's hurting the weakest ones.

There ...⁽⁴⁾ lots of impressive speeches made by people from different countries who tried to show their way of understanding of how to cope with the emotional abuse and neglect of children. But the most exciting were the debates on the topics discussed. Everyone had a chance to express his or her point of view and personal understanding of how people can eliminate and then eventually get rid of the emotional abuse and neglect. The most remarkable thing was that about 70 intelligent adults, members of the Council of Europe were listening to young people's opinions. Children felt that these people really ...⁽⁵⁾ a lot in order to prevent and cope with the emotional abuse and neglect of children.



	A	B	C	D
1	to organise	organised	is organising	were organised
2	are asked	to ask	asks	were asked
3	did	is doing	done	are done
4	to be	was	were	been
5	did	doing	are doing	has done

FOCUS ON GRAMMAR

There are five types of clauses: defining and non-defining relative clauses; participle clauses, infinitive clauses and clauses of concession.

1. We use defining relative clauses to say exactly what person or thing you are talking about in order to give essential information. We cannot remove the relative clause as the sentence doesn't make any sense without it.

2. We use non-defining relative clauses to give extra (further) information about the person or thing we are talking about. We can remove the non-defining relative clause and still understand the sentence.

3. We use participle clauses to explain the reason or something.

After **doing** my homework, I went for a walk.

After **having done** my homework, I went for a walk.

Being tired, we stopped to have a rest.

Having been tired, we couldn't do that work.

We use participle clauses to talk about actions happening at the same time.

Sitting on the bench, I could watch children playing in the yard.

Singing an English song, I learned new words.

We use participle clauses to talk about actions happening in sequence.

Having learned English, I could go to London.

Having graduated from university, I could work as an interpreter.

We use participle clauses as an alternative passive or conditional form.

Given my mother's permission, I began to train (in order) to drive a car. (**When I was given** a permission.)

Given permission, I would drive a car. (**If I was given** permission.)

4. We use infinitive clauses to start a sentence.

To be successful in life is the dream of many teenagers.

(**It is** the dream of many teenagers **to be** successful in life.)

To be a good specialist is my dream.

(**It is** my dream **to be** a good specialist.)

We use infinitive clauses after the verb *to be*.

My goal is **to learn** English perfectly.

His future job is **to construct** new houses.

5. We use clauses of concession with such words, phrases and structures: *although, though, in spite of, despite, while, whereas, however, as she tried, much as he tried, however hard it might be, even if*. *Even if* is used to emphasise that if something happens, another situation remains the same.

Despite working hard, he failed his exams.

In spite of the fact that she worked hard, she failed her exams.





4. Read Anna Kozachenko's report about her participation in the work of the forum for children and families. Find relative and participle clauses and write them out. Explain your choice.

Initiated by the Council of Europe, the Forum for Children and Families, which I was lucky to participate in, meets twice a year in Strasbourg. Speaking about the forum itself, it has been set up to address and discuss issues related to children and families, and so it brought together major international actors in the field of children's affairs including national representatives, non-governmental and governmental organisations, steering committees of the Council of Europe, experts and, the most important, children themselves. This year there were young people participating from Poland, Romania, Malta, Finland, Ireland, Azerbaijan, Ukraine and Croatia. The meeting was opened by Mrs Maud de Boer-Buquicchio, Deputy Secretary General of the Council of Europe.

During the first day of the forum the results of the work of the forum's subordinate groups were discussed. I found it was the most interesting to listen to the reports of the working group of children at risk and in care with their final report on children's rights. The next most exciting item, which was discussed, was the need of an ombudsman for children, which had already been the topic for the previous debates. On the first day of the forum, the young people were the observers of what was happening. We had been listening to all the arguments and discussions and, of course, were able to comment on and share our opinions.

The second day was mostly dedicated to the presentation of the young people. During our preparatory meeting with Mr Anthony

Dronfield, a specialist who helped us adapt to the work of the forum, we worked out a sketch in order to show the importance of educating children in the atmosphere of tolerance and respect. But the main activity of the day was the debate on the right and access to education where young people were encouraged to participate. During the debate I had a great opportunity to talk about education in Ukraine, its problems and the Ukrainian students' vision of the ideal system of education.

To sum up the work which was done during the forum, I must admit that it was a great experience, educating and exciting. We had a chance to speak and express our thoughts and ideas and felt that we were listened to very attentively and our opinion was important. It is a great feeling to make a contribution to something big.

Anna Kozachenko



Saying thanks

Thank you.
Thank you very much.

Thanks a lot.
Many thanks.

That is very kind of you.



5. Work in class. Discuss.

1. Why is it important to have a faster bilateral cultural exchange?
2. What are the examples of bilateral humanitarian cooperation?
3. Do you know any world-renowned international projects that bring people together?



6. Homework. Your teacher has asked you to write a report on Ukrainian youth participation in international cooperation or your own participation in any international event.

Include the following:

- what international organisation initiated the event;
- description of the event;
- how young people participated in it.



Words to learn:

inclusion;
integration;
proactive;
to foster.



1. Read and discuss these quotations. What is the gist of these quotations? Give your reasons.

A great deal of world politics is a fundamental struggle, but it is also a struggle that has to be waged intelligently.

Zbigniew Brzezinski

International politics, like all politics, is a struggle for power.

Hans J. Morgenthau

The key to resolving international conflict with a positive outcome includes looking for a win-win situation, finding common ground, formulating proactive strategies, using effective negotiation and communication, and appreciating cultural differences.

Amit Ray



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. inclusion [ɪn'kluːʒn] <i>n</i> | the action of including or being included in a group or structure |
| 2. integration [,ɪntɪ'greɪʃn] <i>n</i> | the action or process of successful joining a group or society |
| 3. proactive [prəʊ'æktɪv] <i>adj</i> | taking actions by causing changes rather than just responding to changes when they happen |
| 4. to foster ['fɒstə(r)] <i>v</i> | to encourage smth to develop |



3. Listen to the text and decide if these statements are true or false.

1. The British Council is the United Kingdom's international organisation.
2. The British Council was founded in 1990.
3. It supports the development of long-lasting and mutually-beneficial cultural relations between the UK and Ukraine.
4. Some more organisations were established to foster relations between Ukraine and the UK.



4. Read a pupil's story about an excursion to the British Council and answer the questions.

I would like to share my impressions about our excursion to the British Council. We wanted to learn how it operates, how it can help us in learning English. It was quite a revelation. There you can find out how to get involved with one of the projects or initiatives.

We have found out that in the British Council you can explore the creativity of the contemporary UK, its cultural diversity and recent achievements. Whatever you want to learn, and whichever way you prefer to learn, the British Council can support your studies. It can



also tell you about your opportunities in the UK education and advise you on funding your studies. If you teach English, it can offer professional networks and resources.

Moreover, the British Council can help you if you want to develop and test your English skills. Whatever your level is, it can offer courses, resources, and

exams to suit your needs. Whether you are a person of science or a professional, the British Council can offer you the latest information on scientific innovations through the range of projects, partnerships and initiatives.

If you want to relax using English, enjoy contemporary British films. Have fun with British bands and DJs, feel the magic of modern British playwrights and actors, and, of course, travel to the world of books with modern British writers.

All in all, the visit was really helpful.

1. How can the British Council help pupils in learning English?
2. If you want to develop and test your English skills what can the British Council offer you?
3. What can you do if you want to relax using English?
4. What is the role of the British Council in our country?
5. Have you ever been to the British Council? Was your visit helpful if you have?



5. Work in pairs. Discuss the advantages and disadvantages of the British Council in Ukrainian cities. Present your ideas to the classmates.

This information can help you:

- main areas of activities of the British Council: innovative science, learning opportunities, creative arts, a reform in education, democracy, society, EU integration, cultural diversity and tolerance;
- 600 million people are connected with the British Council every year;
- hundreds of events have been held in science, taking into consideration European integration, sustainable development, education and arts together with various Ukrainian and British governmental organisations, educational establishments, international institutions and enterprises.



6. Read and choose the correct words to complete defining and non-defining relative and participle clauses.

1. My classmate wrote a note *to invite / inviting* me to visit the British Council.
2. We spent two hours in the British Council *to enjoy / enjoying* contemporary British films.

Find the English meanings of these words:

включення,
приєднання;
інтеграція, злиття;
об'єднання;
активний;
який працює;
сприяти.

Read them.



Responding to thanks

Not at all.
No problem.
That's OK.
My pleasure.
It's a pleasure.
Don't mention it.
Any time.
You're welcome.



3. There we met our friend *who / which* was studying English through listening to authentic texts.
4. *To find / Having found* a lot of additional materials in English, we decided to attend short-time courses to prepare for exams.
5. *Having had / To have* some lessons, we realised we'd learn English.
6. *Given / Giving* a chance, we'd do our best.
7. *Given / To give* an opportunity, I began to feel better.
8. I'll never forget the day when I *decided / having decided* to go on an excursion to the British Council.
9. — Who is this girl *sitting / having sat* in front of me? — This is my sister.

FOCUS ON GRAMMAR

Present and Past Participles as Adjectives

Some participles can be used as adjectives in the present or past form.

Present Participle	Past Participle
Verb + ing	Verb in the 3 rd form/+ ed

The Present Participle is usually used to describe a person, thing or situation that causes a feeling.

It was such a boring movie.

In the library he found a very interesting book about space.

The Past Participle is usually used to show how a person feels about someone or something.

I got bored while watching that movie.

He is interested in space.



7. Read and choose the correct adjectives to complete the sentences.

1. The excursion was so good and informative that we were very *exciting / excited*.
2. There is an *amusing / amused* programme on TV now.
3. The instructions for the device made them *confusing / confused*.
4. Many people are often *scaring / scared* of spiders.
5. She is not really *interesting / interested* in gymnastics.
6. It was a *shocking / shocked* incident for the citizens of the village.
7. She was really *tiring / tired* after washing the car.
8. Having received a bad mark at the exam he was not *satisfying / satisfied* at all.



8. Homework. Your teacher has asked you to share your impressions about your excursion to any international organisation.

Include the following:

- the reason for going on an excursion;
- the activities of the organisation;
- your suggestions.



1. Read and discuss these quotations. Say if you agree with these authors. Give your reasons.

Don't be pushed around by the fears in your mind. Be led by the dreams in your heart.

Roy T. Bennett

The only way that we can live is if we grow. The only way that we can grow is if we change. The only way that we can change is if we learn. The only way that we can learn is if we are exposed. And the only way that we can become exposed is if we throw ourselves out into the open. Do it. Throw yourself.

C. JoyBell C.

Words to learn:

to expose;
fully-fledged (full-fledged);
bilateral;
reciprocal;
to endeavour;
reduction;
framework;
commitment;
to favour;
reconciliation;
external.



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. to expose [ɪk'spəʊz] <i>v</i> | to tell the true facts showing what it is like |
| 2. fully-fledged (full-fledged) [ˌfʊli'fledʒd] <i>adj</i> | completely developed; with all the qualifications necessary for smth |
| 3. bilateral [ˌbaɪ'lætərəl] <i>adj</i> | involving two groups of people or two countries |
| 4. reciprocal [rɪ'sɪprəkl] <i>adj</i> | involving two groups of people who agree to help each other or behave in the same way to each other |
| 5. to endeavour [ɪn'devə(r)] <i>v</i> | to strive; to try very hard to do smth |
| 6. reduction [rɪ'dʌkʃn] <i>n</i> | the state of being made less or smaller |
| 7. framework ['freɪmwɜ:k] <i>n</i> | the structure of a particular system |
| 8. commitment [kə'mɪtmənt] <i>n</i> | a promise to support smb/smth |
| 9. to favour ['feɪvə(r)] <i>v</i> | to provide suitable conditions for a particular country, group, etc. |
| 10. reconciliation [ˌrekənsɪli'eɪʃn] <i>n</i> | an end to a disagreement and the start of a good relationship again |
| 11. external [ɪk'stɜ:nl] <i>adj</i> | happening or coming from an outside organisation, country, etc. |



3. Read the text and complete the table.

International Relations of Ukraine

International Relations of Ukraine with other countries include diplomatic relations; business relations; relations between governmental bodies; relations between non-governmental bodies; relations in the field of science, education, sport, culture, medicine, IT technologies.

The contacts in the economic sphere help form joint enterprises, funds, establish market relations within the Ukrainian unstable economy.



Find the English meanings of these words:

виставляти,
показувати;
повноцінний,
розвинутий;
двобічний;
взаємний;
докладати зусиль;
зменшення;
структура;
рамки;
межі;
зобов'язання;
підтримувати;
сприяти;
примирення;
зовнішній.

Read them.



Arguments

To start with...
First of all...
Firstly,...
Secondly,...
The main reason is...
On the one hand,...
On the other hand,...
Well, the thing is that...
And finally...
All in all...



As Ukraine has many highly developed up-to-date technologies and scientific institutions, scientific cooperation is greatly significant for us and our foreign partners. Joint projects in different branches of science favour further development of science in general. Fruitful cooperation between higher educational establishments of Europe, participation in international scientific conferences, meetings with world-known specialists and experts at the prominent universities of the world broaden our contacts.

Contacts in the political sphere help organise different commissions, whose main aim is discussing and solving different problems to help Ukraine overcome economic crises and develop new democracy.

The cultural cooperation of Ukraine with other countries is one of the most active and successful. Art festivals, sports competitions, world-renowned international projects, displays of musical arts greatly contribute to the popularisation of Ukrainian culture and traditions.

Contacts in the economic sphere	Contacts in the scientific sphere	Contacts in the political sphere	Contacts in the cultural sphere



4. Work in groups. Discuss. Present the results of your discussion to the classmates.

1. What do you know about the international relations of Ukraine with other countries?
2. Have you visited any international events? Can you tell your classmates about this event?
3. Name the countries which are the best partners of Ukraine in your opinion. Give your reasons.



5. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).



Cultural and Humanitarian Cooperation between the United Kingdom of Great Britain and Northern Ireland and Ukraine

The United Kingdom of Great Britain and Northern Ireland is one of the best partners of Ukraine. Official relations between the UK and Ukraine ...⁽¹⁾ in 1991. In 1992 diplomatic relations between two countries ...⁽²⁾ and the British Embassy ...⁽³⁾ in Kyiv.

On the basis of a range of bilateral and other agreements fully-fledged relations between Ukraine and UK began to develop in various spheres: political, economic, military, cultural and others. Official reciprocal visits between members of the British Royal Family, Government, Parliament and Ukrainian Presidents and dignitaries were made.

In 1993 an agreement on cooperation within the spheres of education, science and culture ...⁽⁴⁾ between the governments of the UK and Ukraine.

In order to foster a bilateral cultural exchange great attention was paid to the cooperation of Ukraine with the leading British cultural institutions and community organisations of the Ukrainian diaspora in Great Britain.

The Ukrainian side ...⁽⁵⁾ to present the best Ukrainian ensembles, painters and artists in the UK through an active participation in world-renowned international projects such as the Edinburgh Festival, the BBC Singer of the World and other international projects. The Ukrainians ...⁽⁶⁾ the world with the best displays of Ukrainian musical arts.

The Odesa State Academic Opera and Ballet Theatre, the exhibitions of art of many Ukrainian painters have acquainted the British with our culture, traditions and historical heritage. Our talented Ukrainian composers, musicians and dancers who work in England greatly contribute to the popularisation of Ukrainian culture, too.

The twin-town scheme ...⁽⁷⁾ the development of bilateral relations between Great Britain and Ukraine. These cities and towns ...⁽⁸⁾ partners: Kyiv — Edinburgh, Vinnytsia — Peterborough, Odesa — Liverpool, Uman — Milford Haven, Donetsk — Sheffield, Zaporizhzhia — Birmingham, Lviv — Rochdale, Luhansk — Cardiff, Stryi — Mansfield, Nova Kakhovka — Gateshead and others. There are partnership contacts between Wales and Zakarpattia region of Ukraine.

Nowadays Ukraine ...⁽⁹⁾ to develop the best traditions of the mutual self-awareness of the fields of art and culture trying ...⁽¹⁰⁾ the best manifestations of the Ukrainian national culture in Great Britain.



	A	B	C	D
1	began	beginning	begins	to begin
2	to establish	was established	were established	establishes
3	were opened	was opened	opened	opens



	A	B	C	D
4	to conclude	were concluded	concluded	was concluded
5	endeavours	endeavoured	to endeavour	are endeavouring
6	to acquaint	have acquainted	has acquainted	acquaints
7	had favoured	favours	favouring	has favoured
8	is	to be	are	were
9	to continue	continues	was continued	continued
10	to present	has presented	were presented	presents



6. Match the words to make expressions.

1. cultural relations	a) exchange
2. world-renowned	b) in education
3. educational	c) integration
4. scientific	d) innovations
5. European	e) between the UK and Ukraine
6. reforms	f) international projects
7. bilateral cultural	g) establishments



7. Make as many sentences as you can using the table. Write them down.

1) Cultural relations between the UK and Ukraine	are	a) the development of long-lasting and mutually-beneficial cultural relations between the UK and Ukraine.
2) World-renowned international projects, scientific innovations	developing	b) bring people together.
3) Arts festivals, bilateral cultural exchange	help	c) two nations learn more about each other.
4) The main areas of activities of the British Council	can help	d) acquaint two countries with their cultural diversity and recent achievements.
5) The British Council	supports	e) impetuously.
	are	f) creative arts, scientific innovations, learning opportunities, society and democracy, EU integration, cultural diversity and tolerance, human rights.



8. Work in pairs. Choose any sentence you have made and discuss the gist of it. Give your reasons. Present the results of your discussion to the classmates.



9. Read the text and say what international organisations Ukraine deals with and whether such cooperation is useful for our country. Give your reasons.

In today's globalised world an international cooperation provides opportunities for every state to take part in addressing common challenges. A membership or other forms alike provide a state with a toolbox for strengthening its position on the international arena and exerting influence on regional and global affairs.

An international cooperation is also a way to compensate the lack of national resources (financial, economic, political, military, etc.). Being an equal member of the international community is supposed to offer additional capabilities for national governments to deal with their domestic and external issues.

Ukraine is broadly integrated in the system of regional and global organisations and has participated in numerous regional and global security initiatives. Its membership in 83 international organisations proves the intentions of the national government to be an active and responsible member of the international community.

Ukraine is also supported by OSCE Parliamentary Assembly, NATO Parliamentary Assembly, European Council, the European Parliament, and the European Commission. Among international organisations UN, the EU, NATO and OSCE have played the most important role.

United Nations. The UN Country team is represented by 15 funds and programmes, 7 specialised agencies and other entities. As the development arm of the United Nations, United Nations Development



Expressing opinions

In my opinion,...

In my view,...

I think (that)...

Personally, I think...

From my point of view...

I'm not sure (if, about)...

I don't have a definite opinion about that.

As I see you...

As I see it,...

I don't think...





Programme supports strategic development initiatives to promote inclusive growth and sustainable human development. UNDP strives to support Ukraine in its efforts in poverty reduction, develop people's capacity, achieve equitable results, sustain the environment, and advance democratic governance.

The European Union. The EU-Ukraine Association Agreement is the legal basis and framework for EU-Ukraine relations, aiming at political association and economic integration. Both sides accepted mutual commitments to develop a close and lasting relationship based on common values. The most important are the Ukrainian Government's commitments to fully implement democratic principles, rule of law, good governance, human rights and fundamental freedoms. The main role of the EU in Ukraine is not only to provide assistance in various areas, but also to maintain a positive external pressure on the national Government in order to meet its own commitments and to deliver what Ukrainian people need.

NATO. In the early 90s newly independent Ukraine joined the North Atlantic Cooperation Council (1991) and the Partnership for Peace Programme (1994). In 1997 the parties signed the Charter on a Distinctive Partnership and established the NATO-Ukraine Commission.

Nowadays NATO has reinforced its support for Ukraine giving priority to comprehensive security and defence sector reform, strengthening national capability to defend itself by providing a wide range of advisory, technical, financial assistance, conducting training and joint military exercises, establishing new trust funds.

OSCE. Covering 57 states from Europe, Central Asia and North America, OSCE is the world's largest regional security organization. The purpose is to promote fair elections, human rights and freedom of media. It also deals with preventing conflicts, crisis management and post-conflict recovery. In addition to monitoring, OSCE is conducting a number of activities aimed at reconciliation, promoting national dialogue, supporting reforms, etc.

(ua.undp.org, eeas.europa.eu, nato.int, osce.org, Ukraine-analytica.org)



10. Play a game. Divide into two teams. In turns one team says a word related to the topic of Ukraine in the world, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



11. Homework. Write an e-mail to your pen friend telling him/her about a social event you have visited.

Include the following:

- the reason for taking part in this event;
- the activities which have taken place there;
- your impressions of it.





1. Warming-up. What do you know about the United States of America? Answer the questions. Give short answers and write them down.

1. How many states do the USA consist of?
2. What are the biggest cities, mountains chains, lakes and rivers of the USA?
3. What are the natural wonders of the USA?
4. What is the population of the USA?
5. Why is the country called the “New World” or a young country?
6. Who was the first president of the USA?
7. What other famous presidents do you know?
8. What traditional American food is known not only in Ukraine but also all over the world?



2. Read the text and check your answers.

There are 50 states in the USA. Two of these states, Alaska and Hawaii, are not connected to the other states.

The highland regions are the Appalachian Mountains in the east with the highest peak 2,037 metres high and the Cordillera with the highest peak 6,190 metres high and the Rocky Mountains in the west. There are the five Great Lakes: Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario between the USA and Canada and the Great Salt Lake in the west of the USA. The main rivers of the USA are the Mississippi, one of the largest rivers in the world, the Missouri, the Rio Grande, the Yukon, the Colorado, the Columbia and the St Lawrence River.

The largest cities of the USA are: New York, one of the largest cities of the world with the population of more than 8 million people, Los Angeles, with the population of about 4 million people, Chicago, the largest financial centre, Houston, Philadelphia, one of the oldest cities in the USA, San Diego, Phoenix, Las Vegas, San Francisco, Detroit, San Antonio, Dallas, Boston.

The USA is rich in natural wonders. They are the Grand Canyon, Yellowstone, Yosemite Valley and the Niagara Falls. The Grand Canyon with different kinds of plants and animals, Yellowstone with a valley of geysers and a lot of rare animals, the Niagara Falls are the most famous in the world.



Words to learn:

nonproliferation;
to safeguard;
expatriation;
commodity;
jurisdiction;
domestic.

Asking for clarification

Sorry, what do you mean?

Does it mean...?

Do you mean...?

Can you repeat that, please?

Would you mind repeating that, please?

Can you say it again, please?

Sorry, I didn't quite catch that.

Could you repeat that more slowly, please?

We have to mention the most interesting places of the USA, too, such as the National Mall, Walt Disney World, Hearst Castle, the Empire State Building, the Gateway Arch, the Parthenon, Cedar Point Park and the Statue of Liberty.

More than 325 million people live in the USA. The USA is a young country, it is only a few hundred years old. It is sometimes called the "New World" as millions of people have come to start a new life in the USA.

George Washington was the first president of the USA. He is known to Americans as "The Father of the Nation". The other famous presidents are: Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, Bill Clinton, John Kennedy, George Bush.

It is interesting to say some words about American food. Nowadays Americans enjoy food from all over the world as people who came to live in the USA brought their cooking traditions. But nevertheless the USA is famous for "fast foods". By the way, fast food is not healthy but it is known in Ukraine.



3. Work in pairs. Read the text again and choose the most interesting information about the USA in your opinion. Discuss it with your partner. Present the results of your discussion to the classmates.



4. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. nonproliferation
[ˌnɒnpərəˌlɪfəˈreɪʃn] <i>n</i> | a limit to the increase of nuclear and chemical weapons that are produced |
| 2. to safeguard ['seɪfɡɑːd] <i>v</i> | to protect smth from loss, harm or damage; to keep smth safe |
| 3. expatriation [ˌeks.pætriˈeɪʃn] <i>n</i> | the process of removal a person from their own country by force or law |
| 4. commodity [kəˈmɒdəti] <i>n</i> | a product or a raw material that can be brought or sold |
| 5. jurisdiction [ˌdʒʊrɪsˈdɪkʃn] <i>n</i> | the authority that an official organisation has to make decisions about smb/smth |
| 6. domestic [dəˈmestɪk] <i>adj</i> | inside a particular country, not foreign or international |



5. Read the text and answer the questions.

Meet the USA

Foreign Relations of the United States

The foreign policy of the United States is its interactions with foreign nations and how it sets standards of interaction for its organisations, corporations and citizens of the United States.

The officially stated goals of the foreign policy of the United States, including all the Bureaus and Offices in the United States





Department of State, as mentioned in the *Foreign Policy Agenda* of the Department of State, are “to build and sustain a more democratic, secure, and prosperous world for the benefit of the American people and the international community”. In addition, the United States House Committee on Foreign Affairs states as some of the jurisdictional goals: “export controls, including nonproliferation of nuclear technology and nuclear hardware; measures to foster commercial interaction with foreign nations and to safeguard American business abroad; international commodity agreements; international education; and protection of American citizens abroad and expatriation”. The US foreign policy and foreign aid have been the subject of much debate, praise and criticism, both domestically and abroad.

The United States have formal diplomatic relations with most nations including the UN member states. Additionally, the US have diplomatic relations with the European Union.

(www.wikipedia.org)

1. What is the foreign policy of the United States of America?
2. What are the officially stated goals of the foreign policy of the United States?
3. What are the jurisdictional goals of the United States?
4. What countries do the United States have diplomatic relations with?

Find the English meanings of these words:

непоширення
ядерної зброї;
охороняти;
гарантувати;
вигнання;
експатріація;
товар;
юрисдикція;
домашній;
внутрішній.

Read them.



Words to learn:

armistice;
to plunge;
rampant.

Find the English meanings of these words:

перемир'я;
занурюватися;
нестримний; дуже поширений.

Read them.



6. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|-----------------------------------|--|
| 1. armistice ['ɑ:mɪstɪs] <i>n</i> | an agreement during a war to stop fighting |
| 2. to plunge [plʌndʒ] <i>v</i> | to plummet; to make smb/smith move suddenly |
| 3. rampant ['ræmpənt] <i>adj</i> | existing or spreading smth bad everywhere in the way that cannot be controlled |

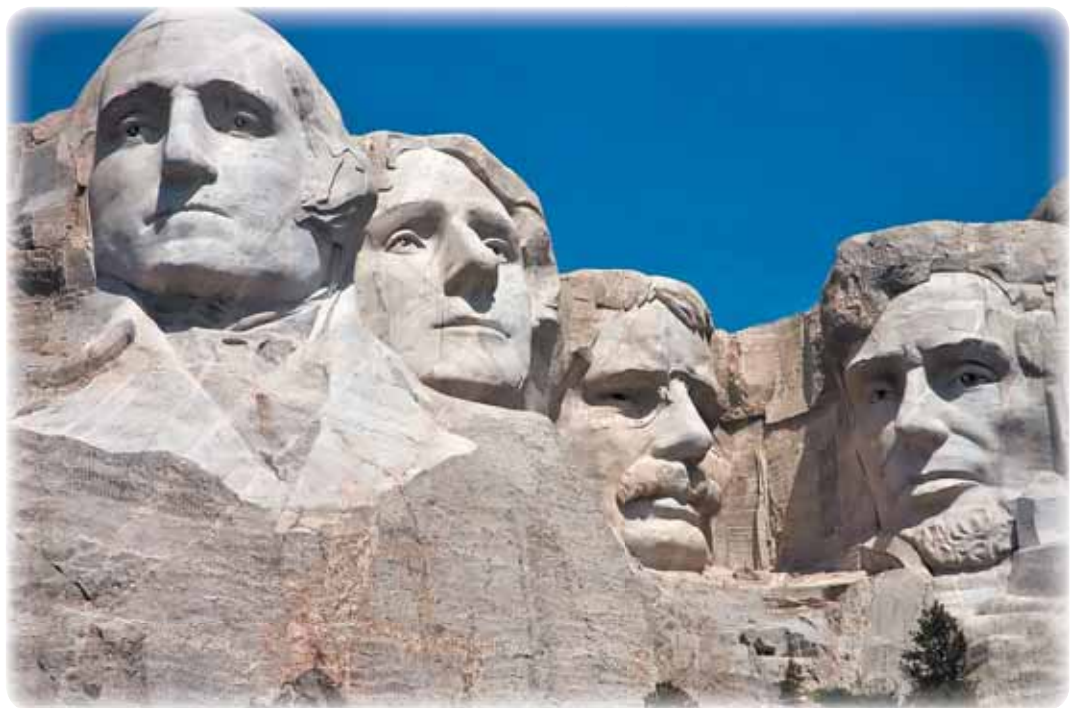


7. Find synonyms to the words. Write them down.

- | | | | | |
|-----------------|---------------|-----------------|-------------------|-------------|
| 1. Armistice. | a) An item. | b) An attack. | c) A surprise. | d) A truce. |
| 2. Prosperity. | a) Success. | b) A condition. | c) Prediction. | d) Bravery. |
| 3. An impact. | a) A tool. | b) A deadlock. | c) A collision. | d) Bad. |
| 4. To plunge. | a) A fruit. | b) To rush. | c) A metal sheet. | d) Courage. |
| 5. Devastation. | a) A noise. | b) A plan. | c) Destruction. | d) A herb. |
| 6. Rampant. | a) Attacking. | b) Loud. | c) Existing. | d) Wild. |



8. Homework. Choose one of the American presidents you like most. Find interesting information and write a short paragraph about him.





1. Warming-up. Work in pairs. Take turns to ask and answer questions about the US federal holidays. Write a list of federal holidays and present it to your classmates. Say what holidays are the most important in your opinion. Give your reasons.



2. Read the text and check your answers.

List of Federal Holidays

Most of the US federal holidays are also state holidays. A holiday that falls on a weekend is usually observed on the closest weekday. The official names came from the laws that define holidays for federal employees.

January 1	New Year's Day
The third Monday of January	Birthday of Martin Luther King, Jr.
The third Monday of February	Washington's Birthday
The final Monday of May	Memorial Day
July 4	Independence Day
The first Monday of September	Labour Day
The second Monday of October	Columbus Day
November 11	Veterans Day
The fourth Thursday of November	Thanksgiving Day
December 25	Christmas Day



3. Work in groups. Read the information "It is interesting to know". Discuss and choose the most interesting information in your opinion. Give your reasons why you think so.

It Is Interesting to Know

"The Star-Spangled Banner" became the US national anthem in 1931. Prior to that, it was "My Country Tis of Thee", which had the same melody as Britain's national anthem "God Save the Queen", which is based on music written by John Bull in 1619. Bull's melody has been used more than any song in national anthems.

The term "disc jockey" first appeared in 1935 in a radio programme by an American commentator, Walter Winchell, and in print this phrase first appeared in *Variety* magazine in 1941.



Arguments

- To start with...
- First of all...
- Firstly,...
- Secondly,...
- The main reason is...
- On the one hand,...
- On the other hand,...
- Well, the thing is that...
- And finally...
- All in all...

Words to learn:

to embark;
avid;
steed;
breeding;
to mate;
mere;
to adorn;
dentures;
ivory;
peanut;
enigmatic.



Mamie Smith, an American singer, was the first African-American artist to make a blues record. The album, which brought blues into the mainstream, sold a million copies in less than a year.

Nat “King” Cole, a singer, song writer and pianist, was the first African-American to host a national television programme, The Nat “King” Cole Show, in 1956.

It was at a concert in Minneapolis in 1954 that Al Dvorin first closed Elvis’s concerts with: “Ladies and Gentleman, Elvis has left the building. Thank you and good night”.

In 1958, Ella Fitzgerald became the first African-American woman to earn a Grammy Award. She won five awards that year, including an award for the best jazz soloist and one for the best female pop vocalist.

The LP (long-playing) record was invented by Peter Goldmark in 1948. The LP is not dead yet: more than 10 million LPs are sold every year.

At the first Grammy Awards, held on May 4, 1959, Domenico Modugno beat out Frank Sinatra and Peggy Lee for the Record of the Year, with “Volare”.

An American music composer and producer, Quincy Jones is the most Grammy-nominated artist in the history of the awards with 80 nominations and 28 awards.

The musician and activist Harry Belafonte originally devised the idea for “We Are the World”, a single that he hoped would help raise money for famine relief in Africa. The single became the fastest selling in history, making millions of dollars worldwide.



4. Listen and read the new words and their definitions. Make some sentences with these words.

1. to embark [ɪm'ba:k] (on) *v* to start to do smth new or difficult
2. avid ['ævɪd] *adj* a very enthusiastic about smth, for example, a hobby

- | | |
|--|--|
| 3. steed [sti:d] <i>n</i> | a horse to ride on |
| 4. breeding ['bri:diŋ] <i>n</i> | the producing of young animals |
| 5. to mate [meɪt] <i>v</i> | to put animals or birds together in order to produce young animals or birds |
| 6. mere [mɪə(r)] <i>adj</i> | used when you want to emphasise how small, unimportant, etc. smb/smith is |
| 7. to adorn [ə'dɔ:n] <i>v</i> | to make smb/smith look attractive by decorating it or them with smth |
| 8. dentures ['dentʃəz] <i>n</i> | artificial teeth or a thin piece of plastic for those who no longer have all their own teeth |
| 9. ivory ['aɪvəri] <i>n</i> | a hard yellowish-white substance like a bone |
| 10. peanut ['pi:nʌt] <i>n</i> | a nut that grows underground in a thin shell |
| 11. enigmatic [,eniɡ'mætɪk] <i>adj</i> | mysterious and difficult to understand |

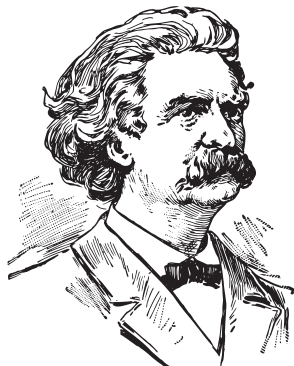


5. Listen to the text and complete the sentences.

- George Washington was a big fan of mules and believed them to be
- George Washington's second inaugural address was
- He was the only president who
- The most important day for George Washington was
- His favourite food was
- His popularity was confirmed by
- George Washington was the first president of the United States who



6. Homework. Find information about one of the outstanding persons of the USA in your opinion and write an essay about him/her. Use the Internet and book resources if necessary. Present this person to your classmates.



Find the English meanings of these words:

починати,
братися за;
жадібний (до чогось); палкий;
кінь;
розведення тварин;
спарувати (тварин, птахів);
простий, справжній;
прикрашати;
ряд зубів;
слонова кістка;
арахіс;
загадковий.

Read them.



Words to learn:

eccentric;
to recruit;
abolition;
to disillusion;
comprehensive;
to worship;
lexicographer;
prolific;
speller.



Expressing opinions

In my opinion,...
In my view,...
I think (that)...
Personally, I think...
From my point of view...
I'm not sure (if, about)...
I don't have a definite opinion about that.
As I see you...
As I see it,...
I don't think...



1. A role play. Three of you are Americans. You are playing the roles of the heroes of your essays from Ex. 6, Dive 26. The rest are Ukrainians and they have to ask you as many questions as they can about your personalities.



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. eccentric [ɪk'sentɹɪk] <i>adj</i> | strange or unusual |
| 2. to recruit [rɪ'krʊ:t] <i>v</i> | to find new people to join a company or an organisation |
| 3. abolition [ˌæbə'liʃn] <i>n</i> | ending of a law, a system or an institution |
| 4. to disillusion [dɪsɪ'lu:ʒn] <i>v</i> | to destroy smb's belief or a good opinion of smb/smith |
| 5. comprehensive [ˌkɒmpri'hensɪv] <i>adj</i> | including all or almost all that may be concerned |
| 6. to worship ['wɜ:ʃɪp] <i>v</i> | to love and admire smb/smith very much |
| 7. lexicographer [ˌleksɪ'kɒgrəfə(r)] <i>n</i> | a person who writes and edits dictionaries |
| 8. prolific [prə'lɪfɪk] <i>adj</i> | producing many works |
| 9. speller ['spelə(r)] <i>n</i> | a person who spells words correctly or incorrectly; a book for teaching spelling |



3. Work in groups. Read the texts about prominent people of the USA in the past. Choose the most outstanding person nowadays in your opinion and discuss in class why you have chosen him/her. Give your reasons.



Noah Webster Jr.

Noah Webster Jr. (October 16, 1758—May 28, 1843) was an American lexicographer, textbook pioneer, English-language spelling reformer, political writer, editor, and prolific author. He has been called the “Father of American Scholarship and Education”. His blue-backed speller books taught five generations of American children how to spell and read. Webster's name has become synonymous with a “dictionary” in the United States, especially the modern Merriam-Webster dictionary that was first published in 1828 as *An American Dictionary of the English Language*.

Born in West Hartford, Connecticut, Webster graduated from Yale College in 1778. He passed the bar examination after studying law, but was unable to find work as a lawyer. He found some financial success by opening a private school and writing a series of educational books, including the “Blue-Backed Speller”. A strong supporter of the American Revolution and the ratification of the United States

Constitution, Webster hoped his educational works would provide an intellectual foundation for American nationalism; however, by 1820 he became a critic of the society he helped create.

In 1793, Alexander Hamilton recruited Webster to move to New York City and become an editor for a Federalist Party newspaper. He became a prolific author, publishing newspaper articles, political essays, and textbooks. He returned to Connecticut in 1798 and served in the Connecticut House of Representatives. Webster founded the Connecticut Society for the Abolition of Slavery in 1791 but later became somewhat disillusioned with the abolitionist movement.

In 1806, Webster published his first dictionary, *A Compendious Dictionary of the English Language*. The following year, he started working on an expanded and comprehensive dictionary, finally publishing it in 1828. He was very influential in popularising certain spellings in the United States. He was also influential in establishing the Copyright Act of 1831, the first major statutory revision of the US copyright law. While working on a second volume of his dictionary, Webster died in 1843, and the rights to the dictionary were acquired by George and Charles Merriam.

(www.wikipedia.org)

Mark Twain

Mark Twain (1835—1910) was born in the small Missouri community of Florida. Later he wrote: “The village contained a hundred people and I increased the population by one per cent. It is more than many of the best men in history could have done for a town. There is no record of a person doing as much, not

even Shakespeare. But I did it for Florida and it showed that I could have done it for any place — even London”.

Samuel Clemens was his real name. Mark Twain was his literary name. Tom Sawyer was his alter ego.

Samuel Clemens was four years old when his family moved to Hannibal, a small town in the state of Missouri. He spent 14 years there and carried those years into his literature for the rest of his life.

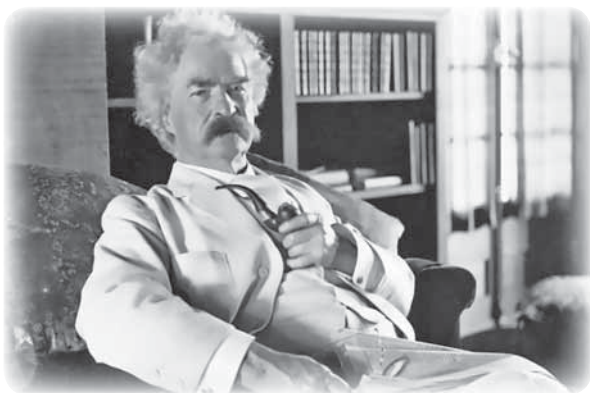
When Sam was 12 his father died and Sam went to work and became an expert printer. Soon he wrote weekly articles to the “Hannibal Journal”, edited by his older brother, Orion.

When he was a boy his friends and he wanted to be steamboatmen and later he even got his steamboat pilot’s certificate. Though he got his pilot’s certificate he continued to write his local news and editorials. In 1863 Samuel Clemens used the pen name “Mark Twain” for

Find the English meanings of these words:

чудернацький;
дивний;
наймати;
вербувати;
скасування;
руйнувати мрії;
всебічний;
шанувати;
обожнювати;
лексикограф;
плідний; родючий;
орфографічний довідник.

Read them.





the first time. He kept using Clemens for his straight new stories. But all the other materials were signed with the pen name “Mark Twain”.

In time he moved to San Francisco and wrote his first nationally famous story “The Celebrated Jumping Frog of Calaveras County”. Twain repeatedly became known as an eccentric man because he insisted on being his own man and writing in his own style.

He started to write his first novel in 1870 and finished it in 1876. It was “Tom Sawyer”. After his first book he started another book. And in 1884 he published “Huckleberry Finn” — a book of some humour as well as social commentary. The books about Tom Sawyer and Huckleberry Finn are an American classic. He was active all his life.

He once remarked he was born in the year Halley’s comet came in 1835. And he said he expected to go out with it when it came again.

On April 20, 1910, Halley’s comet was seen in the sky, returning from its seventy-five-year journey. And the next day, on the 21st of April, Samuel Clemens, Mark Twain died.

His biographer Dixon Wechter says, “No major artist ever made more of his boyhood than did Samuel Clemens. He found himself better adapted to Hannibal than to any other environment he ever met. As adult life grew more complex, he worshipped his golden age all the more — achieving in Tom Sawyer and Huckleberry Finn the universal Hannibal, the home town of all boys everywhere”.

(www.wikipedia.org)



4. Listen to pupils of “Holosiivskiy” Kyiv lyceum № 241. They are discussing the parliamentary system of the USA together with their teacher Nataliia Tymoshyna. After listening decide if the statements are true or false.



1. The colonies united after the Revolutionary War needed one strong national government.
2. The Constitution was written in 1878.
3. The Constitution is the highest law in the United States.
4. The US government consists of the Congress, the President and his helpers and the Supreme Court.
5. Congress meets in the city of New York.
6. In the Senate there are three hundred senators.
7. A senator’s term is five years.
8. A representative’s term is four years.
9. There are five judges in the Supreme Court.
10. In the House of Representatives there are more than five hundred congressmen.
11. The judges have to work in the Supreme Court for 10 years.
12. The American Constitution was written 150 years ago.
13. Since that time only 27 amendments have been made to the Constitution.
14. The Bill of Rights consists of the first 13 amendments.





5. Work in groups. Compare the Parliaments of the USA and Ukraine. Find the similarities and differences and write them down. Present the results of your work to the classmates.



6. Play a game. Divide into two teams. In turns one team says a word related to the USA, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



7. Homework. Write back an e-mail to your English-speaking pen friend. A part of it is given below.

...A week ago my three classmates and I got a task — to do a project about the history of the USA. We had to write a story about the most important events. I don't know what to choose. Maybe you can help me.

Suggested Answer

Dear Sandra,

Hope you are well. Amazing, but we've got the same task in our Country Studies but only about Britain! Here are some of my notes.

Actually, I believe that history provides valuable sources for understanding different people and societies, predicting future trends and forming a person's identity. If you look back hundreds of years of British history in search of one turning point, it would undoubtedly be 1066, the year that changed the British history course. In 1066 the Normans invaded England and ended Anglo-Saxon rule just as the Danes had done previously, the Saxons before them, the Romans before them and the Celts before them.

As to the importance of this event, one should mention that the arrival of the Normans to Britain was one of the last great invasions of culture in British history. Before the Normans came the population consisted of native Britons/Celts, Romano-Britons, Anglo-Saxons and Normans and the culture reflected that. The new culture intermingled with the existing one and helped create the English language, the political structure, the feudal system in which Britain lived for many years, the widespread religion, the architecture for many hundreds of years, etc.

Anyway, the significance of this event to the English people is that 1066 was the year that changed the course of British history. It was the last time a foreign culture invaded and conquered England.

Well, have to go now. Write back and tell me what you've decided.

Cheers,

Max

Saying thanks

Thank you.

Thank you very much.

Thanks a lot.

Many thanks.

That is very kind of you.



Dive 28

Education Is the Door to Success

Words to learn:

handy;
customer;
to handle;
to pitch;
illustrious.



Asking for clarification

Sorry, what do you mean?
Does it mean...?
Do you mean...?
Can you repeat that, please?
Would you mind repeating that, please?
Can you say it again, please?
Sorry, I didn't quite catch that.
Could you repeat that more slowly, please?

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1. Read and discuss these quotations. Decide if you agree or disagree with the authors. Give your reasons.

Education is the most powerful weapon you can use to change the world.

Nelson Mandela

Educating the mind without educating the heart is no education at all.

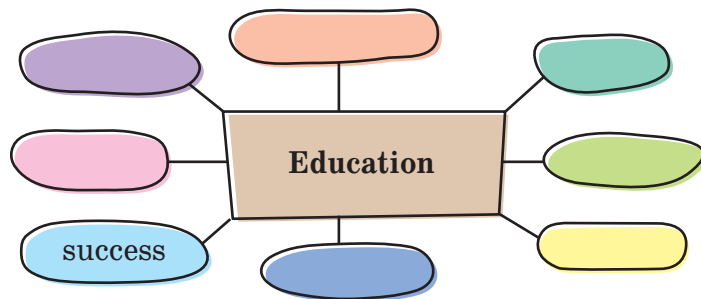
Aristotle

Children must be taught how to think, not what to think.

Margaret Mead



2. Complete the mind map.



3. Work in groups. Discuss.

1. What does it mean to be an educated person in your opinion?
2. What do you have to do to get good education?
3. What do you have to know perfectly in order to get higher education abroad in your opinion?
4. Does an educated person have to know foreign languages? Give your reasons.
5. Can we be successful in life if we get good education?
6. What does it mean to be successful in life?



4. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. handy ['hændi] <i>adj</i> | useful; easy to use |
| 2. customer ['kʌstəmə(r)] <i>n</i> | a person that buys smth |
| 3. to handle ['hændl] <i>v</i> | to deal with or control a situation |
| 4. to pitch [pɪtʃ] <i>v</i> | (informal) to try to persuade smb to buy smth or to make a business deal with you |
| 5. illustrious [ɪ'lʌstriəs] <i>adj</i> | much admired because of what you have achieved |



5. Read and choose the correct words to complete the sentences.

1. A high standard of education *includes / has been included* the knowledge of one or more foreign languages.
2. English *is spoken / spoken* in more countries than any other language.
3. English *is being / is* the language of diplomacy, science and business.
4. Around 400 million people *speaks / speak* English as their first language worldwide.
5. If you *will speak / speak* English, you *communicate / will communicate* effectively in many foreign countries.
6. If you *want / have wanted* to be fluent in English, you have to work hard to master your English.
7. If you *are wanting / want* to improve your knowledge and develop your skills, you have to pay much attention to the process of training and learning.
8. Your knowledge of English *may come / may to come* in handy in marketing and communications, for translating marketing materials or sales prospects.
9. If you *will manage / manage* to enter one of the famous universities abroad, you *will start / start* your career with an illustrious name in your CV.
10. English *opens / opening* the door to a huge number of new cultural experiences, which *helped / will help* you develop life skills, meet new people and grow your confidence in handling new situations.



6. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).

Why to Learn English?

A high standard of education includes the knowledge of one or more foreign languages. English is one of the most widely spoken languages. English is spoken in more countries than any other language. Besides the USA, the UK, Canada, Australia, New Zealand which have English as ...⁽¹⁾ official language, about 50 countries more have English as their official language.

English is the official language of the United Nations, NATO, the European Union and the European Free Trade Association. What's more, it ...⁽²⁾ also the primary natively spoken language in such countries and territories as Belize, Gibraltar, the British Indian Ocean Territory, Jamaica, Bermuda, and many ...⁽³⁾ countries. Around 1,1 billion people speak English worldwide as a secondary language and nobody knows how many billion people are in the process of learning it.

Find the English meanings of these words:

зручний;
покупець;
клієнт;
керувати;
просувати,
рекламувати;
відомий;
яскравий;
славетний.

Read them.





If you speak English, you ...⁽⁴⁾ effectively in many countries, you won't have to worry about getting lost while travelling, you'll be able to ask for directions, to order food, to take guided tours, to chat to locals, you won't be under stress any more. If you ...⁽⁵⁾ fluent English, you ...⁽⁶⁾ more possibilities to choose among a great number of possible careers after you graduate from university. If your English is fluent as a second language it means that you have put in a huge amount of time and resources to master your English and you can work hard.

English skills ...⁽⁷⁾ not only when you live and work abroad but in your own country as well because there are also many English-speaking multinational corporations with offices in Ukraine.

Your knowledge of English may come in handy in marketing and communications, customer service and sales, for translating marketing materials, sales prospects and press releases, in pitching products or ideas to English-speaking nations. Your knowledge can be useful while attending or holding different international business meetings.

English is not only the language of science, diplomacy and business but the language of higher education as well. Your fluent English ...⁽⁸⁾ you an opportunity to enter such famous universities as Cambridge, Oxford, Harvard or any other universities. Of course, it goes without saying that if you manage to enter one of these universities, you'll start your career with an illustrious name in your CV.

You don't have to forget about the world's most famous writers as the only way to appreciate a classic literary work is to read it in its original language.

While ...⁽⁹⁾ you'll deepen your knowledge of English by enriching it with new words, expressions and grammar structures.

You can enjoy listening to music, favourite songs. You can watch the best world's movies, attend international conferences and lots more.

To sum up, English opens the door to a huge number of new cultural experiences, which will help you ...⁽¹⁰⁾ life skills, meet new

people, grow your confidence in handling new situations and become successful in life.

	A	B	C	D
1	their	they	them	we
2	being	are	to be	is
3	others	other	another	these
4	to communi- cate	will communi- cate	communi- cating	communica- tion
5	speaks	speaking	speak	to speak
6	has	to have	have had	will have
7	are desirable	to desire	desires	have desired
8	to give	give	gives	is given
9	reading	to read	read	have read
10	have developed	develops	developing	develop

Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.



7. Work in pairs. Discuss the advantages of learning foreign languages. Present the results of your discussion to the classmates.



8. Do a class survey. Find out the classmates who consider English as one of the most important languages in the world and those who don't.



9. Work in groups. Think of the advantages of having a perfect command of any foreign language. Give your reasons. Present your ideas to the classmates.



10. Homework. Write an article for the magazine «Language and Culture» about one of the most important languages in the world in your opinion.

Asking for someone's opinion

What do you think of...?
What do you think about...?
What's your opinion...?
What's your view...?



Words to learn:

intelligence;
vessel;
to kindle;
to accept;
renewal;
to embed;
non-violence;
to ensure (insure);
to strive;
dimension.



1. Read and discuss these quotations. What is true education in your opinion? Give your reasons.

Intelligence plus character — that is the goal of true education.
Martin Luther King

The mind is not a vessel to be filled, but a fire to be kindled.
Plutarch



2. Read these quotations and statements and agree or disagree with them. Give your reasons.

Language is the blood of the soul into which thoughts run and out of which they grow.

Oliver Wendell Holmes Jr.

High thoughts must have high language.

Aristophanes

Languages open doors.

Languages are ships to new countries.

So many languages, so many worlds.

Our aim is to encourage lifelong language learning at and out of schools.

Learning foreign languages is not an easy thing — it requires hard work and discipline.

You have to be good at language learning and have a perfect command of foreign languages.



3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. intelligence [ɪn'telɪdʒəns] <i>n</i> | the ability to think, understand and learn well |
| 2. vessel ['vesl] <i>n</i> | a tube; a container |
| 3. to kindle ['kɪndl] <i>v</i> | to make smth interesting emotional; to make a fire start burning |
| 4. to accept [ə'ksept] <i>v</i> | to agree to or approve of smth |
| 5. renewal [rɪ'nju:əl] <i>n</i> | a situation in which smth is replaced, improved or made more successful |
| 6. to embed (imbed) [ɪm'bed] <i>v</i> | to fix smth firmly |
| 7. non-violence [ˌnɒn'vaɪələns] <i>n</i> | the policy using peaceful methods, not force |
| 8. to ensure (insure) [ɪn'ʃʊə(r); ɪn'ʃʊə(r)] <i>v</i> | to make certain that smth happens or is definite |
| 9. to strive [straɪv] (strove, striven or less frequent strived, strived) <i>v</i> | to try very hard to achieve smth |
| 10. dimension [daɪ'menʃn; dɪ'menʃn] <i>n</i> | the size and extent of a situation |



4. Read the text below. For each of the empty spaces (1—8) choose the correct answers (A, B, C or D).

UNESCO Associated Schools Project Net

Embedding international learning into the classroom is a key to deepening students' understanding and respect for the world around them.

The function of education is not the only goal of a modern school. A modern school should bring up a citizen, a personality who is able to ...⁽¹⁾ to the reality of the modern world, to accept its diversity and its multinational culture. It should reinforce the humanistic, ethical, cultural and international dimensions of education whilst ensuring share and exchange of best practices nationally and internationally.

It ...⁽²⁾ known that the ASPnet schools of Ukraine aim at strengthening the role of education in promoting a culture of peace and tolerance, improving the quality of education to effectively prepare children and young people to strive for a better world.

These types of schools ...⁽³⁾ the vanguard of education, the experimental fields for different researches.

Therefore UNESCO ASPnet schools of Ukraine work in support of the four pillars of ...⁽⁴⁾ in the 21st century: learning to know, learning to do, learning to be and learning to live together. They work according to four themes:

- world problems and the role of the UNO in solving them;
- human rights, democracy and tolerance;
- other countries and cultures;
- environmental issues.

The activities of UNESCO ASPnet schools of Ukraine include:

- participation in the international educational projects;



Find the English meanings of these words:

- розум;
- посудина;
- запалювати;
- приймати,
- погоджуватися;
- відновлення;
- вставляти;
- закарбовуватися;
- відмова від жорстоких методів;
- забезпечувати;
- старатися;
- боротися (за щось);
- вимір;
- обсяг;
- розмір.

Read them.





- development of youth and children diplomacy;
- celebration of memorable dates of the UNO;
- holding conferences, study groups, festivals;
- creation of experimental area for approbation of thematic educational programmes.

At the national level, the first thing which is really very important, is that the ASPnet schools of Ukraine ...⁽⁵⁾ together at national conferences for children-participants of the ASPnet schools. These all-Ukrainian conferences are very important for students, because they show their ability for joint scientific work exploring new fields of knowledge, learn how to get together in the framework of this or that project. The main educational priorities of the ASPnet schools of Ukraine are:

- individual orientation through ...⁽⁶⁾ and educational process;
- renewal of contents and forms of the education structure, embedding new informational technologies;
- forming common values for all mankind and nations;
- creating equal opportunities and facilities for all nationalities in education.

The knowledge which pupils get ...⁽⁷⁾ in UNESCO activities, will undoubtedly be of great use in their future life. It is, first of all, the principles of tolerance, the culture of peace and non-violence, the ability of team work, public speaking and communication, the leadership features. All these qualities ...⁽⁸⁾ them succeed in future life.



	A	B	C	D
1	adapting	adapt	adapts	have adapted
2	are widely	being widely	to be widely	is widely
3	is	are being	are	were
4	learning	to learn	learns	having learned
5	starts to get	are starting getting	to start getting	started getting
6	taught	is teaching	teaching	teaches
7	participating	to participate	participated	are participating
8	helps	will help	are helping	helped



5. Read the text from Ex. 4 again and answer the questions. Write down your answers.

1. What is a key to deepening students' understanding and respect for the world around them?
2. What should a modern school reinforce?
3. What are the ASPnet schools of Ukraine aimed at?

4. What does learning in the 21st century mean?
5. What do the activities of UNESCO ASPnet schools of Ukraine include?
6. What are the main educational priorities of the ASPnet schools of Ukraine?
7. What will help pupils succeed in their future life?



FOCUS ON GRAMMAR

Until or till and when

Until, till, when are used for linking events in the present, past and future.

We use *when, until* or *till* to say when an action or event finishes.

1. He is staying in Kyiv **until** his mother returns home.
2. I'll help you **when** I do my homework.
3. After he graduated from university he went to London and stayed there **till** the summer was over.
4. **When** she passes the External Independent Testing successfully, she will try to enter university.



6. Read and match the parts of the sentences.

1. The successful results of EIT in the 11 th form	a) to pass our exams well?
2. What do we have to do	b) will give pupils the possibility to continue their studies at Ukrainian and foreign universities.
3. Firstly, it is always essential	c) in a short time.
4. It is really hard to learn all you need	d) to start studying ahead of time.
5. It is also great	e) you can save your time.
6. If you develop such a useful habit,	f) to make a revision timetable and plan your day.
7. If you study with a friend, it is easier to get new information	g) to be active and stay healthy.
8. You shouldn't forget about your health and rest, should eat healthy food and sleep enough	h) it will be easier for you to pass your EIT successfully and get ready to turn over a new page in your life.
9. If you follow the rules described above,	i) because you can help each other with difficult tasks.





7. Read Jim's letter to his pen friend, Nick, about exam stress. In his opinion, Nick should follow some simple rules to avoid stress before exams. Work in pairs and discuss the gist of it. Write out the most useful rules in your opinion, add some more and present the results of your work to the classmates.

Arguments

To start with...
First of all...
Firstly...
Secondly...
The main reason is...
On the one hand,...
On the other hand,...
Well, the thing is that...
And finally...
All in all...

Expressing opinions

In my opinion,...
In my view,...
I think (that)...
Personally, I think...
From my point of view...
I'm not sure (if, about)...
I don't have a definite opinion about that.
As I see you...
As I see it...
I don't think...

Dear Nick,

In your letter you've asked me to give a piece of advice on how to avoid stress before exams. OK.

It is necessary to say that school plays the most important educational role in the life of any person. School is a second home where a pupil spends about half a day. It is a whole period in our life, stairs to adult life with its adult problems and responsibility. The purpose of education is to replace an empty mind with an open one.

In our school we study many different subjects. Some of them cause constant stress. Exam stress is normal, but it can get out of control and make you unwell. If you want to know how to avoid stress before exams, you should follow some simple rules.

To begin with, you must start studying ahead of time. It helps you be prepared. Firstly, take short breaks. You may keep energy during the day. It is also important to make a timetable and stick to it. As a result, you'll feel more organised and confident and you'll have time to prepare well for your exams.

Secondly, you should take good care of yourself by eating healthy food, getting enough sleep and taking regular breaks to relax. Consequently, your body and mind will stay healthy and you will be able to concentrate better when studying.

If you want, you can study with friends. You can help each other when something goes wrong. Some people might find this useful as they can discuss any problems that come up.

All in all, I think exam stress can be a major problem. However, if you are organised and healthy and get help from others, exam stress will never be a problem for you again. Hope to meet you in summer.

Yours, Jim



8. Work in groups. Discuss the problem of passing exams or External Independent Testing successfully. Present your ideas to the classmates.



9. Make sentences using *until*, *till* or *when* and write them down.



10. Homework. A teen magazine has asked its readers to give suggestions on how to pass exams successfully.

Include the following:

- the reason for writing;
- the ways of preparing for exams;
- the ideas of staying healthy.

Suggested Answer

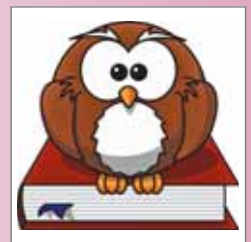
Have you ever passed any exams? If not, you'd better read my article.

Everybody knows that at the end of the 9th and 11th forms every student must pass exams. The results of these exams (State Assessment in the 9th form and External Independent Testing in the 11th) give students the possibility to continue their studies at school and enter Ukrainian and foreign universities. For this very reason, it is necessary to pass them. I am confident that it is a tremendous responsibility; so, students need to know how to pass exams well. In this article, I would like to provide my ideas regarding the issue and I hope they may help everyone who is ambitious enough to dream of education at an institution of higher education.

Frankly speaking, I presume that it is always essential to start studying ahead of time. Students study different subjects at school: the Ukrainian Language and Literature, World Literature, Foreign Languages, Chemistry, Biology, Physics, Geography, World and Ukrainian History, Algebra, Geometry, PE, Music, Arts, etc. As for me, it is really hard to learn all you need in a short time. It is necessary to take brief breaks for a walk with friends. Thereupon, it is easier for me to concentrate on my studies. In my opinion, it is great to make a revision timetable and plan your day. If you develop such a useful habit, you can save your time. Moreover, if you study with your friend, it is easier to get new information because you can help each other with difficult tasks.

Nevertheless, you should not forget about your health and rest. You should eat healthy food which gives you energy for various kinds of work. You should also sleep enough to be active and stay healthy.

It should be pointed out that if you follow the rules described above, it will be easier for you to pass your External Independent Testing successfully and get ready to turn over a new page in your life.



Dive 30

Education Is the Door to Success

Words to learn:

confidence;
self-confident;
temper;
to spoil;
self-esteem;
to challenge;
to retain.



Disagreeing

Yes, but...
True, but...
I can't agree with you.
I disagree with you.
I'm afraid I disagree with you.
I'm not sure that's right.
I agree to some extent, but...
I'm not sure I can accept that.
There might be some truth in that, but...



1. Read and discuss these quotations. Say if it is really important to study with desire and never lose your temper and self-confidence.

Study without desire spoils the memory and it retains nothing that it takes in.

Leonardo da Vinci

Education is the ability to listen to almost anything without losing your temper and your self-confidence.

Robert Frost



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. confidence ['kɒnfɪdəns] <i>n</i> | a belief in your own ability |
| 2. self-confident [ˌselfˈkɒnfɪdənt] <i>adj</i> | having confidence in one's own abilities and oneself |
| 3. temper ['tempə(r)] <i>n</i> | mood; a short period of time when one gets angry |
| 4. to spoil [spɔɪl] (spoiled, spoiled; spoilt, spoilt) <i>v</i> | to change smth good into smth bad, useless, etc.; to ruin |
| 5. self-esteem [ˌselfɪˈsti:m] <i>n</i> | a good opinion of oneself; a feeling of being happy |
| 6. to challenge ['tʃælɪndʒ] <i>v</i> | to test smb's skills and abilities |
| 7. to retain [rɪˈteɪn] <i>v</i> | to keep smth; to continue to have smth |



3. Work in groups. Discuss. Give your reasons. Present the results of your discussion to the classmates.

1. What does the word “self-esteem” mean?
2. What does a positive self-esteem give you?
3. Is it important for a school-leaver to be self-confident with a high self-esteem?

These words and expressions can help you:

to believe in success, to make friends, to be confident, to make right decisions, to concentrate on your exams at school, to pass EIT (External Independent Testing), to focus on positive effects, to enjoy doing your work, to enjoy learning English (foreign languages), to reduce stress, to be healthier and happier, to be patient, to keep thinking of the progress you are making, to feel good, to help friends (parents, classmates, people) who are in trouble, not to be afraid of expressing your own opinions, ideas or feelings, to try doing something nice to somebody who doesn't expect it, to stay active, to avoid worrying or stress.



4. Work in class. Read these pieces of advice on how to improve your self-esteem. Discuss each piece of advice. Give your reasons. Decide if they are useful for you as a school-leaver.

1. Focus on positive aspects, think positively. It will help you avoid worrying and stress.
2. Stay active and many problems will be solved with the help of different activities.
3. Challenge yourself and you'll find a lot of possibilities to improve your knowledge and skills.
4. Think of realistic goals and the progress that you are making, even if this progress is small.
5. Remember that a perfect personality doesn't exist. Focus on the things you are good at and enjoy doing them.
6. Take exercises or do sports and it will help you reduce stress and be healthier and happier.
7. Be confident in your own opinions, ideas, feelings and don't be afraid of expressing them.
8. Don't forget about relaxation. Enjoy doing activities you are fond of.
9. Be proud of yourself and your achievements. Believe in yourself.



5. Make sentences using the tables given below and write them down.

1)

At the end of the 9 th form Then If students are good at studies, If not, Colleges/ vocational schools	pupils they	pass get can/may offer program- mes	exams in Ukrainian, Mathematics, English and some other subjects. the 9 th form completion certificate. continue their studies at school/lyceum/grammar school. enter colleges/vocational schools. both in academic subjects and training in technical (professional) field.
--	--------------------	--	---

2)

Summing it up, To summarise, Making a conclusion,	it would not be an exaggeration to mention that	school is	the most important part in the life of any person. the whole complicated world with different sides.
---	---	-----------	---

Find the English meanings of these words:

довір'я;
самовпевнений;
характер; настрої;
дратівливість;
псувати(ся);
самоповага;
кидати виклик;
утримувати.

Read them.

Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?





3)

At the end of the 11 th form	students	pass	the EIT	in Ukrainian/English/Mathematics/History.
In addition	they/we	get	the final state examinations at school	in different subjects.
After completion of education at school	pupils	pass	the Secondary (Complete) Education Certificate.	
	they may		1—2 more exams of the EIT.	
The results of the EIT	allow	students	to enter any university without taking separate entrance exams.	



6. Listen to the text. The pupil of the 11th form gives pieces of advice to help you pass your External Independent Testing. Discuss. Decide if these pieces of advice are useful for you. Give your reasons. Add your own pieces of advice, write down and present them to the classmates.



7. Read the information about different educational programmes.

There are different educational programmes to help young people such as “Educational Gate” project by the European Union, “Connecting Classrooms”, “The International School Award”, “The Dreams and Teams”, “Flex” and “Professional Fellows Programme”.

European Union project “EdGATE”. The main objective of the EU project “Educational Gate” is to develop the concept and subsequent creation of the European Regional College — ERC (code name for all types of secondary schools-participants of the project).

Connecting Classrooms helps young people develop the knowledge, skills and values to thrive in a globalised economy. The programme focuses on integrating a range of core skills into the curriculum, through professional development, partnerships and classroom resources.

The International School Award (ISA) is a motivational framework to help you shape your international work. By working towards the ISA you will be introducing global skills into your school through various projects with international schools.

The Dreams and Teams project uses the global language and diversity of sport to develop leadership skills, active citizenship and international awareness.

FLEX. The Future Leaders Exchange Programme (FLEX) is a US government-sponsored programme for secondary school students from ten of the newly independent states (NIS) — Eurasia. The programme provides scholarship funding for students to travel to the United





States, attend a US high school for a full academic year, and live with a US host family.

Professional Fellows Programme. The PFP affords up to 50 promising young professionals from Georgia and Ukraine the opportunity to gain practical experience in, and exposure to, the United States government.

(www.britishcouncil.org, www.americancouncils.org)



8. Work in groups. Taking into consideration that school-leavers pass the EIT in Ukrainian, discuss the importance of the Ukrainian language.

These statements can help you:

1. The Ukrainian language is an indicator of our cultural identity.
2. It creates the basis for learning other languages.
3. It connects and strengthens our roots.
4. It deepens knowledge of our country.
5. It develops our linguistic skills.
6. It saves us from extinction.



9. Read the text below. For each of the empty spaces (1—16) choose the correct answers (A, B, C or D). Say why the girls had been firm friends ever since. Discuss if it is really important to help others.

For Better or Worse

Amanda Jones' big day was nearly ruined when her wedding dress was stolen hours before she was due to walk down the aisle. Fortunately help came in the unlikely form of Katie Saunders, a 999 emergency service worker.

Ready to go to the venue, 23-year-old Amanda ...⁽¹⁾ her car when a woman ...⁽²⁾ past and ...⁽³⁾ her dress. Witnesses report that the thief ...⁽⁴⁾ as she ...⁽⁵⁾ off. Amanda was devastated, she ...⁽⁶⁾ her wedding meticulously to avoid any mishaps on the day.

Asking for clarification

- Sorry, what do you mean?
- Does it mean...?
- Do you mean...?
- Can you repeat that, please?
- Would you mind repeating that, please?
- Can you say it again, please?
- Sorry, I didn't quite catch that.
- Could you repeat that more slowly, please?



Luckily, Katie ...⁽⁷⁾ at the 999 call centre when Amanda ...⁽⁸⁾. 28-year-old Katie ...⁽⁹⁾ a bride just 18 months before and she ...⁽¹⁰⁾ Amanda's day. She felt so bad for her caller, she asked her supervisor if she could offer to lend Amanda her own wedding dress.

"It was an immediate reaction. I ...⁽¹¹⁾ a bride recently so I ...⁽¹²⁾ put myself in her place. I ...⁽¹³⁾ myself in that situation when the idea ...⁽¹⁴⁾ to me so I asked her what size she was."

Amanda ...⁽¹⁵⁾ dazzling in the same dress as Katie ...⁽¹⁶⁾ a year and a half earlier and the girls had been firm friends ever since.



	A	B	C	D
1	was loading	was loaded	had loaded	being loaded
2	ran	runs	had run	is running
3	was grabbing	grabs	grabbed	being grabbed
4	to be laughed	laughs	was laughing	laugh
5	to run	were running	runs	was running
6	was planning	plans	is planning	planned
7	to work	is working	works	was working
8	phones	was phoning	phoned	is phoning
9	was	were	had been	being
10	saved	is saving	was saving	was saved
11	was	had been	is	has been
12	is able to	being able to	was able to	to be able to
13	imagine	imagined	was imagining	was imagined
14	comes	was come	was coming	came
15	looked	was looking	is looking	looks
16	wearing	worn	had worn	was wearing



10. Play a game. Divide into two teams. In turns one team says a word related to education, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



11. Homework. A teen magazine has asked you to give some pieces of advice on how to prepare to pass the EIT successfully.

Include the following:

- the reason for writing;
- the ways of preparing for the EIT;
- the ways of staying healthy.





1. Look at the pictures. How do you think they relate to our today's lesson?



Words to learn:

trait;
profound;
glamorous;
fortune;
requirement;
determined.



2. Read and discuss these quotations. Explain what it means to be happy when you are doing a job you love.

Choose a job you love, and you will never have to work a day in your life.

Confucius

You will be happy if you are doing a job you love.

Dr T. P. Chia

There is no future in any job. The future lies in the person who holds the job.

George Crane



3. Work in pairs. Read the names of these jobs and make a list of five jobs you'd like to choose for yourselves. Give your reasons.

Actor, architect, artist, astronomer, banker, ballet dancer, baker, bricklayer, bullfighter, cashier, cosmetologist, chef, chemist, baby-minder, economist, coach, computer hardware engineer, dancer, dietician, interior designer, delivery man, disc jockey, doctor, dressmaker, editor, electrician, environmental scientist, farmer, fashion designer, filmmaker, firefighter, fitness instructor, florist, judge, hairdresser, gardener, journalist, jeweller, guide, lawyer, librarian, make-up artist, musician, nurse, newsreader, personal

Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.

Find the English meanings of these words:

рису;
глибокий, мудрий;
чарівний,
ефектний;
доля; щастя;
вимога; умова;
потреба;
рішучий.

Read them.



assistant, photographer, pilot, police officer, politician, postman, pharmacist, schoolteacher, scientist, singer, reporter, receptionist, salesperson, travel agent, secretary, shoemaker, social worker, stunt man, surgeon, translator, temporary, veterinarian, zoologist, watchmaker, writer, TV presenter, sheriff, computer programmer, graphic designer, web developer, IT specialist.



4. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. trait [treɪt] <i>n</i> | a particular quality of a person's character |
| 2. profound [prə'faʊnd] <i>adj</i> | having great knowledge and showing deep understanding of smth |
| 3. glamorous ['glæməərəs] <i>adj</i> | very exciting and attractive |
| 4. fortune ['fɔ:tʃu:n] <i>n</i> | chance or luck; a person's fate or future |
| 5. requirement [rɪ'kwaɪəmənt] <i>n</i> | smth that you need or you must have |
| 6. determined [dɪ'tɜ:mɪnd] <i>adj</i> | having a strong decision to do smth not letting anyone stop you |



5. Match the words to their definitions.

1. bored	a) surprised and upset by smth very unexpected and unpleasant
2. confused	b) nervous, uncomfortable and worrying about what people think of you
3. delighted	c) unhappy because smb/smth was not as good as you expected
4. disappointed	d) very ashamed and sad because you have done smth wrong
5. irritated	e) taking care to do things correctly and carefully
6. excited	f) respected and admired as very important
7. nervous	g) steady; balanced; reasonable
8. scared	h) not willing to listen to new ideas or opinions
9. pleased	i) tolerant; willing to listen to other people
10. strong-willed	j) determined to do what you want to do
11. broad-minded	k) happy or satisfied
12. narrow-minded	l) frightened of smth or nervous about smth
13. stable	m) worried or frightened about smth and unable to relax

14. prestigious	n) happy, interested or hopeful because smth good has happened or will happen
15. conscientious	o) annoyed or impatient about smth
16. guilty	p) very pleased and happy
17. embarrassed	q) unable to understand or think clearly
18. shocked	r) feeling tired and impatient because you have nothing to do or you have lost interest in smth or smb



6. Work in groups. Complete the table using the adjectives. Use as many adjectives as you can. Present the results of your work to the classmates and complete the general table.

Positive adjectives	Negative adjectives	Neutral adjectives
Smart, intelligent, broad-minded, clever,	Bored, silly, stupid, depressed,	Confused, shy, prestigious,



7. Work in pairs. Read the adjectives given below and find pairs of opposites. Write them down. Present the results of your work to the classmates.

Clever, noisy, broad-minded, insecure, ungrateful, self-confident, quiet, narrow-minded, stupid, brave, friendly, patient, lazy, unfriendly, fast, sad, hard-working, impatient, slow, generous, polite, nervous, impolite, easy-going, cheerful, grateful, tight-fisted, cowardly.



8. Read and choose the correct words to complete the sentences.

- I work hard and want to enter university. I will be very
a) happy b) shocked c) sad
- The EIT was very difficult but I have passed it. I was
a) confused b) relieved c) disappointed
- If I don't choose the right profession, I will be very
a) disappointed and unhappy
b) delighted and pleased
c) excited and amused
- If you want to be a good teacher, you must
a) be well educated, creative and love children
b) be strong and brave
c) be nervous and excited



Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?



Asking for clarification

Sorry, what do you mean?

Does it mean...?

Do you mean...?

Can you repeat that, please?

Would you mind repeating that, please?

Can you say it again, please?

Sorry, I didn't quite catch that.

Could you repeat that more slowly, please?



9. Make sentences using the table and write them down. Then answer the questions given below the table. Give your reasons why you'd like to be a/an ... (profession) when you grow up.

To become a good doctor/ detective/teacher	you must	be	patient, easy-going and kind.
My future profession	requires	have	brave and fair. love for children.
		great	profound knowledge of subjects and the ability to explain.



If you	want to work with people and help them	you could become	a teacher, a nurse, a secretary or a police officer.
	are practical and love making things		a motor mechanic, a builder, a plumber, an electrician or a carpenter.
	are fond of foreign languages	you will do well as	a journalist, a librarian, an editor or a translator.
	are crazy about computers and the latest technology	you may be	an engineer, a bank clerk or a computer programmer or even an astronaut.
	want to do something	you may become	a photographer, an artist or a fashion designer.
	are creative, can draw, paint or take good photographs		



1. What do you want to be when you grow up?
2. Why do you want to be a/an ... (profession)?



10. Listen to the text and complete the sentences.

1. If you are patient, easy-going and kind, you can become
2. If you are brave, fair and strong, you can become
3. If you have profound knowledge of a subject and the ability to explain, you can become
4. If you want to work with people, you can become
5. If you are practical and love making things, you can be
6. If you love books and are good at languages, you can be
7. If you are crazy about computers and the latest technologies, you may be



8. If you want to do something creative, you may become
9. The author of the text wants to
10. The author's friend wants
11. The author's sister wants
12. The author's brother wants



11. Work in class. Discuss. Choosing a career is one of the most important things any person does in a lifetime. Think over these questions and answer them.

1. Is it necessary to be the maker of one's own fortune?
2. Is it possible to be realistic about our interests and abilities?
3. Is it necessary to find out as much as possible about the advantages and disadvantages of certain jobs before choosing a profession or a job?
4. Is it important to meet the requirements of a job you would like to do in the future?
5. Is it necessary to have special (little, no) vocation for a chosen profession or job?
6. We don't have to regret our choice, do we?



12. Homework. Write a letter to your English-speaking friend about your future plans. Use the plan below to help you.

- What career would you like to choose and why?
- If you haven't decided yet what ideas have you had?
- Are there any jobs that you think suit you?



Expressing opinions

- In my opinion,...
- In my view,...
- I think (that)...
- Personally, I think...
- From my point of view...
- I'm not sure (if, about)...
- I don't have a definite opinion about that.
- As I see you...
- As I see it,...
- I don't think...

Words to learn:

to console;
inconvenience;
proficient;
to investigate;
to pursue;
aptitude;
to enable.



1. Read and discuss these quotations. Do you agree or disagree with the authors? Give your reasons why you think so.

If the career you have chosen has some unexpected inconveniences, console yourself by reflecting that no career is without them.

Jane Fonda

I feel ups and downs are a part of one's career, and this totally depends on how you take it. You can either be knocked down by the negative things, or you can take it in a positive way and learn from it.

Deepika Padukone

If you say your job is something you don't plan on doing forever, then why are you doing it now?

Simon Sinek



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. to console [kən'səʊl] <i>v</i> | to give comfort to smb who is unhappy or disappointed |
| 2. inconvenience [ˌɪnkən'vi:niəns] <i>n</i> | troubles or problems |
| 3. proficient [prə'fɪʃnt] <i>adj</i> | able to do smth well because of training and practice |
| 4. to investigate [ɪn'vestɪgeɪt] <i>v</i> | to spend strength, energy, effort, etc. to find out the truth about smth |
| 5. to pursue [pə'sju:] <i>v</i> | to try to achieve smth over a period of time |
| 6. to enable [ɪ'neɪbl] <i>v</i> | to make it possible for smb to do smth |
| 7. aptitude [ˈæptɪtju:d] <i>n</i> | the natural ability of a particular job or educational course |



3. Work in groups. Discuss the role of school education in the process of preparation for your future profession. Present the results of your discussion to the classmates.

These questions can help you:

1. Can you realise the importance of study at school?
2. Are skills and knowledge received at school important for your future profession (career)? Why? Give your reasons.
3. How does school enable you to succeed in the future?
4. Is it possible to be qualified to fit a certain position?
5. Are you proficient in languages?
6. Are you good at the humanities?
7. What skills would you like to improve before applying for a job?
8. What additional qualification/education would you like to receive?

Saying thanks

Thank you.
Thank you very much.
Thanks a lot.
Many thanks.
That is very kind of you.



FOCUS ON GRAMMAR

Sequence of Tenses

According to the rule of the Sequence of Tenses the tense form of the verb in a subordinate clause depends on the tense form of the verb in the principle clause.

If the verb in the principal clause is used in one of the present or future tenses, the form of the verb in the subordinate clause can be used in any tenses.

1. He says he passed English excellently.
2. He says he is going to pass English next year, too.
3. He says she is passing her examination now.
4. He says he wants to pass English this year.
5. He says he will pass English and German.
6. He says he would like to pass English.
7. He says he had passed English many years ago before he entered the university.

If the verb in the principal clause is used in one of the past tenses, the form of the verb in the subordinate clause must be used in one of the past tenses, too or if a speaker wants to express the future, we use the **Future in the Past**.

1. He said he had passed English excellently.
2. He said he was going to pass English the following year, too.
3. He said she was passing her examination.
4. He said he wanted to pass English.
5. He said he would pass English and German.
6. He said he had passed English many years ago.

Pay attention!

I.	<i>Present Simple</i>	›	<i>Past Simple</i>
	<i>Past Simple</i>	›	<i>Past Perfect</i>
	<i>Future Simple</i>	›	<i>Future in the Past</i>
II.	<i>Present Continuous</i>	›	<i>Past Continuous</i>
	<i>Past Continuous</i>	›	<i>Past Perfect Continuous</i> or remains unchanged
	<i>Future Continuous</i>	›	<i>Future Continuous in the Past</i>
III.	<i>Present Perfect</i>	›	<i>Past Perfect</i>
	<i>Past Perfect</i>	›	remains unchanged
	<i>Future Perfect</i>	›	<i>Future Perfect in the Past</i>
IV.	<i>Present Passive</i>	›	<i>Past Passive</i>
	<i>Future Passive</i>	›	<i>Future Passive in the Past</i>

Find the English meanings of these words:

- утішати;
- незручність;
- турбота;
- умілий;
- досліджувати;
- займатися;
- мати професію;
- схильність;
- давати змогу.

Read them.





4. Read the text and answer the questions.

Choosing a Career

There are certain questions that adults just love to put to kids. For example, how many times have you been asked, “Well now, what do you think you would like to be when you grow up?”

By now you know that the world is more complicated than you once thought it was. You know, too, that there are many more career opportunities out there than the ones you thought about when you were younger. But you probably still do not really know which one you would like to pursue.

The career you choose is likely to affect many aspects of your life. It may influence how much you earn, the type of home you live in, the clothes you wear, the interests and hobbies you pursue, etc. But it works both ways. Your personal values influence your career decisions.

Another way to look at careers involves your school subjects. If you like a subject taught at school, and do well in it, it's worth investigating occupations that involve that subject. Besides, like a hobby or a sport, every job involves some knowledge and skills that you must learn.

Fortunately, there are things you can do to help find a career that suits you.

1. You have to find out as much as you can about yourself. After all, you are the key ingredient. When you know more about yourself, it will be easier to match your skills and interests with the ones a job requires.
2. You have to find as much as you can about different careers, discover what jobs are available, and which one suits you best.



3. Finally you will want to learn about changes that are expected to occur in the job market. What will tomorrow's jobs be? What occupations will be greatly needed? Will there be a demand for economists and lawyers, accountants and civil engineers, computer programmers and doctors, carpenters and car mechanics, artists and musicians, etc.?
4. You have to investigate your own strengths and weaknesses, interests and aptitudes, attitudes and values and to relate these to the requirements of different occupations.
 1. What does the chosen career affect?
 2. What do you have to do to find a career that suits you?



5. Read and transform these sentences according to the Sequence of Tenses.

1. You have to know more about yourself as it will be easier to match your skills and interests with the ones a job requires.
The author said (that) you
2. You have to find information about different careers, discover what jobs are available and which one suits you best.
The author said (that) you
3. You have to learn about changes that are expected to occur in the job market and occupations that will be greatly needed.
The author said (that) you ...
4. You have to investigate your own strengths and weaknesses, interests and aptitudes, attitudes and values and to relate these to the requirements of different occupations.
The author said (that) you



6. Work in pairs. Read and discuss these statements. Decide if you agree or disagree with them. Give your reasons. Present the results of your discussion to the classmates.

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid.

Everybody has inborn abilities which give you an opportunity to create something unusual.

You are talented and have to be self-confident if you want to achieve success in your life.

To be a good professional you should practise a lot to improve your skills and knowledge.

It is very important to love your profession in order to achieve success because it makes you happy.

If you love doing something, you will be the best in it especially if you turn your hobby into your job.

Responding to thanks

- Not at all.
- No problem.
- That's OK.
- My pleasure.
- It's a pleasure.
- Don't mention it.
- Any time.
- You're welcome.



To be a good specialist it is necessary to be persistent, to have good knowledge of foreign languages and IT technologies and not to mistake vocations.

It is necessary to be a skillful user of computers.

You have to do your best to be successful in life and to justify your parents' hopes.



7. Homework. Your English-speaking pen friend has problems with choosing a profession. Write an e-mail to your pen friend about your choosing a profession.

Include the following:

- types of profession you'd like to choose;
- factors that should be taken into consideration;
- the demand for your profession in our country.

Suggested Answer

To begin with, I'd like to say that choosing a career and getting a job are two of the most important things every person does in a lifetime. It is not a simple matter to choose a career at my age because a career chosen by chance or in a hurry can spoil your life or have a strong influence on it. It makes the choice so vitally important.

A profession is an occupation for which you need special training or special education. For example, if you want to be a doctor, you must know biology and chemistry to know how to help a person. A doctor treats sick people. He has to be very attentive because he has our lives in his hands and he must choose the one correct way to make us healthy.

There are old and new professions. I can't avoid mentioning the fact that some jobs are more popular than others because they are very stable (a teacher, a doctor, a lawyer, a dentist) or prestigious (a journalist, an architect, a filmmaker). It is difficult to imagine modern life without films. By the way, people of different professions make a film. For example, the director controls the actors and the camera. A camera crew shoots the film. The scriptwriters create the story and write the actors' words. And the make-up artists can turn ordinary people into monsters. To some extent, any film cannot be without actors and actresses, who are its stars.

In my opinion, a person must choose a job which is more interesting for him or her. There are also many factors that should be taken into consideration while choosing your future career: your abilities, strengths, interests, talents, hobbies, personal qualities and the money you can earn in the job. I have already decided that I want to be a lawyer. Today a good lawyer is of great demand in our country. That is why I want to become one. I realise the difficulties of this profession and I understand that it is great responsibility. But I hope that I'll enter the department of law of Kyiv National University and will become a lawyer devoted to my cause. I'll do my best to help people solve their problems in court.





1. Read and discuss these quotations. Decide if defeats help us become stronger or weaker. What do you think?

If you have a job without any aggravations, you don't have a job.

Malcolm S. Forbes

People don't choose their careers; they are engulfed by them.

John Dos Passos

I think everyone should experience defeat at least once during their career.

Lou Holtz



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. employer [ɪm'plɔɪə(r)] <i>n</i> | a person or a company that pays people to work for them |
| 2. employment agency [ɪm'plɔɪmənt 'eɪdʒənsi] <i>n</i> | a business that helps people find work and an employer find workers |
| 3. vacancy ['veɪkənsi] <i>n</i> | a job that is available for smb to do |
| 4. engagement [ɪn'geɪdʒmənt] <i>n</i> | an arrangement to do smth connected with your job at a particular time |
| 5. job seeker ['dʒɒb si:kə(r)] <i>n</i> | a person who is trying to find a job |
| 6. prestige [pre'sti:ʒ] <i>n</i> | status; respect and admiration |
| 7. prosecutor ['prɒsɪkjʊtə(r)] <i>n</i> | a public official who charges smb officially with a crime and prosecutes them in a court of law |
| 8. developer [dɪ'veləpə(r)] <i>n</i> | a person or a company that designs and creates new products |
| 9. freelance ['fri:lɑ:ns] <i>adj</i> | earning money by selling your work or services to several different organisations |
| 10. jurisprudence [ˌdʒʊrɪs'prʊ:dns] <i>n</i> | the scientific study of law |
| 11. curious ['kjʊəriəs] <i>adj</i> | having a strong desire to know about smth; strange and unusual |
| 12. gifted ['gɪftɪd] <i>adj</i> | having a lot of natural abilities |



3. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D).

The Most Prestigious Professions and Non-prestigious Professions

After graduating from higher educational establishments young people face the problem of finding a good job or position. A large number of Ukrainians and the companies working in Ukraine are looking for jobs at specialised websites in the Ukrainian markets:

Words to learn:

employer;
employment
agency;
vacancy;
engagement;
job seeker;
prestige;
prosecutor;
developer;
freelance;
curious;
gifted;
jurisprudence.



Find the English meanings of these words:

роботодавець;
агенція з
працевлаштування;
вакансія;
запрошення;
зобов'язання;
заняття;
робота;
людина, яка шукає
роботу;
престиж;
обвинувач;
розробник;
позаштатний;
вільний;
допитливий;
обдарований;
правознавство.

Read them.



work.ua; rabota.ua; hh.ua. These websites are the leaders by the criteria of the number of visitors. The website work.ua has the largest engagement — 11,8 %; rabota.ua — 10,2 % and hh.ua — 2,5 %.

The regional centres with the largest number of vacancies and job seekers are in Kyiv, Kharkiv, Dnipro, Odesa and Lviv and they ...⁽¹⁾ the largest share of state budget revenue. 74 % of all vacancies ...⁽²⁾ in these cities.

The job market of some big cities in Eastern Ukraine ...⁽³⁾ negative economic trends: the number of job seekers is much bigger than the number of vacancies. Though today it is much easier ...⁽⁴⁾ a job than a few years ago.

There are a lot of different professions but high-prestige positions are those which have not only a good salary, but also a high public status, influence and are respected in the community. The prestige of a profession, on the one hand, ...⁽⁵⁾ on the degree of responsibility and complexity, but on the other hand, it depends on the great demand for specialists in the labour market. And the demand depends on the macroeconomic situation in the region and the sociopolitical situation. But still more often the prestige of a profession ...⁽⁶⁾ by its payment.

According to a survey ...⁽⁷⁾ by the experts of the HeadHunters portal now in Ukraine the most prestigious is the profession of an IT specialist because it is extremely in demand in the domestic labour market. Thus, only one candidate claims one opened vacancy. One of the types of software developer, a web developer, a specialist in the sphere of information security, a programmer ...⁽⁸⁾ but employers' requirements for them are quite high. These professions give you the chance to work everywhere in the world, either as a freelance worker or an employee of a company. Nowadays especially information security is very important. Every large company ...⁽⁹⁾ not only someone to analyse their data, but also they need someone who can keep their



data and system safe, regardless of their location. A good IT specialist is respected everywhere.

The second place in the rating of the most prestigious professions is top management. The senior officers and managers have overtaken the positions of lawyers, prosecutors and defence lawyers. Professionals ...⁽¹⁰⁾ in the field of jurisprudence are proud of their professions very much. The top 10 of the most prestigious professions also include bankers, businessmen, pilots, doctors and astronauts as well as economists and financial officials.

The top 5 non-prestigious professions include retail workers, professions in the field of agriculture, consulting services for the public and representatives of the banking sector.



	A	B	C	D
1	provides	provide	providing	has provided
2	concentrates	to concentrate	are concentrated	have concentrated
3	displays	to display	displayed	will display
4	finding	to find	found	finds
5	will depend	depending	to depend	depends
6	is determined	are determined	to determine	determined
7	had conducted	conducts	conducted	has conducted
8	paying	to pay	paid	are well paid
9	needed	is needed	needs	are needed
10	to work	working	worked	had worked

Responding to thanks

- Not at all.
- No problem.
- That's OK.
- My pleasure.
- It's a pleasure.
- Don't mention it.
- Any time.
- You're welcome.



4. Work in groups. Discuss these statements. Give your reasons why you think so. Present the results of your discussion to the classmates.

What jobs, in your opinion, are:

- the most interesting/boring;
- the most dangerous/stressful;
- the most prestigious/non-prestigious;
- the most useful.



5. Work in groups. Choose 4—5 jobs which are the best in your opinion. Discuss these jobs and the qualities people need to be good at these jobs. Give your reasons and present the results of your discussion to the classmates.

These words can help you:

brave, courageous, patient, hard-working, creative, friendly, persuasive, calm, persistent, generous, optimistic, helpful, sociable, cheerful, imaginative, accurate, efficient, careful, original, intelligent, serious, risky, communicative, active, attentive, tactful, enthusiastic,

Arguments

- To start with...
- First of all...
- Firstly,...
- Secondly,...
- The main reason is...
- On the one hand,...
- On the other hand,...
- Well, the thing is that...
- And finally...
- All in all...

Asking for clarification

Sorry, what do you mean?
Does it mean...?
Do you mean...?
Can you repeat that, please?
Would you mind repeating that, please?
Can you say it again, please?
Sorry, I didn't quite catch that.
Could you repeat that more slowly, please?

cooperative, energetic, disciplined, organised, clever, smart, self-confident, curious, strong-willed, determined, gifted, broad-minded, productive, modest, polite, easy-going, tight-fisted, honest.



6. Work in pairs. Play a game. Write a profession or a job you would like to choose. Ask your partner to guess it. Take turns to ask and answer questions in order to guess these professions or jobs.

These questions will help you:

1. What education does your job/profession need?
2. Do you work in an office?
3. Do you work with children/tourists?
4. Does your job require a lot of training?
5. Is your job dangerous, interesting, etc.?
6. Do you have to possess IT skills?
7. What are the advantages/disadvantages of your job?
8. Do you need face-to-face communication?
9. What qualities do you need to do this job?
10. Is your job well-paid?
11. Do you have to drive a car?
12. What do you wear at work?



7. Read the advertisements, choose the job you'd like to have and give your reasons why you have chosen it.



1. Teacher required for a summer camp with children (age 14—16).

Position: Teacher of English and French.

Requirements:

- excellent English and French;
- social and communication skills;
- good IT knowledge;
- teaching experience preferred;
- responsible, creative, cooperative and enthusiastic.

Please write brief details of your qualifications and experience to Mrs Johnson, International Employment Agency, 12 Green Street, London W9c395.

A telephone interview and a face-to-face interview in Kyiv will be required.



2. Child-minder.

An English family requires a minder for their two children (4 and 6). Use of a car and meals is provided.

5 days a week and sometimes evenings.



3. A part-time clerk required.

We are looking for an intelligent, self-confident young person who is fluent in English and German.

The work involves answering correspondence, using a computer and dealing on the phone with clients abroad. 20 hours per week. Monday—Friday. Mornings or afternoons only. Apply in writing to Mrs Smith, ACME Enterprise, 15 Armada Way, Brookfield 20LI. A telephone interview and a face-to-face interview is required.



8. Read a job application letter and say if it seems suitable for the job. Do you think this girl will get the post on the telephone? Give your reasons.

Mrs Smith
ACME Enterprise
15 Armada Way
Brookfield 20 LI

Mrs Brook
15 Green Street
Brookfield BTS

Dear Mrs Smith,

I am interested in applying for the post of a part-time clerk. I am a student. I am 21 years old. I study in the mornings and I would be available to work in the afternoons from about 2 p.m.

I speak and write in English and German fluently. I have had some experience of office work. I have good IT knowledge and communication skills. I am available for an interview any afternoon and would be pleased to discuss my suitability for the post on the telephone.

I am looking forward to hearing from you.

Yours sincerely,
Emmy Brook



9. Read the text in order to get some pieces of advice for the interviews. Use the words given below, change them to form the words that fit the gaps to complete the sentences.

1 — apply; 2 — expect; 3 — breathe; 4 — happy; 5 — confident;
6 — profession; 7 — explain; 8 — private; 9 — loyal; 10 — advise.

Job Interview

Many people feel very nervous about job interviews because interviewers will analyse your ...⁽¹⁾ and you can do nothing but only live up to their ...⁽²⁾. Before you enter the interview room, take a deep ...⁽³⁾. If you think about something nice that brings you a feeling of ...⁽⁴⁾, then you will smile and give an impression of ...⁽⁵⁾.

Make sure that you take all the necessary papers with you. If you forget something, you can look ...⁽⁶⁾. If they ask why you left your last job, don't give a long ...⁽⁷⁾. You have a right to your ...⁽⁸⁾ and so do your previous employers. Any future employer will like it if you show





...⁽⁹⁾ to your old boss. Take your time to answer questions and relax. If you follow this ...⁽¹⁰⁾, you have a good chance of getting the job.
(www.slideshare.net)



10. Work in pairs. Act out a job interview using the questions and expressions given below.

Expressions:

Thanks for coming. Please, take a seat. Hello! Thank you, sir.
I'd very much appreciate... . Could you tell me... ? What is/are... ?
Would you mind... ? Would you be able to... ? Are you enthusiastic... ?
Why do you... ? To be good at... . To be an experienced... . To be a highly qualified specialist... . A dangerous job. To enjoy working with... . To pay much attention to... . Flexible working hours. Good social skills. It seems a better choice because... . I'd prefer the job... .
It doesn't sound/sounds very suitable for me because... .

Questions:

1. Why do you want to work for our company?
2. Does this job require a lot of training?
3. How long have you been working for this company?
4. What qualifications do you have?
5. Why do you think you'd be good at this job?
6. When will you be able to start?
7. Are there any questions you would like to ask?
8. Have you ever been responsible for a team of students before?
9. Why do you want this job?
10. What do you want to do in the future?
11. Have you got higher education?
12. What special skills do you have?
13. Are you good at IT?
14. Will you tell us a bit about yourself?
15. How much money can I earn per month?
16. What do you know about advantages and disadvantages of this job?
17. Why aren't you satisfied with your present job?
18. Do you know what you will be responsible for?



11. Read and transform these sentences according to the Sequence of Tenses.

1. He says that a language plays an extremely important role in communication between people.
He said that
2. She says a nation itself can't exist without a language.
She said that
3. They say that each language is a part of a world culture and to lose a language means to lose a part of the world heritage.
They said that

Apologising

I'm sorry for my mistake.
I'm sorry for being late.
I'm really sorry.
I'm awfully sorry.
I apologise.



4. He says that a good specialist has to have social and communicative skills.
He said
5. Our teacher says that face-to-face communication is very necessary in our modern world.
Our teacher said
6. Our teacher says that face-to-face communication was the most efficient type of communication twenty years ago.
Our teacher said
7. Our teacher says that face-to-face communication will never die as the main means of communication.
Our teacher said



12. Put the verbs in brackets into the correct tense. Write them down.

1. Your parents will be happy if you ... (*pass*) EIT.
2. If he ... (*pass*) EIT, he will enter university.
3. If you ... (*be*) well educated and well informed, you will get a better job.
4. If you were well educated and well informed, you ... (*get*) a better job.
5. If you had been well educated and well informed, you ... (*get*) a better job last year.
6. If you work hard, you ... (*be*) successful in life.
7. If you want, I ... (*give*) you some pieces of advice on how to get this job.
8. If ... (*not work*) hard, you won't get this job.



13. Read and choose the correct words to complete the sentences.

1. My friend has to think about choosing a ... long before leaving school.
a) business b) living c) career
2. If you want to get this job, you have to ... immediately.
a) ask b) request c) apply
3. A doctor is a respected
a) trade b) profession c) occupation
4. If you are ..., you have to do what your boss tells you.
a) a director b) an employee c) an employer
5. Nowadays it is difficult for young people to find a well-paid ... job.
a) permanent b) eternal c) reliable



14. Homework. Write an e-mail to a friend telling him/her about a job you would like to have.

We form reported commands and requests with verb + person + to-infinitive.

Dr Monday told the listeners to avoid chocolate and coffee.

We often use *tell* to report commands.

“Don’t go to bed late”, said Dr Monday.

Dr Monday told the teenagers not to go to bed late.

We usually use *ask* to report requests.

“Please, don’t sleep in a hot room.”

He asked us not to sleep in a hot room.

For negative requests and commands, we use *not* before the to-infinitive.

“Don’t eat too much before going to bed.”

He asked us not to eat much before going to bed.

! We do not use *that* to report a command or request.

! We do not use *say* to report a command.

The Past Simple

We use the Past Simple for actions which happened at a definite time in the past.

The American Civil War began in 1861.

English archaeologist Howard Carter went to Egypt in 1891.

We use the Past Simple for actions which began and finished in the past.

He worked for a firm two years ago.

When did you graduate from university?

We use the Past Simple for actions which happened immediately one after another in the past.

He entered the room, took off his coat, washed his hands and had dinner.

We packed our things, took the suitcases and went to the airport.

We use the Past Simple for actions which happened in the past and cannot be repeated.

Eleven Southern slave states declared their secession from the US and formed the Confederate States of America (the Confederacy).

Yana Klochkova won a lot of medals when she went swimming.

We use the Past Simple to talk about actions which were performed by people who aren't alive.

O. Henry wrote a lot of short stories.

M. Twain wrote this book.

We use the Past Simple with the following time expressions: *two days ago, etc., in 2001, etc., yesterday, some days ago, then, last week/night/month/year, on Monday, etc.*

The Past Continuous

We use the Past Continuous for past actions which were in progress when other actions interrupted them.

When I saw him he was playing football.

When I came home they were listening to music.

We use the Past Continuous for actions which were in progress at a definite time in the past.

They were doing their homework at 4 o'clock yesterday.

— What were you doing two hours ago? — I was playing computer games.

We use the Past Continuous with the following time expressions: *while, all morning, all day, etc.*

The Past Perfect

We use the Past Perfect for actions which happened before other past actions or by a definite time in the past.

When my parents came home I had already cooked dinner.

I had finished my article by 2 o'clock yesterday.

We use the Past Perfect with reported speech in the past.

My sister said she had lost her wallet.

My brother knew he had behaved badly.

We also use the Past Perfect after a mistaken assumption in the past.

I was sure she had done her homework, but she had not.

They were sure he had learned English but they were mistaken.

We use the Past Perfect with the following time expressions: *already, before, for, since, till/until, by the time, never, etc.*

The Past Perfect Continuous

We use the Past Perfect Continuous to emphasise the duration of a continuous activity which happened in the past before another action began.

The ground was covered with snow because it had been snowing all night.

He had been playing computer games for two hours when his friends came to see him.

We use the Past Perfect Continuous to express expectations and wishes in the past.

She had been waiting for their coming the whole day yesterday.

The old man had been expecting his son to arrive yesterday but everything was in vain.

We use the Past Perfect Continuous with the following time expressions: *how long, before, for, since, until, etc.*

The Future Simple

We use the Future Simple for actions, situations or events which will definitely happen in the future and we cannot control them.

I don't know when my dress will be ready.

The temperature will be 35 °C tomorrow.

We use the Future Simple for predictions about the future.

I'm afraid he'll be late for the meeting.

— *Have you finished your project? — Not yet. But I'm sure I'll finish it tomorrow.*

We use the Future Simple for promises, offers, requests, warnings, threats and hopes.

I'll help you about the house.

Will you help me with my homework?

I hope you'll be at school on time.

We use the Future Simple with the following time expressions: *tomorrow, the day after tomorrow, next week, next month, next year, etc., soon, in a week, in a month, in a year, in three days, tonight, etc.*

The Future Continuous

We use the Future Continuous for actions which will be in progress at a stated future time.

At 3 o'clock tomorrow we'll be taking photos in a park.

Don't phone me tomorrow morning, I'll be doing my homework.

We use the Future Continuous for actions which will happen in the future as the result of an arrangement.

I'll be meeting with my friends later and we'll go for a walk.

We use the Future Continuous when we want to ask about someone's plans for the near future.

What will you be doing after classes?

Will you be writing an article tomorrow? I'd like to invite you to the museum.

We use the Future Continuous with the following time expressions: *at 2 o'clock, etc., next week, etc., this time next week, all day tomorrow, from two till four, from now, soon, tomorrow at this time.*

The Future Perfect

We use the Future Perfect for actions which will be finished before a stated future time.

We'll have done our homework by 8 o'clock in order to watch a new film on TV.

She won't have finished her project till 6 o'clock.

We use the Future Perfect with the following time expressions: *before, by, till, until, by ... o'clock, by then.*

The time expressions *until* and *till* are only used in negative sentences.

The Future Perfect Continuous

We use the Future Perfect Continuous to emphasise the duration of actions till a certain time in the future.

He will have been working for 30 years at school by 2022.

She will have been cleaning the house for 3 hours by the time you come back home.

We use the Future Perfect Continuous with the following time expressions: *by ..., for.*

The Future in the Past

The Future in the Past is used in stories about the past at the moment of speaking concerning future times. Instead of *shall* and *will* we use *should* or *would* but *should* is used rarely.

He said he would learn Spanish.

They were sure they would finish their work.

Grammar

Modal Verbs

Can, could, be able to, would, shall, will

We use *can* to say that something is possible or that someone has the ability to do something.

Jack has travelled a lot. And he can speak three languages.

You can improve your English. It is taught on TV.

We use *cannot (can't)* to say that something is impossible or that someone has no ability to do something.

He is very busy and can't learn English.

She is scared of heights and she can't go rock climbing.

We use *could* to say that someone had the general ability to do something. *Could* is the past of *can*.

The producer was a well-educated person. He could speak five languages.

When she was an editor, she could prepare any TV programme.

Instead of *can, be able to* is possible, but *can* is more usual.

Are you able to speak French?

As *can* has only two forms: *can* (present) and *could* (past) we sometimes have to use *be able to*.

I haven't been able to make a TV programme for children. (The Present Perfect)

We have to use *was/were able to* (not *could*) if someone managed to do something in one particular situation.

Though he was old he was able to learn two more foreign languages.

We use *can, could* and *will, would* to ask somebody to do something for us.

Would you turn down this loud music?

Waiter, could you bring us some more bread?

We use *can, could* or *shall* to make a suggestion or when we offer to do something.

Shall we go to the theatre today?

We can go out today. I can help you with your work.

We could take part in this competition. (less sure)

We also use *shall* when we ask for suggestions or instructions.

Where shall we go tonight?

Must, have to, need to

We use *must* to say we are sure that something is true.

You have been working all day. You must be tired.

She knows a lot. She must read much.

We use *must* to say that it is necessary to do something.

You must learn English.

We also use *must/mustn't* to give strong advice.

You mustn't forget to visit Robert Burns' museum in Scotland.

You must learn some foreign languages to be an educated person.

We use *have to* when an action is necessary because another person says so or it is a rule.

You have to go to school at the age of 6. (It's a law.)

You have to learn foreign languages at school.

We use *had to* in the past as *must* has no past form.

We had to learn a foreign language from the first form at school.

We use *need to* when something is necessary.

I'm bad at tennis. I need to practise.

I needed to buy some food as there wasn't any food in my fridge.

We use *don't have to, don't need to* and *didn't need to* to say that something is not necessary or wasn't necessary.

You don't have to buy this book. I'll buy it myself.

She didn't need to clean the room. It was cleaned by me.

May, might

We can use *may, might* to say that events or actions are possible now or in the future.

Jack may be in Japan now.

You might bring me this book later.

We use *may not, might not (mightn't)* to say it is possible that events or actions will not happen now or in the future.

They may not go for a walk tomorrow.

I think he mightn't be at home now.

Should, ought to

We use *should* and *ought to* to give a piece of advice.

You should enter university.

You ought not to eat too much chocolate.

We can use *should* to ask for a piece of advice.

What should I do in this situation?

I don't think you should worry.

Grammar

Question Tags

The meaning of a question tag depends on how you say it.

A question tag with a falling intonation is a way of making a conversation by asking the listener to agree with the speaker. It isn't really a question at all.

You are going to school, aren't you?

You have got a bouquet of beautiful flowers, haven't you?

It was a wonderful day on the 1st of September last year, wasn't it?

You went to school at the age of six, didn't you?

A question tag with a rising intonation is more like a real question. It means "I think I'm right but can you confirm it for me?".

You will go to school tomorrow, won't you?

You have passed your exams, haven't you?

To make a question tag repeat the main verb and a pronoun (*it, he, she, you, they, we*). If there is no main verb, use the auxiliary verbs *do, does* or *did*.

If the first part of a question tag is positive, then the second part of it will be negative.

If the first part of a question tag is negative, then the second part of it will be positive.

You don't go to school, do you?

You have never been to London, have you?

She has been to London twice, hasn't she?

You aren't going to learn a third foreign language, are you?

We form positive short answers using "Yes" + personal pronouns + auxiliary verbs.

— *You learn English, don't you? — Yes, I do.*

— *You don't remember your first day at school, do you? — Yes, I do.*

We form negative short answers using "No" + personal pronouns + negative auxiliary verbs.

— *They went to Scotland last year, didn't they? — No, they didn't.*

— *She didn't bring the bouquet of flowers on the 1st of September, did she? — No, she didn't.*

The question tag for *I am* is *aren't I?*.

The question tag for *Let's* is *shall we?*.

I'm a good pupil, aren't I?

Let's do our homework, shall we?

Grammar

Be Going to

We use *be going to* for ambitions, plans or intentions in the future.

I'm going to be an interpreter after graduating from the university.

I'm going to enter the institute after school.

We use *be going to* for actions we have already arranged to do in the near future.

We are going to go to London next summer.

She is going to have a party on Sunday.

We use *be going to* for predictions when we are sure that something will happen in the near future.

Look! It is going to snow.

Look at her! She is going to climb the rock.

Grammar

The -ing Form and Infinitive

Verbs followed by the -ing form:

stop, delay, hate, consider, admit, miss, enjoy, finish, postpone, imagine, avoid, deny, risk, practise, (not) mind, can't stand, begin, continue, feel, feel like, keep, love, prefer, recommend, start, suggest.

Verbs with prepositions followed by the -ing form:

give up, put off, carry on, keep on, be afraid of, be fond of.

Verbs followed by to + infinitive:

offer, decide, hope, deserve, attempt, promise, agree, plan, aim, afford, manage, refuse, learn, forget, seem, wish, tend, arrange, ask, can't afford, can't wait, expect, help, need, prepare, try, want, would like, can't believe.

Verbs followed by object + to + infinitive:

a) Verbs that need an object before to + infinitive

advise, allow, order, force, encourage, tell, persuade, invite, teach, remind, warn;

b) Verbs that can have an object before to + infinitive

ask, need, want, would like, help, expect, would prefer.

Verbs followed by the -ing form or by to + infinitive:

begin, start, continue, propose, like, try, refuse, intend, forget, prefer, stop, remember, regret, go on, need.

It depends on the meaning.

Modal verbs followed by the infinitive without to:

could, might, can, should.

The Gerund is the *-ing* form of an English verb.
It is used as a noun in various syntactic functions.

As a subject:

Cycling is her favourite hobby.

As an object:

She avoided answering these questions.

As an attribute:

What is the use of writing this letter?

As a predicative:

Our aim is learning foreign languages.

The *-ing* form is used after *like, dislike, enjoy, love, prefer, hate* to express general preference.

I hate climbing the rocks.

She likes reading.

It is also used after such verbs: *appreciate, admit, avoid, anticipate, continue, consider, discuss, delay, deny, excuse, escape, forgive, finish, fancy, imagine, involve, practise, keep, lose, mind, miss, mention, prevent, waste, postpone, recollect, report, resist, risk, recall, save, stand, spend, suggest, understand, etc.* and the expressions such as *it's no use, what's the use of, it's no good, it's good, it's worth, it's not worth, can't stand, can't help, have trouble, have difficulty in, there's no point in.*

Would you mind opening the window?

It is worth going to the theatre.

The *-ing* form is used after the preposition "to" with such verbs and expressions as: *look forward to, get round to, be used to, in addition to* and after prepositions such as: *without, before, after, on, upon, in, by, of.*

I'm looking forward to seeing you soon.

He was used to going for walks in the evenings.

After finishing school she is going to enter university.

It goes without saying that we'll do this work.

We don't use the *-ing* form after such verbs as: *see, watch, hear, listen to, notice, feel, let, make, help, had better, would like, would prefer, would rather, agree, appear, expect, hope, promise, plan, refuse, wonder, modal verbs* and the verbs *ask, learn, find out, explain, decide, want to know* when they are followed by question words.

She helped me (to) write a letter.

I saw them talk to the teacher.

I would like to go to the Black Sea.

There are phrasal and prepositional verbs. Phrasal verbs consist of verbs and adverbs (*to put on, to take off, to carry on, to leave out*).

There are two kinds of phrasal verbs. One group of verbs has no object, the other group of verbs has an object.

Phrasal verbs without an object:

It's high time to get up.

Come in! I'm waiting for you.

Go away! I'm angry with you.

Phrasal verbs with an object:

Fill in this form, please.

Turn on the light.

I think you have to give up smoking cigarettes.

If the object is a noun, adverbs usually come between the verb and the noun.

Put on your coat. It is cold today.

But if the object is a pronoun, it must come before the adverb.

Put it on. It is cold today.

We can often replace phrasal verbs with one word.

She has given up smoking.

She has stopped smoking.

We usually can form phrasal verbs using these verbs and adverbs of place.

Verbs: *to ask, to be, to blow, to break, to bring, to come, to carry, to fall, to find, to get, to give, to go, to grow, to keep, to let, to look, to make, to put, to run, to set, to take, to turn.*

Adverbs: *about, across, along, around, away, back, by, down, forward, in, off, on, out, over, through, under, up.*

Mind! These adverbs can also be prepositions and can be used to form prepositional verbs.

Prepositional verbs are used as the terms for idioms. Prepositional verbs are formed of verbs and prepositions: *to add to, to agree with, to apply for, to ask for, to belong to, to care for, to deal with, to insist on, to listen to, to look after, to look for, to refer to, to rely on, to take after.*

He takes after his father.

I agree with you.

This article deals with economic problems.

We can also use prepositional verbs at the end of sentences.

Who are you listening to?

She doesn't know who the bag belongs to.

What job are you looking for?

A

abduction [æb'dʌkʃn] *n* викрадання
abolition [,æbə'liʃn] *n* скасування
abundance [ə'bʌndəns] *n* безліч; надмір
abuse [ə'bjʊ:s] *n* зловживання
access ['ækses] *v* мати доступ
accurate ['ækjərət] *adj* правильний; точний
actually ['æktʃʊəli] *adv* насправді, дійсно
adolescence [,ædə'lesns] *n* юність
adorn [ə'dɔ:n] *v* прикрашати
advance [əd'vɑ:ns] *n* успіх; поліпшення; просування; прогрес
advertise [əd'vetəɪz] *v* рекламувати
alleviate [ə'li:vieɪt] *v* полегшувати
alter ['ɔ:lte(r)] *v* змінювати(ся)
annoy [ə'nɔɪ] *v* докучати; досаждати
appalling [ə'pɔ:lɪŋ] *adj* жахливий; приголомшливий
aptitude ['æptɪtju:d] *n* схильність
armistice ['ɑ:mɪstɪs] *n* перемир'я
assertive [ə'sɜ:tɪv] *adj* напористий
available [ə'veɪləbl] *adj* доступний
avid ['ævɪd] *adj* жадібний (до чогось); палкий
awareness [ə'weənəs] *n* обізнаність, поінформованість
awe [ɔ:] *n* благоговіння

B

beneficial [,benɪ'fiʃl] *adj* вигідний
beneficiary [,benɪ'fiʃəri] *n* вигодонабувач
benefit ['benɪfɪt] *n* вигода
beverage ['bevərɪdʒ] *n* напій
bikie ['baɪki] *n* байкі, представник субкультури, в якій люди їздять на мотоциклах
bilateral [,baɪ'lætərəl] *adj* двобічний
biodiversity [,baɪəʊdaɪ'vɜ:səti] *n* біологічне розмаїття
bogan ['bɒgən] *n* хуліган
boost [bu:st] *v* підвищувати
breeding ['brɪ:dɪŋ] *n* розведення тварин
brony ['brəʊni] *n* броні, фанат серіалів
by-product ['baɪprɒdʌkt] *n* побічний продукт

C

canteen [kæn'ti:n] *n* їдальня
canvas ['kænvəs] *n* полотно; картина
carbohydrate [,kɑ:bəʊ'haidreɪt] *n* вуглевод

cashew ['kæʃu:; kæ'ʃu:] (also cashew nut) *n* кеш'ю
cautious ['kɔ:ʃəs] *adj* обережний; передбачливий
challenge ['tʃælɪndʒ] *n* виклик; *v* робити виклик
cherish ['tʃerɪʃ] *v* вирощувати; пестити
claim [kleɪm] *v* вимагати
clash [klæʃ] *n* розходження; суперечність
cleanliness ['klenlənəs] *n* чистота, охайність
collaboration [kə,læbə'reɪʃn] (with, between) *n* співпраця, співпраця
commercial [kə'mɜ:ʃl] *n* реклама (на радіо, телебаченні)
commitment [kə'mɪtmənt] *n* зобов'язання
commodity [kə'mɒdəti] *n* товар
comprehend [,kɒmprɪ'hend] *v* розуміти
comprehensive [,kɒmprɪ'hensɪv] *adj* усебічний
concern [kən'sɜ:n] *v* стосуватися
condemn [kən'dem] *v* засуджувати
confidence ['kɒnfɪdəns] *n* довір'я
conscience ['kɒnʃəns] *n* сумління
consciousness ['kɒnʃəsnəs] *n* свідомість
conservation [kən'sə'veɪʃn] *n* зберігання
console [kən'səʊl] *v* утішати
consumer [kən'sju:mə(r)] *n* споживач
contemplate ['kɒntəmpleɪt] *v* обдумувати; міркувати
contemplative [kən'templətɪv] *adj* споглядальний
contradiction [kɒntrə'dɪkʃn] *n* суперечність
contradictory [kɒntrə'dɪktəri] *adj* несумісний; суперечний
convey [kən'veɪ] *v* передавати; виражати
cope [kəʊp] *v* справитися
correlation [kɒrə'leɪʃn] *n* взаємозв'язок
courageous [kə'reɪdʒəs] *adj* сміливий
co-star ['kəʊstɑ:] *v* виконувати головну роль
craft [krɑ:ft] *n* вправність; ремесло
crocery ['krɒkəri] *n* фаянсовий посуд
crucial ['kru:ʃl] *adj* критичний; вирішальний
curiosity [kjuəriə'ɒsəti] *n* допитливість
curious ['kjʊəriəs] *adj* допитливий; жадібний до знання
customer ['kʌstəmə(r)] *n* покупець
cynic ['sɪnɪk] *n* цинік

D

dare [deə(r)] *v* відважуватися, мати сміливість
defensive [dɪ'fensɪv] *adj* захисний
delight [dɪ'laɪt] *n* захоплення

delinquency [dɪ'liŋkwənsɪ] *n* провина; правопорушення

dementia [dɪ'menʃə] *n мед.* слабоумство

dentures ['dentʃəz] *n* ряд зубів

depict [dɪ'pɪkt] *v* зображати

desire [dɪ'zaɪə(r)] *n* бажання

determination [dɪ,tʃ:mi'neɪʃn] *n* рішучість

determined [dɪ'tʃ:mɪnd] *adj* рішучий

devastation [,devə'steɪʃn] *n* спустошення

developer [dɪ'veləpə(r)] *n* розробник

digital ['dɪdʒɪtl] *adj* цифровий

dimension [daɪ'menʃn; dɪ'menʃn] *n* вимір; обсяг; розмір

disability [dɪsə'bɪləti] *n* неспроможність; непрацездатність

disaster [dɪ'zɑ:stə(r)] *n* стихійне лихо

discrepancy [dɪ'skreپənsɪ] *n* суперечність; розбіжність, незгода

disgustful [dɪs'gʌstfl] *adj* огидний

disillusion [dɪsɪ'lu:ʒn] *v* руйнувати мрії

disobedience [dɪsə'bi:diəns] *n* неслухняність

distinctive [dɪs'tɪŋktɪv] *adj* характерний

domestic [də'mestɪk] *adj* внутрішній; домашній

downturn ['daʊntɜ:n] *n* зниження; падіння

drastic ['dræstɪk] *adj* сильнодійний

drawback ['drɔ:bæk] *n* перепона, вада

drought [draʊt] *n* засуха

dweller ['dwelə(r)] *n* мешканець

E

earthquake ['z:θkweɪk] *n* землетрус

eccentric [ɪk'sentɪk] *adj* чудернацький, дивний

elevate ['elveɪt] *v* піднімати; підвищувати

eliminate [ɪ'lɪmɪneɪt] *v* усувати, виключати

embark [ɪm'bɑ:k] (on) *v* починати, братися

embed (imbed) [ɪm'bed] *v* закарбовуватися

embroidery [ɪm'brɔɪdəri] *n* вишивання, вишивка; прикраса

emerge [ɪ'mɜ:dʒ] *v* виявлятися

emergence [ɪ'mɜ:dʒəns] *n* вихід, поява

employee [ɪm'plɔɪi:] *n* службовець, працівник

employer [ɪm'plɔɪə(r)] *n* роботодавець

employment [ɪm'plɔɪmənt] *n* праця; служба; заняття

enable [ɪ'neɪbl] *v* давати змогу

enchancing [ɪn'tʃ:əntɪŋ] *adj* чарівний, чарівничий, чаклунський

encompass [ɪn'kʌmpəs] *v* оточувати; містити (в собі)

endeavour [ɪn'devə(r)] *v* докладати зусиль

engagement [ɪn'geɪdʒmənt] *n* запрошення; зобов'язання

engrave [ɪn'greɪv] *v* викувувати; гравірувати

enigmatic [,enɪg'mætɪk] *adj* загадковий

enlightenment [ɪn'laɪtmənt] *n* поінформованість, обізнаність

ennoble [ɪ'nəʊbəl] *v* облагороджувати

ensoul [ɪn'səʊl] *v* надихати; запалювати

entrepreneur [ɒntrəprə'nɜ:(r)] *n* підприємець

etching ['etʃɪŋ] *n* гравюра

eternity [ɪ'tɜ:nəti] *n* вічність

evolve [ɪ'vɒlv] *v* розвивати(ся), розгортати

exaggerate [ɪg'zædʒəreɪt] *v* перебільшувати

exaggeration [ɪg,zædʒə'reɪʃn] *n* перебільшення

excessive [ɪk'sesɪv] *adj* надмірний

excitable [ɪk'saɪtəbl] *adj* який хвилюється

expatriate [eks'pætriət] *n* вигнанець, емігрант

expatriation [eks'pætri'eɪʃn] *n* вигнання; експатріація

extend [ɪk'stend] *v* протягувати

external [ɪk'stɜ:nl] *adj* зовнішній

extravagant [ɪk'strævəgənt] *adj* надмірний

extremist [ɪk'stri:mɪst] *n* прихильник крайніх заходів, екстреміст

F

fairness ['feənəs] *n* справедливість

faith [feɪθ] *n* віра

favour ['feɪvə(r)] *v* підтримувати; сприяти

flood [flʌd] *n* повінь

fortune ['fɔ:tʃu:n] *n* доля; щастя

foster ['fɒstə(r)] *v* заохочувати

framework ['freɪmwɜ:k] *n* структура; рамки; межі

fraternity [frə'tɜ:nəti] *n* братство; громада

freelance ['fri:lɑ:ns] *adj* позаштатний

frugal ['fru:gl] *adj* економний; помірний; скромний

frustrated [frʌ'streɪtɪd] *adj* розчарований

fully-fledged (full-fledged) [fʊli'fledʒd] *adj* повноцінний, розвинутий

fundraising ['fʌnd,reɪzɪŋ] *n* збирання коштів на добродійність

G

garnish ['gɑ:nɪʃ] *n* гарнір

gene [dʒi:n] *n* біол. ген

genetic [dʒə'netɪk] *adj* генетичний
genius ['dʒi:njəs] *n* геній
gentle ['dʒentl] *adj* лагідний, добрий
germ [dʒɜ:m] *n* мікроб, бактерія
gift [gɪft] *n* подарунок, дар; талант
gifted ['gɪftɪd] *adj* обдарований
gilded ['gɪldɪd] *adj* позолочений
glamorous ['glæməʁəs] *adj* чарівний
gripping ['grɪpɪŋ] *adj* який захоплює, заволодіває увагою

H

handle ['hændl] *v* керувати
handy ['hændi] *adj* зручний
hard-working [hɑ:d'wɜ:kɪŋ] *adj* працьовитий
haul [hɔ:l] *n* влогер-шопоголік
highly strung [hɑɪlɪ'strʌŋ] *adj* знервований
hipsters ['hɪpstəz] *n* вузькі штани з поясом нижче талії; хіпстери
honest ['ɒnɪst] *adj* чесний, правдивий
horrific [hə'ɾɪfɪk] *adj* страхітливий, жахливий
hospitable [hɒ'spɪtəbl; 'hɒspɪtəbl] *adj* гостинний
hostility [hɒ'stɪləti] *n* ворожість
humanity [hju:'mænəti] *n* людство; людяність
hurricane ['hʌrɪkən] *n* ураган

I

identity [aɪ'dentɪti] *n* тотожність, ідентичність; справжність
illustrious [ɪ'lʌstriəs] *adj* славетний
impact ['ɪmpækt] *n* поштовх, імпульс
imposition [ɪmpə'zɪʃn] *n* введення (чогоось); обман
impulsive [ɪm'pʌlsɪv] *adj* імпульсивний
incisive [ɪn'saɪsɪv] *adj* гострий; проникливий
inclusion [ɪn'klu:ʒən] *n* включення, приєднання; вміщення
incomprehensible [ɪn,kɒmpri'hensəbl] *adj* незрозумілий, незбагнений
inconvenience [ɪn,kən'vi:niəns] *n* незручність; турбота
incredible [ɪn'kredəbl] *adj* неймовірний
indecisive [ɪn'dɪ'saɪsɪv] *adj* нерішучий
indulge [ɪn'dʌldʒ] (in smth) *v* потурати, дозволяти собі зайве
inequality [ɪnɪ'kwɒləti] *n* нерівність; різниця
infrastructure [ɪnfrə'strʌktʃə(r)] *n* інфраструктура

inherit [ɪn'herɪt] *v* успадковувати
inner ['ɪnə(r)] *adj* внутрішній
insomnia [ɪn'sɒmniə] *n* безсоння
integration [ɪn'tɪ'greɪʃn] *n* злиття; інтеграція; об'єднання в одне ціле
intelligence [ɪn'telɪdʒəns] *n* розум, інтелект
interaction [ɪntər'ækʃn] *n* взаємодія
intermingle [ɪntə'mɪŋɡəl] *v* змішувати(ся); перемішувати(ся)
internship ['ɪntɜ:nʃɪp] *n* стажування
investigate [ɪn'vestɪgeɪt] *v* досліджувати
issue ['ɪʃu:; 'ɪʃju:] *n* проблема, спірне питання
ivory ['aɪvəri] *n* слонова кістка

J

job seeker ['dʒɒb si:kə(r)] *n* людина, яка шукає роботу
jurisprudence [dʒʊrɪs'prʊ:dns] *n* правознавство
juvenile ['dʒu:vənəl] *adj* юнацький

K

kindle ['kɪndl] *v* запалювати

L

legume ['legju:m; h'gju:m] *n* плід бобових
lexicographer [ˌleksɪ'kɒgrəfə(r)] *n* лексикограф
lifespan ['laɪfspæn] *n* життєвий цикл
liver ['lɪvə(r)] *n* печінка
loving ['lʌvɪŋ] *adj* ніжний; відданий
low-fat [ləʊ'fæt] *adj* з низьким вмістом жиру
lunchroom ['lʌntʃru:m] *n* закусошна

M

mainstream ['meɪnstri:m] *n* мейнстрім, панівний напрям
mate [meɪt] *v* спаровувати (тварин, птахів)
matinee ['mæti:neɪ] *n* денний спектакль
maturity [mə'tʃʊərəti] *n* зрілість
mere [mɪə(r)] *adj* простий, справжній
merely ['mɛəli] *adv* тільки, лише
mesmerise ['mezməraɪz] *v* зачаровувати
mould [məʊld] *v* формувати
mourning ['mɔ:nɪŋ] *n* сум, скорбота
mudslide ['mʌdslaɪd] *n* грязьовий обвал, зсув

multifaceted [ˌmʌltiˈfæsiːtɪd] *adj* різноманітний; різнобічний; багатогранний
mural [ˈmjʊərəl] *n* фреска

N

narcissus [nɑːˈsɪsəs] (*pl.* narcissi [nɑːˈsɪsaɪ]) *n* нарцис
neglect [nɪˈglect] *n* нехтування; зневага
negotiations [nɪˌɡəʊʃiˈeɪʃnz] *n* переговори
networking [ˈnetwɜːkɪŋ] *n* система зустрічей і розмов з іншими людьми, які можуть бути корисні
nonproliferation [ˌnɒnpərəˈlɪfəˈreɪʃn] *n* непоширення ядерної зброї

O

oath [əʊθ] (*pl.* oaths [əʊðz]) *n* клятва
obey [əˈbeɪ] *v* слухатися, підкорятися
obvious [ˈɒvviəs] *adj* очевидний
occur [əˈkɜː(r)] *v* траплятися
onslaught [ˈɒnslɔːt] *n* атака
outlook [ˈaʊtlʊk] *n* точка зору; кругозір, перспектива
outskirts [ˈaʊtskɜːts] *n* околиці
outspoken [aʊtˈspɔːkən] *adj* відвертий, щирий
overeat [ˌəʊvərˈiːt] *v* переїдати

P

parental [pəˈrentl] *adj* батьківський; материнський
pasture [ˈpɑːstʃə(r)] *n* пасовище
patient [ˈpeɪjnt] *adj* терплячий
peanut [ˈpiːnʌt] (also ground nut) *n* арахіс
perception [pəˈsepʃn] *n* сприйняття
pertinent [ˈpɜːtɪnənt] *adj* слушний, придатний
pistachio [pɪˈstæʃiəʊ; pɪˈstɑːʃiəʊ] (also pistachio nut) *n* фісташка
pitch [pɪtʃ] *v* просувати, рекламувати
placid [ˈplæsiːd] *adj* мирний, спокійний
plunge [plʌndʒ] (into smth) *v* поринати, занурюватися, пірнати
polio [ˈpəʊliəʊ] (poliomyelitis [ˌpəʊliəʊˈmaɪəˈlaɪtɪs]) *n* поліомієліт
polite [pəˈlaɪt] *adj* ввічливий, чемний
powerful [ˈpaʊəfl] *adj* сильний, потужний, могутній
precious [ˈpreʃəs] *adj* дорогоцінний, коштовний

pressure [ˈpreʃə(r)] *n* тиск
prestige [preˈstiːʒ] *n* престиж
proactive [prəʊˈæktɪv] *adj* активний, який діє
producer [prəˈdjuːsə(r)] *n* виробник
proficient [prəˈfɪʃnt] *adj* умілий
profound [prəˈfaʊnd] *adj* глибокий, мудрий
prolific [prəˈlɪfɪk] *adj* плідний; родючий
promote [prəˈməʊt] *v* просувати; підтримувати
prosecutor [ˈprɒsɪkjʊtə(r)] *n* обвинувач
prosperity [prɒˈsperəti] *n* процвітання
pursue [pəˈsjuː] *v* займатися; мати професію

Q

quieten [ˈkwaɪətn] *v* заспокоювати

R

rampant [ˈræmpənt] *adj* нестримний; дуже поширений
rebellious [rɪˈbeljəs] *adj* бунтарський
reciprocal [rɪˈsɪprəkl] *adj* взаємний
reconciliation [ˌrekənsɪliˈeɪʃn] *n* примирення
recruit [rɪˈkruːt] *v* наймати; вербувати
reduction [rɪˈdʌkʃn] *n* зменшення
refuge [ˈrefjuːdʒ] *n* притулок
reliable [rɪˈlaɪəbl] *adj* надійний
relieve [rɪˈliːv] *v* полегшувати; зменшувати
renewal [rɪˈnjuːəl] *n* відновлення
requirement [rɪˈkwaɪəmənt] *n* вимога; умова; потреба
resist [rɪˈzɪst] *v* протистояти
restless [ˈrestləs] *adj* неспокійний, невгамовний
restrain [rɪˈstreɪn] *v* стримувати; утримувати
retain [rɪˈteɪn] *v* утримувати
reveal [rɪˈviːl] *v* розкривати; виявляти
rewarding [rɪˈwɔːdɪŋ] *adj* що винагороджує

S

safeguard [ˈseɪfɡɑːd] *v* охороняти; гарантувати
sanitation [ˌsæniˈteɪʃn] *n* санітарія
searching [ˈsɜːtʃɪŋ] *adj* старанний, глибокий, сумлінний
seek [siːk] (sought, sought) *v* намагатися; прагнути; шукати
segregation [ˌsegrɪˈgeɪʃn] *n* відокремлення; сегрегація

self-confident [ˌselfˈkɒnfɪdənt] *adj* самовпевнений
self-esteem [ˌselfiˈstiːm] *n* самоповага
sense [sens] *n* почуття; відчуття; чуття
serene [səˈriːn] *adj* спокійний, тихий
serious [ˈsiəriəs] *adj* серйозний; важливий; наполегливий
sermon [ˈsɜːmən] *n* проповідь
shy [ʃaɪ] *adj* боязкий, нерішучий
significant [sɪgˈnɪfɪkənt] *adj* значний, важливий
sin [sɪn] *n* гріх
sincere [sɪnˈsɪə] *adj* щирий
sketch [sketʃ] *n* малюнок; ескіз; звіт
smallpox [ˈsmɔːlpɒks] *n* віспа
sociable [ˈsəʊjəbl] *adj* товариський
spellbound [ˈspelbaʊnd] *adj* приголомшений, зачарований
speller [ˈspelə(r)] *n* орфографічний довідник; людина, яка пише грамотно або неграмотно
spice [spaɪs] *n* спеція
spoil [spɔɪl] (spoiled, spoiled; spoilt, spoilt) *v* псувати(ся)
startling [ˈstɑːtlɪŋ] *adj* приголомшливий
steed [stiːd] *n* кінь
strive [straɪv] (strove, striven or less frequent strived, strived) *v* старатися; боротися (за щось)
stun [stʌn] *v* приголомшувати
stunning [ˈstʌnɪŋ] *adj* приголомшливий; прекрасний; який вражає
substance [ˈsʌbstəns] *n* речовина; матерія; субстанція
suffice [səˈfaɪs] *v* вистачати
sustainable [səˈsteɪnəbl] *adj* стійкий, життєздатний
sympathetic [ˌsɪmpəˈθetɪk] *adj* співнений співчуття

T

temper [ˈtempə(r)] *n* характер; настрій; дратівливість
temple [ˈtempəl] *n* храм, церква
temptation [tempˈteɪʃn] *n* спокуса
theatregoer [ˈθiətəˌgəʊə(r)] *n* театрал
thoughtful [ˈθɔːtfl] *adj* замислений; глибокодумний
tolerance [ˈtɒlərəns] *n* толерантність

touching [ˈtʌtʃɪŋ] *adj* зворушливий
tough [tʌf] *adj* міцний; стійкий; жорсткий
trait [treɪt] *n* риса
trunk [trʌŋk] *n* дорожня скриня, валіза
trustworthy [ˈtrʌstˌwɜːði] *adj* який заслуговує на довіру
truthful [ˈtruːθfl] *adj* правдивий
tsunami [tsuːˈnɑːmi] *n* цунамі
typhoon [taɪˈfuːn] *n* тайфун

U

unacceptable [ˌʌnəkˈseptəbl] *adj* неприйнятний; неприпустимий
unbearable [ˌʌnˈbeərəbl] *adj* нестерпний
uncouth [ˌʌnˈkuːθ] *adj* грубий
unilateral [ˌjuːnɪˈlætrəl] *adj* односторонній
unique [juːˈniːk] *adj* особливий, винятковий
unlimited [ˌʌnˈlɪmɪtɪd] *adj* необмежений
unreasonable [ˌʌnˈriːznəbl] *adj* нерозважливий
unsophisticated [ˌʌnsəˈfɪstɪkətɪd] *adj* простий, природний; простодушний
update [ˌʌpˈdeɪt] *v* модернізувати
upheaval [ˌʌpˈhiːvəl] *n* переворот
utter [ˈʌtə(r)] *adj* цілковитий; повний; абсолютний

V

vacancy [ˈveɪkənsi] *n* вакансія
vessel [ˈvesl] *n* посудина
vicious [ˈviʃəs] *adj* зловбий, жорстокий
victim [ˈvɪktɪm] *n* жертва
violence [ˈvaɪələns] *n* насильство; жорстокість

W

weave [wiːv] *v* ткати, плести
well-disposed [ˌweldɪˈspəʊzd] *adj* доброзичливий, прихильний
well-organised [ˌwelˈɔːgənəɪzd] *adj* добре організований
wisdom [ˈwɪzdəm] *n* мудрість
worsen [ˈwɜːsn] *v* погіршувати(ся)
worship [ˈwɜːʃɪp] *n* культ; шанування

Texts for Listening

DIVE 1

8. Listen to the text about a man talking about solving problems through effective communication. For questions (1—4) choose the correct answers (A, B, C or D).

Good morning everyone and thank you for coming today. My name is Brendan Scott and I have over 15 years of experience in communication management. Now, unfortunately, it isn't always easy to get on with other people but when we do have disagreements, if we learn to communicate with each other better, we'll sort out our differences much faster and much more easily.

So, today I'm here to talk to you about some communication techniques that you can try using when you are involved in a conflict with someone. Now, the best type of communication involves a lot of listening!

Lots of people think that they are listening when really they are thinking about what they are going to say next. A really good thing to do after someone has finished speaking is to repeat what they said back to them. That way they know that you are paying attention to them and will be more willing to listen to you when you start explaining your point of view.

Another good tip is to use "I" messages. What this means is saying things like "I feel unhappy and frustrated when this happens" rather than "you're wrong". If you always blame the other person, they may feel attacked and become angry and defensive and this will not help you sort out your differences!

A common mistake is not taking responsibility for your own mistakes. Don't be afraid to say "I know you only acted like that because I was being unreasonable". This shows maturity and often encourages the other person to be kinder and admit their mistakes, too. As a result, you begin to understand each other a bit better. Remember that the best solution is often a compromise.

It's not about "winning" an argument, but making sure you are both happy with the outcome.

DIVE 2

4. Listen to the text about British teenagers and say which of the following facts are not mentioned in the text.

British Teenagers

Nowadays British teenagers spend much time doing their homework than any teenagers in the past. The researchers have found out that when British teenagers have problems they first talk to their friends, then to their parents, sisters or brothers and then teachers. British teenagers say that actors, actresses and pop stars influence them much more than friends or family.

When they have free time, they like watching TV, going out, playing computer games, meeting friends in

Internet cafés and listening to music. 99 % of teenagers are fond of watching TV and 98 % — listening to music. These are their favourite activities. Most British teenagers prefer to listen to hip-hop or nu-metal on their portable stereos, personal stereos and CD players. Though 89 % of teenagers spend much time online-mailing their mates or making new friends in their favourite chat rooms.

Of course, teenagers use not only the Internet but their own computers to play different games and do their homework. They cannot imagine their lives without mobile phones, either. Taking into consideration that modern mobile phones are getting smaller and lighter with built-in video cameras teenagers can do a lot and spend hours texting their friends and chatting, taking photos and sending them over the Internet.

11 % of British teenagers are vegetarians. They say that hunting is cruel. Being a vegetarian also influences teenagers' lifestyle and forms a careful attitude to nature.

As for a school uniform, most teenagers have to wear it. But in their free time they can wear whatever they like.

Most teenagers think that their parents' strictness is neither too much nor too little. As for friends, they are sure that they have to be loyal. Loyalty is considered to be the most important quality for a friend.

It's true, of course, that teenagers have problems, too. It is a difficult time for them because growing up as an adolescent is a period of transformation, physical and emotional changes. But most of young people cope with all difficulties rather well. 49 % of Britain's teenagers like Britain very much, but 8 % of teenagers don't like it at all. Many teenagers are ready to live in another country.

DIVE 5

5. Work in groups. Listen to the text and fill in the missing words and expressions.

Everybody wants to live a long healthy life. There exist many ways to live a healthy life and among them there are such as eating healthy food, exercising, spending time outdoors in nature and others that have positive effects on human health.

We should *eat low-fat*⁽¹⁾ food, more fruit, vegetables, meat, milk products that are rich in vitamins and protein. We shouldn't overeat as overeating causes a lot of dangerous diseases, and shouldn't eat junk food either. Eating junk food is not the best thing for our health as it contains a lot of saturated fats which are associated with a great risk of cancer, liver and other diseases.

If we cannot *stop eating*⁽²⁾ junk food and cannot imagine our life without hamburgers or chocolate bars or

something like that then we have to limit the amount of junk food we eat in order not to do much harm. It is a great problem nowadays as the amount of junk food we eat *has increased*⁽³⁾ and the amount of exercising we do has actually decreased.

We *shouldn't*⁽⁴⁾ eat at night either. If we keep to a diet, we must do it carefully because sometimes diets may be harmful. If we want to be strong and healthy, then we mustn't smoke, drink alcohol and especially *take drugs*⁽⁵⁾ as it causes many diseases and leads to death. We should remember that alcohol, cigarettes and drugs destroy both body and brain.

We forget that doing sports helps reduce the chance of being overweight. When we are active, we can *control*⁽⁶⁾ our weight.

Spending time in nature, regular exercising and balanced eating bring significant health benefits. If we improve our eating habits, do sports, we'll be better equipped to *deal*⁽⁷⁾ with our stressful lifestyles, our diseases and our chances of having a heart attack in later life will also decrease.

DIVE 6

4. Listen to the text "What are most teenagers eating nowadays?" and answer the questions. Write down your answers.

What Are Most Teenagers Eating Nowadays?

I eat a lot of pies, with a lot of tomato sauce. I really only eat apples for fruit, and I also eat a lot of carrots with cashew butter throughout the day. I have cereals for breakfast, and a lot of soup. I also eat a lot of bread with garlic butter.

My other friends have much more normal diets. A lot of pizza, a lot of McDonald's food, a lot of fruit, popcorn, sweet potato chips and regular chips, meat, vegetables, a lot of pistachios and peanuts, and a lot of sandwiches.

Abigail Bailey

For breakfast I eat at home cereals and at school a bun with spread cheese or something (few times a week both). I usually eat lunch at school, but it's real food from the kitchen. Mostly there is chicken or meat in some form and rice, pasta, potatoes, etc. and sometimes I'm in the mood for salad.

For dinner at home it's baked potato or omelette, spread cheese and vegetables, and at school again at the kitchen so always hot cocoa (primary food as there's nothing to eat at dinner) and something tasty like cornflakes or pizza, etc.

Between, sometimes I eat a fruit or a cookie if I'm at home.

Inbar Aran

Well, I can't speak for all teenagers across the world. But as for me and quite a lot of my friends, we skip breakfast. For lunch, what I eat varies quite a bit, especially because I buy lunch from the school lunch line and it changes every day. I will point out that most of it is carbohydrates though. Pasta, sandwiches, rice. For dinner, probably more rice.

On weekends, I usually eat just some junk food that is frozen.

It seems there's at least one thing teens care more about than what they wear: what they eat.

According to Piper Jaffray's teens study, teens are spending more money on food than on clothing, a trend that's been taking hold for several years.

"Food remains the single largest category of spending within the teen wallet", analyst Nicole Miller Regan wrote in a research note.

Upper-income teenagers are spending 24 % of their cash on food. Teens from average-income homes are spending about 21 % on food.

David Trinh, High School Student

7. Listen to the pupils of Kyiv language school № 211. Here is the first part of their discussion. They discuss the laws of health with their teacher Tetiana Kovalenko. Say what problems trouble them and why. Give your reasons.

Pupil 1: People's health is affected by a lot of factors and I'd like to dwell on one of them. I do think that one of the first duties we owe to ourselves is to keep our bodies in perfect health. If your body suffers from any disorder, our mind suffers with it, and we are unable to make progress in knowledge and we are unfit to perform those duties which are required in social life. There are certain laws of health which deserve particular attention. A constant supply of pure fresh air is indispensable to good health. All the rooms in our flats and houses, especially bedrooms, should be properly ventilated every day.

Pupil 2: You are absolutely right and I want to say that perfect cleanliness is also essential, the whole body should be washed as often as possible. The skin is full of minute pores, cells, blood vessels and nerves. It breathes the way the lungs do. Therefore it should always be clean. Besides there is a great charm in cleanliness. We like to look at one who is tidy and clean. If the skin is kept clean, the teeth are thoroughly brushed, the hair is neatly combed and the fingernails are in order, we feel pleased with the person.

Pupil 3: No doubt, cleanliness is very essential but I'd like to mention that a certain amount of exercises is necessary to keep the body in a perfect condition. All the powers (mental and bodily) we possess are strengthened by use and weakened by disuse.

Therefore labour and study should succeed each other. It is most essential to do morning exercises regularly and do some kind of sport.

Pupil 4: It is quite obvious that cleanliness and exercises are necessary. But I'd like to point out that a good rest and enough sleep are very important, too. Some pupils sit up late at night and we should remember late hours are very harmful for health as they exhaust the nervous system. We should go to bed early and get up early. It must be a good rule "to rise with the lark and go to bed with the lamb".

Pupil 3: I quite agree with you, Lena, but it's rather difficult to keep to this rule, especially this year, when we

have seven lessons at school and then you have to attend the preparatory courses at university in the evening. We feel overstrained because we lack rest and sleep and it makes us feel depressed. Physical exercises will be of great help in this situation.

Pupil 4: And I'd like to touch upon the importance of healthy food and a balanced diet. Our body is continually wasting and requires to be repaired by fresh food with due regard to the exercise and energy of the body. There is an American saying: you are what you eat. There is no doubt that healthy food and a balanced diet are essential for our good health alongside with physical exercises. It is important that food should contain all necessary substances such as vitamins, minerals, fibre, protein, carbohydrates and fat. We should be moderate in eating. We don't have to overeat. We have to remember about overweight as people can suffer from a lot of health problems.

Pupil 2: I fully agree with you and I'd like to add a few words concerning the importance of a balanced diet. First of all we should consume less fat, sugar and saturated fat. Secondly, we should eat more raw fruit and vegetables as they contain a lot of vitamins, minerals and fibre. The latter is especially important for adults. They need 30 grammes of fibre per day, it helps the digestive system work properly and protects it against such diseases as cancer.

Pupil 1: In addition to what has been said by Tonia I'd like to say that if we want to lose weight, we should do it regularly. People who lose weight quickly usually gain it back quickly, too. And it's very essential to eat regularly. We must remember that moderation in eating, reasonable hours of labour and study, regularity in exercises, recreation, rest and cleanliness lay the foundation for good health and a long life.

8. Listen to the second part of the pupils' discussion. Say what problems haven't been mentioned yet. Give your reasons.

Pupil 1: And I'd like to dwell on hazardous habits such as smoking, alcohol abuse and taking drugs which affect people's health greatly. It's rather an important and vital problem of nowadays. We all know that smokers are at a high risk of getting different diseases. Statistics says that smoking causes at least 24 diseases, 15 types of cancer, numerous heart and lung diseases.

Pupil 4: You are quite right in saying that smoking, taking drugs and alcohol abuse by young people and teenagers are serious problems of nowadays that need to be solved. I'm convinced that educational and anti-smoking and anti-drug campaigns should be organised in our society more widely to make people understand it.

Pupil 3: I'd like to stress that people who continue smoking and taking drugs know that cigarettes and drugs are very hazardous to their health. But they don't pay attention to warning labels on cigarettes, anti-smoking and anti-drug campaigns on TV and the radio. I think parents should be more responsible for their children's choice to smoke, drink alcohol and take drugs.

Pupil 2: So, we come to the conclusion that there is nothing more important than health and scientists state that 50 % of health depends on the lifestyle of people. And it depends upon us — if we want to be healthy and live a long life or we choose diseases and a miserable life.

DIVE 7

6. Work in groups. Listen to the dialogue and act it out.

Waiter: Can I help you? Are you ready to order?

Jack: Not quite. We haven't decided on the menu yet. Can you tell us what your best dishes are, please?

Waiter: Oh, yes, with great pleasure. We have roast beef served with honey and mustard sauce, salmon in a creamy mushroom sauce, chicken with fried potatoes and lots more.

Jack: I'll have roast beef served with honey and mustard sauce and green salad.

Ann: And as for me, I'll have salmon in a creamy mushroom sauce and green salad.

Waiter: And what about you?

Tom: I'll have chicken Kyiv with fried potatoes. Do you have chicken Kyiv?

Waiter: Yes, of course.

Tom: In my opinion, it is the best Ukrainian dish.

Waiter: And what about dessert?

Jack: A cherry pie and a cup of tea.

Ann: An apple pie and a cup of tea.

Tom: A cup of coffee, please.

Waiter: You are welcome. Anything else?

Jack: No, thank you.

DIVE 9

8. Work in pairs. Listen to the dialogue and act it out.

Jane: Hi, Jim, where are you going?

Jim: Hi, Jane. I am going to get a ticket to the show at the club tomorrow.

Jane: Who's playing?

Jim: It's a singer called ZZ Ward. My sister has listened to her and said she's amazing!

Jane: Really?

Jim: Yes. You know, my friend goes to a lot of concerts and she has said ZZ Ward is one of the best. She sings country, pop and indie songs.

Jane: Wow, we are getting a chance to listen to her.

Jim: So, do you want to go with me to the concert tomorrow? Tickets for the concert are only \$10.

Jane: OK. It sounds good. Let's go and buy tickets.

DIVE 11

6. Listen to the text about a visit to the theatre and complete the sentences.

A Visit to the Theatre

I'm not much of a theatregoer, though I can't miss a chance to go there with my friends.

As it was St Valentine's Day, my friends and I decided to celebrate it in a particular way. And the only idea which had come to us was to go to the theatre. When we tried to book the tickets we found out that almost all of them had been sold out long before. So, we had to buy seats in the gallery, though I prefer the orchestra stalls or seats in the centre of the pit.

At last the day of the performance came. When we went into the hall all our anxieties faded away. Though the seats were far from the stage we had a wonderful view of it. Soon the bell rang and the show began. During the performance I completely forgot about everything and plunged into that fantastic world which the actors and actresses tried to create on the stage. In my opinion, the play was splendid. The stage director tried to combine all the repertoire of the theatre in one play and no wonder it was a success. The audience had been clapping rather powerfully and the actors and actresses had their curtain calls.

The cast acted rather naturally, but the main actor was the best. He had several roles in the play and I was greatly impressed by his ability to express the individuality of all characters. Due to his profound understanding of the human nature the actor managed to convey the thinnest emotions and depict the feelings rather vividly. Whether he was playing a good character or a bad one his monologues had their own particular sense and revealed the reality hidden under the surface of things. Though it was a hard task, he coped with it perfectly.

No wonder theatre is considered to be the enduring home of "dramatic experience", which is surely one of the most searching, rewarding and enchanting of different kinds of experience.

Cheers,
Jane

DIVE 12

12. Listen to the dialogue. Act it out and complete the table.

— Good morning, dear children. You are now at the Ukrainian National Museum of Decorative Arts. We are going to take a good look at the pictures of Kateryna Bilokur, a famous Ukrainian artist. Before we start, I'd like to know what you feel when you look at a good picture.

— It depends on a picture. If I take a look at a landscape, I feel relaxed and joyful.

— A painting doesn't make the viewer indifferent, but worries and excites him or her. How do you think the painter managed to stir the viewer's imagination?

— Probably the painter reflects her views on life and shows her talent.

— The artist can't use words but something different. What do you think it is?

— The play of paints and light, perhaps. The ability to hide shortages and show benefits of a subject, making a special accent on beauty.

— One of the means is the composition of the picture. Let's comment on the peculiarities of a famous picture of Kateryna Bilokur, "The Portrait by an Artist's Nieces". Which part of the canvas did the artist place the girls in?

— She placed the girls in the centre of the picture.

— Why are they depicted in the centre?

— Probably because the main attention of the viewer should concentrate on them and thus she gave us a chance to take a good look not only at their faces but at their figures as well.

— What attracts your attention to the picture?

— The happy faces of the girls, their smiles and also the beauty of the nature that surrounds them.

— You all know that the eyes are the mirror of the soul. Which features of the character are reflected in their eyes?

— The girls are friendly, hard-working, loving and amiable.

— What colours does the artist use?

— They are mostly bright and juicy.

— Let's summarise. In general the picture makes an impression of joy and kindness. It reflects the beauty of the Ukrainian countryside which is noted by everyone who comes to Ukraine. Thank you for the excursion.

DIVE 15

8. Listen to the text and check your answers.

Generation Z

During the discussions of the clash between generations the youngest generation, generation Z, are almost entirely ignored. Though generation Z are interesting, distinctive, different and don't have to be ignored.

They are digital natives. They have grown up with the knowledge that they can speak to anyone around the world through assorted social media networks. Generation Z are the first generation for whom the extraordinary technologies of the 20th century are just a normal part of their life and they are able to adapt and cope with the newest technologies much better than the previous generation.

There are also some contradictions in generation Z's beliefs that separate them from the others. They are fond of living and working all around the world but they are deeply anxious and afraid of terrorism, extremism, conflicts and war, and of course, they are kept from feeling safe. Then they face economic downturns, the members of their families lose their jobs, an international financial upheaval causes a lot of problems. So generation Z are frugal and cautious in comparison with other generations. They are socially liberal and tolerant.

They are health-conscious, too. They have snacks of nuts and fruit instead of chocolate and crisps, giving up some bad habits. Generation Z can socialise with friends online more easily than any previous generation and spend less time going to parties. Various public health campaigns

against bad habits have caused generation Z to start off forming good ones. They value their privacy very much. They are businesslike and worried about their future careers. Generation Z have grown up in a world that hasn't made them feel financially secure and they are more realistic than other generations. They dream of becoming entrepreneurs, building up their own business. They know that running their own business can be very hard work but they are ready for it. Their goals are optimistic and possible in the plans for their future careers. They are changing the distinction between childhood and adulthood. Generation Z's awareness of the Internet and their privacy means that teenagers first think about what they are going to say and how they are saying it. After finishing schools at the age of 17–18 they will enter university as they have a strong sense of identity and determination to be successful in life.

(www.oxford-royale.co.uk)

DIVE 18

8. Listen to the interview with a scientist about very serious diseases and the ways of their treatment. Decide if these statements are true or false.

Reporter: The last hundred years have seen many great achievements in science and technology — a man on the moon, the development of the Internet and lots more but perhaps the greatest triumph has been the advance of modern medicine. The 20th century saw the elimination of smallpox, cholera, plague but there are serious problems which remain in medicine and it also saw the appearance of HIV/AIDS, a new disease that still kills millions of people worldwide.

Though nowadays a diagnosis of HIV/AIDS is no longer a death sentence as proper medical treatment is available. And today we'll have a meeting with a doctor, a scientist who has spent his life searching for new treatments and new technologies in medicine. He's probably the most popular doctor in our country. His name is Jack Tompson.

Doctor: Oh, come on. I'm doing my job the best I can.

Reporter: And a modest one, too! OK. The members of our family have a great problem with our grandmother because of dementia, Alzheimer's disease. Perhaps dementia is a natural part of ageing. But what can we do to alleviate her sufferings?

Doctor: I'm often asked this question. Really, it is a great problem for you and your grandmother because of memory loss, dementia isn't a natural part of ageing, it is a disease.

Now there is the same progress in treating dementia. We have developed drugs that help alleviate the symptoms of dementia, especially Alzheimer's disease.

Alzheimer's disease damages nerve cells in the brain and existing drugs help boost the effectiveness even of damaged nerve cells. So the symptoms are alleviated, at least for a time.

Alzheimer's disease killed 1,9 million people in 2015 — that's more than died from HIV/AIDS (1,2 million). The World Health Organization, the United Nation's international public health agency, has committed to a dementia action plan that would see the first disease-modifying treatment developed by 2025. It goes without saying that it is an ambitious goal but an achievable one.

Reporter: Let it be so! And what about polio?

Doctor: There is no cure but vaccination is widely available. By 2014 polio was eliminated through vaccination in many countries. There are only a few countries in the world which have cases of polio. But cases of polio continue to fall as vaccination spreads. The hope remains that in 2020 polio will join smallpox, cholera, plague as horrific killers that global cooperation has eliminated completely.

Reporter: As far as I know many of today's deadly diseases are genetic. A group of diseases that all have a genetic basis can cause the weakening and breakdown of skeletal muscles, blood disorders, anaemia, swelling of hands, attacks of pain, bacterial infections, a stroke, some variants of breast cancer and an early onset of Alzheimer's disease.

If scientists manage to develop germline engineering which alters reproductive cells so that the genetic diseases a person has aren't inherited by their children, it will eliminate genetic diseases altogether as they will no longer be passed on to future generations. Some scientists believe germline engineering will become possible to carry out reliably and effectively within the next 20 years, with remarkable results for human life expectancy and the quality of life.

Reporter: Thank you, Jack, for sharing all this with us.

Doctor: Thank you for inviting me.

(www.oxford-royale.co.uk)

10. Listen to the text about one of the famous Ukrainian scientists, L. Kadeniuk, for getting specific information and answer the questions.

Leonid Kadeniuk is the first astronaut of independent Ukraine. He was born in 1951 in the village of Klishkivtsi not far from Chernivtsi. In 1967 he finished a secondary school in Chernivtsi with a silver medal. He dreamt of being a pilot. So he went to Chernihiv High Military Flying School. In 1971 his dream came true. Leonid became a test pilot. From 1976 he trained for space flights in different kinds of spaceships.

In 1995 Kadeniuk was included in the group of Ukrainian astronauts. He trained to fly on spaceships «Space Shuttle». In July 1996 he arrived in the USA for space flight training. From November, 19 to December 5, 1997 he made a space flight as an experimenter on the American spaceship «Columbia». His flight lasted for 15 days, 16 hours and 34 minutes.

After his space flight Leonid Kadeniuk returned to Ukraine. He worked in the National Space Agency of Ukraine. He was in the group of the NASA astronauts. In 2018 he died.

DIVE 21

12. Listen to teenagers' dialogue. They are discussing what to do in summer, where to go and what they have to know if they want to enjoy their trip. Say what they have decided.

Den: Hi, Max! Haven't seen you for ages! Have you decided what you are going to do in summer? We are having such a wonderful weather now. I don't want to stay in town.

Max: Oh, yes, you're right. I wish I were enjoying nature now.

Den: So, any ideas?

Max: Well, nothing's definite. Perhaps somewhere where I'd be happy to walk, watching animals and birds, admiring wild beautiful flowers. I don't enjoy crowds of people.

Den: Neither do I.

Max: OK. Let's go to Askania-Nova. It's one of the seven wonders of Ukraine. We can walk or ride a horse and from the mounds we can watch animals and birds even extinct in their homelands.

Den: Great! By the way, the Askania-Nova reserve is easy to be accessed by tourists and is part of ecotourism. But if the weather is bad...

Max: Oh, no. I don't like all these "buts" or "ifs". If we decide, we'll go to Askania-Nova. And no "ifs".

Den: Let it be so! I agree with you. But the main thing is to find information for tourists: location of Askania-Nova, activities and attractions, food prices and lots more. I hope we'll find this useful information on the Internet.

Max: Cool! I hope we'll enjoy our trip.

Den: So do I.

DIVE 23

3. Listen to the text and decide if these statements are true or false.

The British Council is the United Kingdom's international organisation for educational opportunities and cultural relations. It is a recognised world authority on cultural relations, English-language teaching, education and arts. The purpose of the British Council is to build a mutually beneficial relationship among people in the UK and other countries and increase appreciation of the UK's creative ideas and achievements.

The British Council was founded in 1934 and operates from 226 cities in 110 countries around the world. It appointed its first overseas representatives in Egypt, Romania, Poland and Portugal in 1938. Its Patron is Queen Elizabeth II. The Prince of Wales is Vice-Patron. It has been operating in Ukraine since 1992 and is present in these cities: Kyiv, Kharkiv, Lviv, and Odesa. In the same year the BBC World Service introduced a Ukrainian-language service, and members of the UK Parliament formed an All-Party Parliamentary Ukrainian Group.

The British Council in Ukraine supports the development of long-lasting and mutually-beneficial cultural relations between the UK and Ukraine. Whether you are interested

in art, arts management, photography, drama, dance, literature, creative writing, film or design, it brings the best of the UK culture to you.

The British Council works in partnership with government and civil society to advance debate, knowledge and skills in governance, human rights and social inclusion. There you can find out how to get involved with one of the projects or initiatives.

Other organisations established to foster relations between Ukraine and the UK include the British-Ukrainian Law Association (established in 1993), the British-Ukrainian Chamber of Commerce (1997), the Ukrainian-British City Club (2005) and the British-Ukrainian Society (2007).

DIVE 26

5. Listen to the text and complete the sentences.

Fun Facts and Myths about George Washington

There are many facts about George Washington that are known all over the world. But there are many fascinating facts about this enigmatic figure which are less known.

George Washington was an avid horse rider and he is often pictured mounted on his faithful steed during the American Revolution. But, did you know that George Washington was credited for introducing the mule to the United States? He was a big fan of mules and believed them to be better work animals than horses. So, he embarked on a breeding programme where his prized horses were mated with donkeys and thus produced mules.

The second fun fact about George Washington illustrates why he was often considered a man of few words.

George Washington's second inaugural address was the shortest one ever given by a US President. It was of a mere 135 words and took only a few moments to recite.

Another fun fact about George Washington involves him and the White House. While the White House and George Washington seem to go together like the USA and baseball, there is one thing that is often overlooked by most people. George Washington was the only president who never lived in the White House.

Coming in at number four on the list is George Washington's famous artificial dentures. Many people realise that President Washington had artificial dentures, but most people believe that they were constructed of wood. Unfortunately, this belief is dead wrong. Wooden teeth would have been highly uncomfortable and most likely would have left splinters. George Washington had access to the best dentists of the time, who crafted him false teeth made out of ivory, gold, lead, animal bone and human teeth.

Number five about this founding father involves the strange importance that Friday had in his life. George Washington was born on Friday, he became Lieutenant Colonel on Friday, he laid the foundation stone for the White House on Friday, and he was elected President of the Constitutional Congress on Friday. He even completed the last day of his last term as president on Friday!

George Washington was a president who was particular about what he ate. Which brings us to number six on our list of facts and myths. George Washington was very fond of peanut soup and ate it almost every day. He was also fond of green beans served with mushrooms. But his favourite food of all time was ice cream. In fact, he was so fond of ice cream that he had ice cream coolers installed in his home. An act that was nearly unheard of during the 18th century.

Our fun fact number seven about George Washington concerns his widespread popularity. While many people realise that he was a popular president, many don't know just how popular he was. There is one state (Washington State), 31 counties and 18 cities named in his honour. Not to mention that his face adorns the dollar bill, Mount Rushmore and his face was placed on the first postage stamp ever created for the United States.

George Washington was also the first President of the United States to free all his slaves. President Washington had over one hundred slaves on his Mount Vernon estate when he died in 1799. Upon his death, these slaves were granted freedom according to the terms set down in his will.

DIVE 27

4. Listen to pupils of "Holosivskiy" Kyiv lyceum № 241. They are discussing the parliamentary system of the USA together with their teacher Nataliia Tymoshyna. After listening decide if the statements are true or false.

Presentation of the USA Parliament

Pupil 1: As you know, the American colonies of America won the Revolutionary War. After that they became free and independent states, but they needed one strong national government. That's why in the year 1787 all the states sent their representatives to Philadelphia where they wrote the Constitution. The Constitution is the highest law in the United States which describes the powers of the national government and those of state governments.

Pupil 2: The US government is like a tree with a strong trunk and three branches. The trunk is the people. It holds up the tree: without the support of the people there can be no government. The people choose the men who make American laws.

Pupil 3: The first branch of the tree is Congress. Congress is a meeting of representatives from all the states. The people elect those representatives. Congress makes laws that everybody must obey. Congress meets in the US capital in Washington D.C. Congress is divided into two parts, the Senate and the House of Representatives. Every state, no matter how large or small, sends two people to the Senate. These people are called senators. There are one hundred senators in the Senate. A senator's term is six years. Each state also sends people to the House of Representatives. They are called congressmen or congresswomen. The number of congressmen from each state depends on the number of people who live in

the state. The larger states have more congressmen than the smaller ones. All in all there are 435 congressmen in the House of Representatives. A representative's term is two years. The Constitution gives many powers to Congress. One important power of Congress is the power to declare war.

Pupil 4: The second branch of the government is the President and his helpers. They carry out the laws that Congress makes. The President signs bills and then they become laws. The Vice President and members of the Cabinet help the President make decisions. The US President is Commander-in-Chief of the country's armed forces. A person who wants to become the President must be born in the United States, must be at least 35 years old and must live in the United States at least 14 years before becoming the President. The President's term is four years and one can be the President for one or two terms, but no longer. Americans vote for the President in November of every leap year.

Pupil 2: The third branch of the government is the Supreme Court. It is made up of nine judges — the most important judges in the country. They have to make sure that the President and Congress follow the Constitution. They decide what the Constitution and the laws passed by Congress mean when there is an argument about their meaning. The judges work in the Supreme Court as long as they live.

Pupil 1: Americans are very proud of their Constitution. It was written more than 200 years ago and it is still working! But people in the United States can change the Constitution.

Pupil 4: Changes in the Constitution are called amendments. There are 27 amendments which are part of the Constitution. The first ten amendments are called the Bill of Rights. They were made in 1791. The Bill of Rights guarantees the people of the USA such important rights and freedoms as freedom of press, freedom of religion, the right to go to the court, have a lawyer and some others.

Pupil 3: Soon after the Civil War there were important amendments. The 13th amendment ended slavery, the 14th amendment made all Black people citizens of the United States, the 15th amendment gave the Black the right to vote (long ago only white men who were over 21 years old and owned property could vote in the United States). In 1919 the 19th amendment gave women the right to vote. In 1971 the 26th amendment gave people who are 18 years old and older the right to vote.

DIVE 30

6. Listen to the text. The pupil of the 11th form gives pieces of advice to help you pass your External Independent Testing. Discuss. Decide if these pieces of advice are useful for you. Give your reasons. Add your own pieces of advice, write down and present them to the classmates.

Everybody knows that at the end of the 11th forms students must pass exams in order to successfully enter

Ukrainian and foreign universities. That is why it is necessary to pass them. No doubt that it is a heavy responsibility, so students need to know how to avoid stress before exams and pass them well. In this article I will give suggestions and I hope they will help every student. First of all, it is essential to start studying ahead of time. As there are a lot of subjects at school, students usually have a lack of time to learn everything they need in a short time.

Even the most intensive exam timetables will allow a little time for a study break. Spending some time away from books will leave you feeling more refreshed and relaxed the next time you revise the material.

It is necessary to take short breaks for a walk with friends or watch your favourite film. Listening to a comedian will relax you a bit and make you laugh. Listening to classical music can not only create a positive and productive environment but also increase your mood encouraging you to study more efficiently and for longer periods of time.

In my opinion, it is great to make a revision timetable and plan your day. This way, you can save your time. I think that if you study with a friend it is easier to get new information because you can help each other with difficult tasks.

It is also important to speak to someone if you really feel stress. Firstly, you may tell a family member or a friend about the pressure you feel. Secondly, if you speak to people about your worries and concerns, they can offer you some more advice on how to manage stress. Then you will know that you are not alone in feeling like this.

You should also not forget about your health. You should eat healthy food, which gives you energy for mental and physical work. Remember that nutritious meal is one of the most important factors for students' high achievement at school.

Many people believe that eating dark chocolate also helps effectively fight stress. And of course, having breakfast before an exam is a must for a student who wants to focus and be most efficient during their exam.

You should also sleep enough to be active and stay healthy. Most importantly, sleep helps your brain assimilate new knowledge into your long-term memory so that you can recall it when the test day comes.

Making a conclusion, I would like to mention that it would not be an exaggeration to say that if you do all that is written above, it will be easier for you to pass your External Independent Testing.

10. Listen to the text and complete the sentences.

What will I be when I leave school? There are over 2000 professions to choose from and make a decision. Some follow their parents' advice and some follow their own choice. To make the right choice, you should consider your traits of character.

So, to become a good doctor, you must be patient, easy-going and kind. To become a good detective, you must be brave, fair and strong. To become a good teacher, you must have profound knowledge of subjects and the ability to explain.

In addition, if you want to work with people, you could become a nurse, a teacher, a secretary or a police officer and help them. If you are practical and love making things, you will do well as a motor mechanic, a builder, a plumber, an electrician or a carpenter. If you love books and are good at foreign languages, you may be a journalist, a librarian, an editor or a translator. If you are crazy about computers and the latest technologies, you may become an engineer, a bank clerk, a computer programmer, or even an astronaut. If you want to do something creative, can draw, paint or take good photographs, you could become a photographer, an artist or a fashion designer. These are glamorous jobs but you might be unemployed some of the time.

Speaking about my future job, I would like to say that when I grow up, I would like to be a photographer. A photographer works in a studio and takes photos for magazines and newspapers. My friend would like to become a doctor. A doctor works in a hospital and helps sick people. My sister would like to become a reporter. A reporter works for a newspaper and often interviews interesting and famous people: politicians, actors and musicians. My brother would like to become a musician. A musician plays a musical instrument and practises every day and plays in concerts the world over. There are also many other interesting jobs. For example, a vet helps sick animals. A pilot flies planes from country to country and travels a lot over the world. A ballet dancer works for a ballet company, practises every day, dances in the evenings, and wears beautiful costumes. A teacher works at a school or university and teaches students.

Making a conclusion, I would like to mention that it would not be an exaggeration to say that it seems hard to find a job which you would like, but everything is possible.

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№ з/п	Прізвище та ім'я учня/учениці	Навчальний рік	Стан підручника	
			на початку року	наприкінці року
1				
2				
3				
4				
5				

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РІВЕНЬ
СТАНДАРТУ

АНГЛІЙСЬКА МОВА English

**«Англійська мова (11-й рік навчання, рівень стандарту)»
підручник для 11 класу закладів загальної
середньої освіти**

Підручник відповідає положенням Державного стандарту базової і повної загальної середньої освіти та чинній програмі з іноземних мов. Видання враховує Загальноєвропейські рекомендації з мовної освіти, новітні тенденції методичної науки у світі. Розділи побудовано з урахуванням основних критеріїв навчання іноземної мови: комунікативної спрямованості, крос-культурного компонента, міжпредметного інтегрування.

Підручник містить такі матеріали:

- тексти і вправи для підвищення мотивації учнів до навчання;
- різнорівневі завдання з усіх комунікативних видів мовленнєвої діяльності;
- домашні завдання з порадами щодо їх виконання;
- вправи для самоконтролю;
- матеріали для самостійного виконання на сайті.

ВИДАВНИЦТВО
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