



Лариса КАЛІНІНА
Інна САМОЙЛЮКЕВИЧ

АНГЛІЙСЬКА МОВА
ENGLISH

11-й рік навчання
профільний рівень



11

Лариса КАЛІНІНА
Інна САМОЙЛЮКЕВИЧ

АНГЛІЙСЬКА МОВА

(11-й рік навчання, профільний рівень)
Підручник для 11 класу
закладів загальної середньої освіти

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ENGLISH

(Year 11, Profile Level)
A textbook for Grade 11
of general secondary education

*Рекомендовано
Міністерством освіти і науки України*



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ЛЮБИЙ ДРУЖЕ ТА ЛЮБА ПОДРУЖКО!

Перед вами новий підручник з англійської мови. Він має 5 розділів – Units, кожен з яких ознайомлює з новою цікавою темою, наприклад, “Me And My World”, “Great Expectations”, “My Global Awareness” тощо.

Кожен урок розділу містить новий лексичний та граматичний матеріал, засвоєння якого допоможе вам спілкуватися зі своїми однокласниками на будь-яку з тем, що вивчаються. Якщо ви відчуєте труднощі при вивченні граматичного матеріалу, скористайтеся розділом “First Aid Kit” у кінці підручника, у якому ви знайдете пояснення до мовного матеріалу.

Підручник містить цікаві пошукові вправи з використанням інформаційно-комунікаційних технологій, що дасть вам можливість реалізувати власну інформаційно-цифрову компетентність під час вивчення англійської мови.

Виконуючи творчі вправи підручника, ви зможете проявити свою креативність, висловити власну точку зору з різних проблем, поцікавитися думками своїх друзів, порівняти власні думки з думками однокласників. Усе це дозволить вам вільно спілкуватися із зарубіжними друзями.

У кінці кожного розділу ви також знайдете пакет завдань (“Your Test Pack”), виконання яких допоможе поступово підготуватися до успішної здачі ЗНО.

На вас чекає зустріч з цікавими людьми, які розкажуть про себе, про свої захоплення, поділяться своїми думками та ідеями. Ви зможете знайти відповіді на питання, які вас цікавлять.

Good Luck!

Хай щастить!

УМОВНІ ПОЗНАЧЕННЯ:



– for inquisitive learners



– for creative thinkers



– for digital natives



– Culture Comparison



– for critical thinkers



– at Home



– a differentiated task

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Unit 1

ME AND MY WORLD

In this unit, you will learn how:

- to describe rights and duties of the youth today;
- to talk about your responsibilities in the family;
- to discuss behaviour patterns of teenagers;
- to integrate your skills on the topic;
- to check the level of knowledge and skills on the topic, getting ready for independent testing.



Unit One: Me And My World

1.1. What Rights and Duties are Right for you?

Word Bank

- appreciation
- peers
- expertise
- crucial
- to protect
- well-being
- violation
- generation
- potential
- vulnerable
- to launch

Phrase Bank

- to familiarize oneself with...
- to mould the history
- human rights activity
- to change something for better
- civic activity
- to promote values
- brain drain
- in line with something
- to take advantage of something
- to maintain health

Communication Box

- Actually...
- According to opinion survey...
- Surely...
- In this regard...
- Furthermore...

I. Go Ahead!

Look at the photos and say what rights the young people in them want to defend. What is your attitude to it?



Example: *I think young people gathered to defend their right to freedom. In my opinion nobody has the right to imprison innocent people. Everybody can express his/her point of view.*

II. Reading

- a) Read the information from Ukrainian newspapers about the rights, duties and problems of Ukrainian youth as different people see them. Say who you agree with and why.

UKRAINIAN YOUTH: RIGHTS, DUTIES, PROBLEMS

I think the new generation of Ukrainians **which is educated** digital, is more connected to the world and with many more rights than their parents and grandparents enjoyed. For example, having access to any information and materials from a diversity of national and international sources young people got the opportunities to familiarize themselves with the lifestyles of their peers from different countries, their problems, the ways they use their rights. Thus, they can compare their freedoms, rights and duties with those of teenagers abroad. But we shouldn't forget that a lot of young people, **who were born** in an independent Ukraine, have matured on the basis of crises and protests. Massive participation of the students and the young on the Euromaidan revolution is the vivid demonstration of their rights to freedom of thoughts and expression of their views and duties to defend the future of Ukraine and the aspiration of the young. Actually, the role **which is played** by the young as agents of political and social changes in the country appears to demand much more than going out into the streets.



But it isn't easy to get ahead in politics. The sociologists say that the young have a great potential to mould the history of their country, but persistence and hard work are needed from them to achieve a real democracy.

Human rights activists claim that the Revolution of Dignity represented a turning point for a part of Ukrainian youth, **who are eager to** change the life in the country for better. They don't want to be only consumers of politics, but also creators and active participants.

(The Ukrainian Journal)

* * *



Since the Revolution of Dignity and the latest events **which took place** in Donbass, Ukrainian society has witnessed a significant increase in activism. A lot of young people get together, join voluntary organizations and do voluntary work, **which is a valuable part of the country's population needs**. And not only that. According to opinion surveys, the level of confidence in the army, **which** enjoys a good reputation among the youth, is rather high. No wonder, when

the armed conflict in the East of Ukraine began, the youth volunteered immediately. Many young people believe it to be their duty to join the army without being forced.

Surely, young Ukrainians have the right to take an active part in civic activities. Politicians emphasize, that the principle areas of concern that motivate them to do it are the provision of aid for children in humanitarian crises and the defence of human rights. In this regard, Ukrainian youth launch campaigns promoting "civil" values such as tolerance and equality. People should learn how to get along with each other.

BrE – emphasise
AmE – emphasize

(The Kyiv Post)

* * *

Ukrainian youth has the right to education, but according to expert observations a disturbing trend, **which includes the decline of general and vocational education**, is taking place nowadays. They can take either of them if they had a chance. The Nationwide studies of youth of Ukraine 2017 show that only 44% of young Ukrainians are satisfied with the quality of education in general, and only one third believe that Ukrainian education meets the needs of the modern labour market. For comparison, according to the Eurobarometer Poll of 2014, 73% of young people in the European Union (EU) agreed that their education provided them with the skills they needed to find jobs in line with their qualifications. Furthermore, in 2016 59% of young people in the EU stated that their national educational systems were adapted to the modern labour market. The young people want to realize their rights and get profound knowledge both at school and Universities. That's why they protest against violations of students' rights for equality in education. A public opinion poll, **which was commenced** in 2013 showed that 62% of young Ukrainians stated that the educational services do not correspond to the current standards, 60% named lack of material, technical, financial and other provision of the Universities. Despite this, students still strive for higher education because they believe that special knowledge and expertise are important factors in finding job.

BrE – labour
AmE – labor

(Destination.com.ua)

* * *



Young Ukrainians are aware that they live in the crucial time for their country, when the window of opportunity has been opened and that they must be able to take advantage of it. The time has come to realize their aspirations, dreams and rights.

Article 24 of the United Nations “Convention on the Rights of the Child” gives them the right to health and health care. That's why young people are concerned about problems related to healthy living: the environment, ecology, poor medical care, abuse of smoking and taking drugs. They set up youth centres, children's

camp, student sport leagues, **which promote healthy** lifestyles, involve young people into different social and sport activities. They hope not only to maintain their own health and the health of others, but to develop existing Ukrainian traditions, achievements of social programs to protect against negative effects of the global cultural integration process, **that led to change in attitudes**, values, social well-being of young people.

Moreover, Ukrainian youth consider nature protection to be their duty. They focus on the burning problems of environmental protection in the country, **which in their view** will preserve the beauty of nature for future generations. Their slogans are simple but convincing: “No deforestation in the Carpathians!”, “Stop polluting air!”, “Don't throw waste into the rivers and lakes”.

I think, it's critically important today to understand young people's problems, ambitions and intentions, to keep in mind their rights and duties, because the youth of 2018 will be among those, who will make key decisions in Ukraine in 2025 and later.

(The Business Today)



ACROSS CULTURES

A voluntary organization – is an organization that is organized or supported by people who give their money, service etc. because they want to and do not intend to make a profit.



The United Nations (UN) – a large international organization that almost every country in the world belongs to, which was established in 1945 to make sure that there is peace in the world and that countries work together to deal with international problems.

The European Union (EU) – a political and economic organization established to encourage trade and friendly relations between its member countries.



a) For inquisitive learners: to know more, use the sites:

- <http://www.petermontminy.com/2010/12/teenagers-rights-and-responsibilities/>
- https://teens.lovetoknow.com/Songs_About_Growing_Up
- https://www.youthhood.org/government/si_index.asp



b) Read the texts again and fill in the chart with rights and duties of Ukrainian youth mentioned. Comment on their manifestations.

| Rights | Duties |
|--|--------|
| the right to health and health care... . | |

III. Language Track

Phonetics in Context

- In the texts, find and reproduce introductory phrases in context according to the pattern. Practise saying them in your own sentences.

Pattern: *,Actually, the role which young people play as agents of political and social changes in the country appears to demand much more than going out into the streets.*

,Actually, young Ukrainians take an active part in the life of the country.

Words and Phrases in Context

- From the texts, reproduce the sentences with the following vocabulary items – ‘any’ and ‘either’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the texts, reproduce nouns formed from the following verbs and make up your sentences with them.

UNIT 1

Example: *to express – expression*

*The youth have the right to freedom of **expression**.*

*I believe, the right to freedom of expression is extremely important for young people, because everyone should have his/her personal opinion and be able **to express it**.*

- to demonstrate
- to participate
- to change
- to achieve
- to increase
- to populate
- to provide
- to defend
- to observe
- to educate



- In the texts, find and reproduce sentences with the following words and word combinations in context. Add 2–3 logically connected sentences to develop the idea of the context.

Example: *to enjoy rights*

I think the new generation of Ukrainians, which is educated digital, more connected to the world and with many more rights than their parents and grandparents enjoyed. They are digital natives and have access to different sites and programmes. Moreover, young people feel comfortable with new technologies and many of them have become their bare necessities.

- crisis and protests;
- agents of political and social change;
- to enjoy a good reputation;
- to be compliant with current standards;
- to promote a healthy lifestyle.
- a turning point;
- decline;
- to be adapted to;
- to strive for

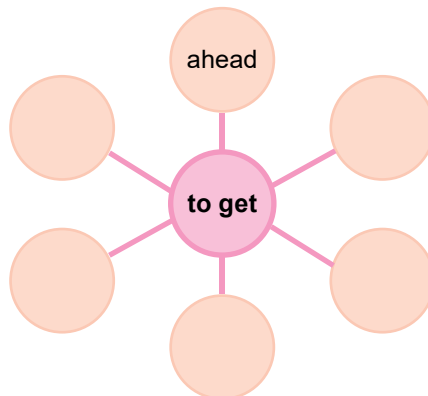


BECOMING A DIGITAL NATIVE

a) Language Search

From the text, find and reproduce phrasal verbs below to fill in the diagram. Using the sites suggested find 3 more phrasal verbs with this verb, with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find information about some well-known volunteer organizations in Ukraine. Focus on:

- their aims;
- the role they play in the life of youth in Ukraine;
- the participation of young Ukrainians in them.

Present your findings to the class and comment on the possible youth's rights and duties in them.

Grammar in Context

1. From the texts, reproduce grammar constructions in bold in contexts and interpret their meanings.
2. Complete the instructions and illustrate them with your own sentences.

Relative clauses can be *defining* or *non-defining*.

If you want to identify which member of a group the sentence talks about, use...

If you want to give additional information about the noun it refers to, use...

Go to your **First Aid Kit** p. 169 for more information



3. Read the pair of sentences below. Combine them by changing the second sentence into a relative clause. Use a relative pronoun and commas when necessary.



Example: *I bought the 'Kyiv Post'. I can read it in the evening.*
I bought the 'Kyiv Post' I can read in the evening.

1. I remember the day. I participated in the Euromaidan revolution.
2. There are volunteers. They help the population in the East of Ukraine.
3. Young Ukrainians dream of peace. They can't have it when there is a war conflict in the East.
4. Now there are political observers. They supply people with true-to-life information.
5. We live in Ukraine. In our country the economic and political situation changes slowly.
6. A lot of people suffer from the absence of a good job. Those people live in different parts of Ukraine.
7. Many young Ukrainians are ready to mould the history. These Ukrainians are students.
8. A lot of teenagers are eager to get a solid higher education. They can't do without new technologies.
9. My new youth club has become special to me. I come to it every day.

Go to your **WB** for more exercises

UNIT 1

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

To protect rights, the United Nation has worked out an international agreement called "The United Nations Convention on the Rights of the Child". Read these rights and say which you fully enjoy and in what way. Are you deprived of any? Which rights do you hope to realize later?

All children have the right to non-discrimination (Article 2).

Children have the right to life. State parties should ensure to the maximum extent possible to survival and development of a child (Article 6).

Children have the right to freedom of expression, freedom to seek, receive and impart the information and ideas of all kinds (Article 13)

Children have the rights to freedom of thoughts, conscience and religion. State parties should respect these rights (Article 14).

Children have the rights to meet other people. Children can join organizations, take part in meetings and peaceful demonstrations which do not affect other people's rights (Article 15).

Children have the right to privacy, the right to the protection of the law against the interference with it (Article 16).

Children have the right to information. State parties should ensure that the child has access to information and material from a diversity of national and institutional sources especially those aimed at the promotion of his/her social, spiritual, moral, physical and mental health (Article 17).

Children have the rights to express their views freely (Article 12).

Children have the rights to the enjoyment of the high standards of health and health care (Article 24).

Children have the right to education and development (Article 28, 29).

Children have the right to rest and leisure (Article 31).



Spoken Interaction

b) In pairs, look at the photo (p. 13), identify yourselves with the characters and complete the dialogue using the following useful phrases.



Useful phrases:

A. ...
B. ...

- A. Without doubt, young Ukrainians have not only rights but duties too. Do you agree?
B. Sure, I do. Actually, many of them demonstrate it every day.

A.
B. ...

A. ...
B. ...

- Have you ever thought of... ?
- Perhaps you could...
- Would you care to ... ?
- Why not ... ?
- ...is crucial, isn't it?
- I'm a little uncertain...
- We can't...otherwise...
- We should definitely...unless...
- Let's look at the other side of...
- It's time to...
- But it goes much further than that.



c) The nationwide poll “Youth of Ukraine 2017” states that Ukrainian “Generation Z” acquires additional meanings in terms of attitudes, values and rights in the new Ukrainian context. In groups, discuss the statement above and come up with your ideas as to new challenges of rights and duties of Ukrainian youth.

Listening

a) Before you listen

You are going to listen to a psychologist’s opinion about problems of young people. She entitled her piece of information “Young People – Old Problems?”. In the whole class, comment on the title and say what problems of young people the psychologist is going to touch upon and how much they are attributable to Ukrainian youth.

b) While you listen

Listen to the information and mark true/false statements below.

1. Today parents of teenagers worry a lot about increasing violence.
2. Teenagers believe it’s easier to live in the modern world.
3. The only reason for teenagers’ problems is poverty in the families.
4. Some psychologists claim that teenage problems occur when they are left alone.
5. Teenagers need more care and attention from adults.
6. When teenagers can’t find the answers to the problems that worry them in the family, they get them from other people.
7. Our society believes that teenagers are old enough to be responsible for their words and deeds.
8. Teenagers are well aware of their rights and responsibilities and can cope with them.
9. The psychologist considers that teenagers are not sure of their decisions.
10. The psychologist thinks that all worries, concerns and problems of teenagers will disappear in the future.

UNIT 1

c) After you listen

The author of the article claims that some people agree that teenagers are old enough to be responsible for what they say and do and should be given a lot of freedom and rights. The opposite group believes that teenagers are too young to be taken seriously.

In groups, discuss these points of view and voice your opinion.

In the whole class, compare your opinions and come up with your lists of recommendations for adults. Begin with: *when you deal with teenagers...*

Writing

a) Before you write

- If you want to argue with people about your rights and duties in Ukraine and express your opinion, write an opinion essay.
- In groups, brainstorm with your friends what arguments should your essay contain.
- Make a list of words and phrases you can use in your opinion essay to sound convincing.

b) While you write

How to Write an Informal Opinion Essay

| Content Tips | Language Tips |
|--|---|
| <ul style="list-style-type: none">• State the topic and your opinion in an introductory paragraph.• Write two or more paragraphs and present separate viewpoints supported by your reasons.• Restate your opinion in conclusion. | <ul style="list-style-type: none">– In my view...– In my opinion...– To start with...– Another major reason is...– Furthermore...– In addition to this...– It's argued that...– Contrary to what people may believe...– As opposed to the above ideas...– All things considered...– Taking everything into account... |

Go to your **First Aid Kit** p. 187 for a Sample of an Opinion Essay

Culture Comparison

Search the Internet and make a Culture comparison



- What rights and duties do your peers abroad enjoy?
- Have you got the same rights and duties? If not how do they differ?



At Home: In your WB write an opinion essay on the rights and duties significant to you.

1.2. What Makes Teenagers Different and Alike?

Word Bank

- considerate
- well-mannered
- ill-mannered
- selfish
- spiteful
- to socialize
- intuition
- random
- to initiate
- to replace
- acceptable
- to bully
- rewarding

Phrase Bank

- to enjoy every minute of...
- to judge people by...
- to be easy or difficult to deal with...
- to be a real treat
- cross-cultural communication
- on the outside/inside
- on equal terms
- to lose one's heart
- to change beyond recognition
- to treat somebody with dignity

Communication Box

- Long time no see!
- Basically...
- But in the end...
- By the way...
- Honestly...

I. Go Ahead!

Look at the photos and say how teenagers may differ.



Example: *I believe teenagers are different in their preferences in sport. Some like team sport, others prefer individual sport. It depends.*

II. Reading

a) Read the teenagers' talk and say how much you agree with them.

Ann: Hey, guys, long time no see! How was your International youth camp? Did you enjoy it?

Alex: If you ask me, I did. Though all of us were different, I enjoyed every minute of my spending time with them.

Ann: It takes many kinds to make the world as my mum says. **If we were the same, life would be dull.** Besides, we are brought up differently.

UNIT 1

Some are considerate, readily give in and well-mannered, others are selfish or even spiteful and never give up.

Vasyl: I think no one in the world looks exactly alike even identical twins. I personally, never judge people by the way they look. The difference in appearance is not that important for me. If a person is easy to deal with, has a nice sense of humour, then it's a real treat to make friends with her/him.

Kate: True, true. People behave differently and act differently. There were children from many countries in the camp. So we spoke different languages and had different cultures. **If it were not for our cultural and language differences, we wouldn't get a great experience in cross-cultural communication.**

Ann: What do you mean?

Kate: I mean that the possibility to communicate with children of different countries broadened my horizon, taught me to be tolerant of the things they don't like and accept the idea that 'different' doesn't mean 'bad'.

Ann: It was really a rewarding experience.

Alex: I can't agree more. At first we didn't know how to socialize with teenagers from England and America. They looked good on the outside, but personality mostly comes from the inside not the outside, you know.

Ann: My intuition tells me that **if a person looks good, he/she will be all ways kind and friendly.**

Vasyl: There is something in what you say. I made friends with Roy and Alice from San Francisco and learned about a very interesting trend that had started in America – random acts of kindness.

Ann: I've never heard about it. Can you tell us a little more about it?

Vasyl: Basically, followers of the movement called "The Kindness Revolution", willfully and willingly commit 'senseless acts of beauty', like giving flowers to strangers, smiling at elderly people, picking up litter etc. Roy said that it was their teacher who heard about another random act of violence on TV and decided to change the word 'violence' to 'kindness', then the whole tone of the statement was changed from negative to positive. Alice says that random acts of kindness are those little sweet, lovely things you do for no reason except to be a nicer person.

Alex: I liked this idea too. **If you do something nice for someone, it will make you and them feel better.** Alice and Roy organized one day in our camp under the slogan "Why not commit an act of random kindness today?". So the next day we went to the nearest village and tried it. It was just fantastic! It taught many of us not to be only kind, but more tolerant and respectful to others.

Kate: Now that you've mentioned an act of random kindness I remembered the "Day of Positive Thinking" initiated by our English friend Ruth. It looked like a game to replace any negative thoughts with positive ones. But in the end it helped many shy children not to lose their hearts while talking with their peers from abroad but to communicate on equal terms, to reveal their own selves. By the way, Ruth presented me with the book of Vera Peiffer who wrote about positive thinking.

Ann: I think it's quite acceptable to try it with our classmates. Maybe some of our guys will change their behaviour for better and stop bullying others but treat them with dignity and respect.

Alex: Treat others as you want to be treated, as the saying goes. But **if they had been with us in the International camps, they would have changed beyond recognition.** It's not that difficult to adapt your behaviour to the expectations of others.

BrE – behaviour
AmE – behavior

ACROSS CULTURES

San Francisco – a city and port in California known for being a very beautiful city, built on hills next to a bay.



Vera Peiffer – a well-known English psychotherapist, the author of many books who set up the Peiffer Foundation in 1994 to help people in their personal development.



b) Team up with your friends. One team presents “An Act of Random Kindness”, the second team – “A Day of Positive Thinking” suggested by the children’s International friends. What is your attitude to these activities? How do they help to change people’s behaviour?



For inquisitive learners: to know more use the sites:

- <https://www.modernghana.com/lifestyle/5465/the-most-common-problems-teenagers-face-today.html>
- <https://www.theguardian.com/society/2016/sep/24/teenagers-generation-in-crisis>
- https://greatergood.berkeley.edu/article/item/how_teens_today_are_different_from_past_generations

III. Language Track

Phonetics in Context

In the text, find and reproduce 10 words with the sounds /θ/, /ð/ in their contexts. Practise saying them in your own sentences.

Example: *How was your international youth camp?
I think youth is the future of the country.*

Words and Phrases in Context

- From the text, reproduce the sentences with the following vocabulary items ‘next’ and ‘near’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the texts, reproduce words and word combinations with the opposite meanings. Illustrate them with your own examples.

Example: *the same – different*

People are different and we should respect them and treat with dignity.

UNIT 1

- cheerful
- inconsiderate
- ill-mannered
- generous
- good-hearted
- a turning point;
- to look good on the outside
- evil
- unfriendly
- intolerant
- useless experience



- From the text, reproduce words and phrases which are attributable to the description of different behaviour patterns to complete the word cloud. Use them to describe someone from the class and let your friends guess who you mean.

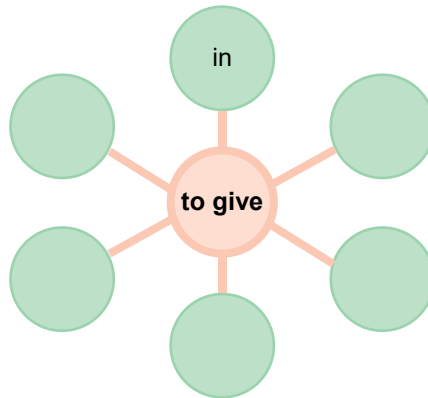


BECOMING A DIGITAL NATIVE

a) Language Search

From the text, find and reproduce phrasal verbs below to fill in the diagram. Using the sites suggested find 3 more phrasal verbs with this verb, with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about typical behaviour patterns of teenagers in England and the USA. Focus on:

- their behaviour code at school;
- their behaviour with parents and adults;
- their behaviour with each other.

Present your findings to the class and comment on the differences and similarities in your American and English peers' behaviour.



Grammar in Context

- From the text, reproduce grammar constructions in bold in contexts and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences.

If you want to talk about something that is likely to happen in the future, use...

If you want to talk about unlikely future events, imaginary or improbable situations in the present, use...

If you want to talk about possible events in the past that didn't happen, regrets or criticism, use...

Go to your **First Aid Kit** p. 169 for more information



- Read teenagers' advice seeking letters in the youth magazine and fill in the correct conditionals.

Dear Editor,

I am writing a SOS letter to you. If you **look** at the photo I have attached you _____ easily guess my problem. I often argue with my mum, because she never listens to me, never asks what I think or feel. I believe if she _____ demanding and more tolerant, my life _____ have been easier for me. She gives me orders every day like: "you've got to wear another dress. I don't want you to look too wild. If you _____ put on this dress you _____ look lovely" or "I insist on your going to the party with me. You'll get to know new people" etc. But I want to socialize with my friends and wear the clothes I like. If you _____ give me a piece of advice I _____ be thankful to you.

Sincerely,

Ann



Dear Editor,

Yesterday I had a very unpleasant talk with my friends. If I _____ been tolerant of them, our talk _____ become a row.

The matter is that my friends wanted me to go to the concert with them. I refused to join them because I was not interested in rock-music. If it _____ another kind of music I _____ definitely go with them.

My friends got offended and said that if I _____ go with them we _____ be friends any longer. I love my friends so I gave in.

Honestly, I didn't like the concert: the music was too loud and the rock musicians were not exciting. If I _____ to this concert I _____ felt better. But my friends were thrilled and enjoyed every minute of it. Did I make the right decision? Was my tolerance justified?



Go to your **WB** for more exercises

UNIT 1

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Read the examples of behaviour patterns. Choose those which seem unacceptable for you. Which are typical of teenagers? Which of them would you prohibit in public places if you could?

Sticking chewing gum everywhere.

Not cleaning up after your dog.

Coughing and yawning with your mouth open in public places.

Talking on a mobile phone in public.

Forgetting to say "Thank you" and "Sorry"

Swearing in public places.

Throwing litter everywhere.

Drinking beer in the streets.

Spitting in the streets.

Spoken Interaction

b) Pair up with your friends and discuss different behaviour patterns of teenagers in a form of a game "Look on the Bright Side".

| Guidelines | Useful Phrases |
|--|--|
| <ul style="list-style-type: none"> • One of you is a 'pessimist' who feels negative about all behaviour patterns and speak only about problems. • The other is an 'optimist' who looks at the bright side and is able to see the advantages in every situation. Even when something is really wrong, he/she tries to find the way out, gives some good advice to cheer up a pessimist. | <ul style="list-style-type: none"> • I support the idea... • I have nothing against... • It sounds strange to me... • I'm absolutely against the idea that... • ...irritate(s) me • It is (not) necessary to... • It's (im)possible to... • I'm absolutely positive (negative) that... • I'm for ...because... • ...one shouldn't forget that. |

Situation Cards

| | |
|--|--|
| <p>1. Your team lost the game:</p> <ul style="list-style-type: none"> • you blame the players, the referee and yourself; • you congratulate the other team on their victory. | <p>2. Somebody in your class is wearing mismatched clothes:</p> <ul style="list-style-type: none"> • you disapprove and criticize the person; • it doesn't make any difference to you, but you say a few pleasant words. |
| <p>3. You do not agree with what your friend says:</p> <ul style="list-style-type: none"> • you interrupt and say that he is talking nonsense; • you listen and say that everybody has the right to express his/her opinion. | <p>4. You walk home and see your classmates fighting:</p> <ul style="list-style-type: none"> • you start grumbling about their bad behaviour and moralizing; • you try to stop them saying that they must recognize each other's right to be who they are. |

c) In groups, comment on one of the statements:

It takes many kinds to make the world. Make some effort to understand others and be tolerant of them.

Everyone is special by being different. Respect his/her right to be who he/she is.

Everybody is different, but we are all equal. No one is allowed to be spiteful or arrogant to others.

Be proud of who you are and treat others as you want to be treated.

d) In the whole class, summarize your ideas in a poster “Behaviour Patterns Make a Man”.

Behaviour Patterns Make a Man

- Have warm and trustful relations with your family and friends.
- ...

Listening

a) Before you listen

You are going to listen to a story on tolerance. In 5 groups, think and decide:

- where the story takes place;
- who the main characters of the story are;
- how the characters demonstrated their tolerance.

b) While you listen

- Each group one by one will listen to one part of the story.
- Get together and arrange the story in the right order.
- In the whole class, listen to the story the second time to check if you were right.

c) After you listen

In the whole class, role-play a TV show “Teens Talk about Tolerance”. Use the guidelines:

- Say what tolerance is for you and why it is important.
- Why tolerance is especially important today.
- Why people are intolerant.
- Give the examples of incidents you make up which can serve as examples of intolerance.
- Give incidents from your life or from the life of other people which can serve as examples of tolerance.

Writing

a) Before you write

- If you want to get a piece of advice from many people, write an advice-seeking letter, which is published in a magazine or a newspaper section called “Letters to the Editor”.

UNIT 1

- Brainstorm with your friends: what worries teenagers in their behaviour and behaviour of others and why you want to get someone's advice.
- Make a list of words and phrases you can use to express your worry.

b) While you write

How to Write an Advice-Seeking Letter

| Content Tips | Language Tips |
|--|--|
| <ul style="list-style-type: none"> • Start your letter with an introduction in which state the reason for writing; • Write 2–3 paragraphs describing your problems from different perspectives; • Raise questions that worry you and give your explanations; • Ask for opinion; • Write some closing remarks in your conclusion and ask for help. | <ul style="list-style-type: none"> – I'm writing to you in hope... – There's no one I can turn to... – Never in my wildest dreams... – It would be most useful to know... – I would be delightful if... – I must apologize for troubling you with my request... – Thank you in advance for your kind cooperation... – I would like to thank you for your time... |

Go to p. 187 for a **Sample of an Advice-Seeking Letter**

Culture Comparison

Search the Internet and make a Culture comparison



- 1) What problems in behaviour patterns worry British and American peers? Are they the same as yours?
- 2) What do your foreign friends do to resolve conflicts or avoid them and become tolerant of others? Do you do the same?



At Home: In your WB, write an advice-seeking letter about someone's behaviour patterns that worry you.

1.3. What are your Household Chores?

Word Bank

- necessity
- tiresome
- dustbin
- neat
- to revolt
- chaotic
- appliances
- entirely
- housekeeping

Phrase Bank

- household chores
- to take a dog for a walk
- to take out the rubbish
- to be in order
- to wash up
- to run the house
- to keep the house tidy
- to be in a mess
- to clear up the mess
- to make something a rule

Communication Box

- In a word...
- That cat won't jump
- I'll see to it!
- On the contrary...
- ...is such a headache
- On second thoughts...

I. Go Ahead!

Look at the pictures and read speech bubbles. Say what household chores the teenagers have. Are they happy to do them? Are they the same or different?



Example: *I think it is the girl's duty to take her dog for a walk, but she is not willing to do it. I believe it has become a problem in the family.*

II. Reading

Oksana is a head of the children's council in her school. She organized a competition: "My Household Chores: a Headache or Fun" and asked the schoolchildren to share their experience in it, to illustrate them with photos.

a) Read what some children wrote about their domestic chores and say if you share their opinions.

Our family is rather big, we are six altogether. My granny, my mum, my older sister, my younger brother and me. Moreover, my parents and granny work every day, that's why dividing household chores is a necessity.

I don't think they are tiresome or unpleasant. We all help **one another** and that's why our flat is always in good order. I think my mum is a role-model for us as to housekeeping. She is extremely organized and rises half an hour before anyone else in the family. She says it's her duty to wake all the children, to prepare breakfast and gather the family at the morning table. After breakfast dad leaves for work and takes out the rubbish on the way. It is his responsibility to keep a dustbin empty and clean. While mum is busy with my little brother, my sister and me are helping **each other** in the kitchen. My morning duties include putting plates and cups back to their places and taking Rex for a walk. Rex also has a duty – to guard the house when everybody is away.



BrE – rubbish
AmE – garbage, trash

* * *



As a rule, my mum runs the house and keeps it tidy, but she wants my brother and me to do our room ourselves because we are not little kids as she says.

My brother Nick is 5 years senior and I share the room with him. He made it a rule to get up and to make his bed at once, that's why it is always neat. I like to stay in bed longer and when I jump out of bed I leave it

UNIT 1

unmade because I'm late. I'm desperately trying to find what clothes to put on and that's why my clothes are usually thrown over the chairs. In a word, our room is in an awful mess every morning.

One day my brother revolted: "That cat won't jump", Paul. Our room is chaotic and disordered. **See for yourself.** Clear up this mess! Since this morning it'll be your duty to make a bed and to do our room before breakfast, and I'll see to it".

I love my brother and never object to what he says. Thus, I do this duty regularly and can't say that it is unpleasant and boring. On the contrary, the sight of the room in perfect order appeals to me most.

* * *



I can often hear my friend say "this housework is never done. There is always something to do in the house". I understand what she feels about her household chores and don't agree with her. Cleaning the house, washing clothes, washing up took a lot of time when people had to do household jobs by hand. In the 21st century household appliances answer every need. I'm sure there are so many labour-saving devices in every house. For example, my mum doesn't

wash clothes, linen and other items **herself**, but a washing machine does it very quickly. My duty is to hang the washing and then to iron it. I made my duty pleasurable when I put on my earphones and do it to the music.

When we have a party in the house it's my responsibility to do the shopping. My mum makes a shopping list for me and I go to the supermarket to buy products. I enjoy **myself** helping my mom in the kitchen using a food processor, or a mixer. It turns cooking into a pleasure. So, household chores are not only boring.

* * *

I'm a normal teenager. I want to go out with my friends and do teenage things. But my parents insist on my doing household chores. For me, it is such a headache! I'm happy to have my own room, which looks quite disordered. The floor is covered with books and piles of papers, socks and slippers, even empty coffee cups. Sometimes I wish I was tidier and my mum often cleans the room for me, because she hates it being messy.

But one episode changed my attitude to household chores entirely. My classmate came to me one day and seeing a terrible disorder in the room said that the room reflects my personality. At first, I felt ashamed and confused, but on second thoughts I decided that it is a challenge to change my lifestyle. I made a general cleaning in my room **by myself** and since that time I don't only do my room but keep the whole house spotless. Moreover, I decorated my room with flower pots, because I'm interested in botany and thus I have got a new duty – to look after them. So, now I'm pleased **with myself**.



b) Read the children's information again and fill in the opinion chart with their attitudes to their household chores.

Opinion Chart

| + | - |
|-----------------------------|-----------------------|
| We like to help each other. | It's such a headache! |

III. Language Track

Phonetics in Context

In the text, find and reproduce 10 words with the sounds /ŋ/, /h/ in their contexts. Practise saying them in your own sentences.

Example: *My parents work every day that's why dividing household chores is a necessity.*

Dividing household chores is a must in many families.

Words and Phrases in Context

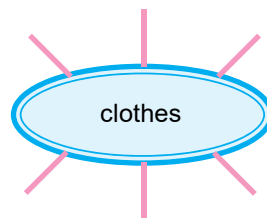
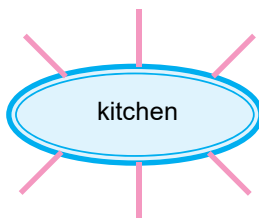
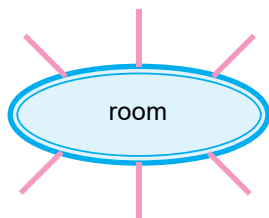
- From the text, reproduce the sentences with the following vocabulary items – *'duty-duties'* and *'responsibility'* in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the texts, reproduce the household chores suitable to the following statements.

Example: *the room is in a mess – to clear up the mess*

- The plates and cups are dirty.
- The dustbin is full.
- The clothes are dirty.
- We've run out of products.
- The room is in disorder.
- The dog is at the door. It needs fresh air.
- I've finished washing the linen.
- The flower-pots are dry.
- Now the plates and cups are clean.



- From the text, reproduce words and word combinations which may be attributable to the description of the household chores in the following content areas:



Make up your own sentences with them.

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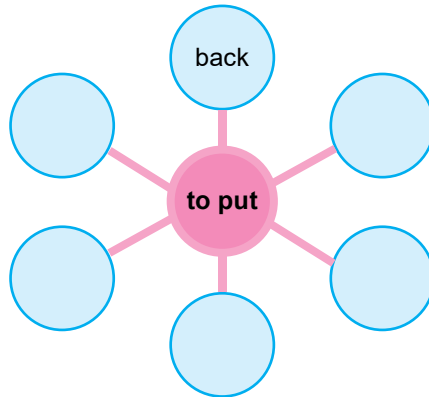


BECOMING A DIGITAL NATIVE

a) Language Search

From the text, find and reproduce phrasal verbs below to fill in the diagram. Using the sites suggested find 3 more phrasal verbs with this verb, with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about household chores of British and American teenagers. Focus on:

- what household chores are typical of British and American teenagers;
- how regularly they do their household chores;
- what attitude to their chores is.

Grammar in Context

- From the text, reproduce grammar constructions in bold in contexts and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences:
When the subject and object of a sentence refer to the same or things, use...
In the meaning of *'alone'* or *'without help'*, use...
When the subject and object of a sentence refer to the same people and these people have a two-way relationship, use...
When the subject is more than two people, use...

Go to your **First Aid Kit** on p. 170 for more information



- Look at the pictures below, read and complete the mini-dialogues with reflexive pronouns.





- What a nice dress! Who made it for you?
- I made it **myself** and my sister embroidered it. We often help _____.



- Look at _____! You are dirty again.
- I helped my dad and granddad in the garden. We always help _____. And look at the bench, I made it _____.



- The room is in perfect order. Did you help my granddaughter?
- No, she did it all _____.
- Great! Don't do it _____. Let her try.



- Help _____ to the cakes. I made them, _____.
- Didn't your granny help you?
- Usually we help _____, but this time I made them all _____.

Go to your WB for more exercises

IV. Communication Track

Speaking

Spoken Production



a) Food for Thought

Read what people said about housekeeping. Think and decide if it is only parents' responsibility to run the house.



"Housekeeping ain't no joke (Housekeeping is not a joke)".

Louise May Olcott

"The whole process of homemaking, housekeeping and cooking, which ever has been woman's special province, should be looked on as an art and a profession".

Sarah Joseph Hale



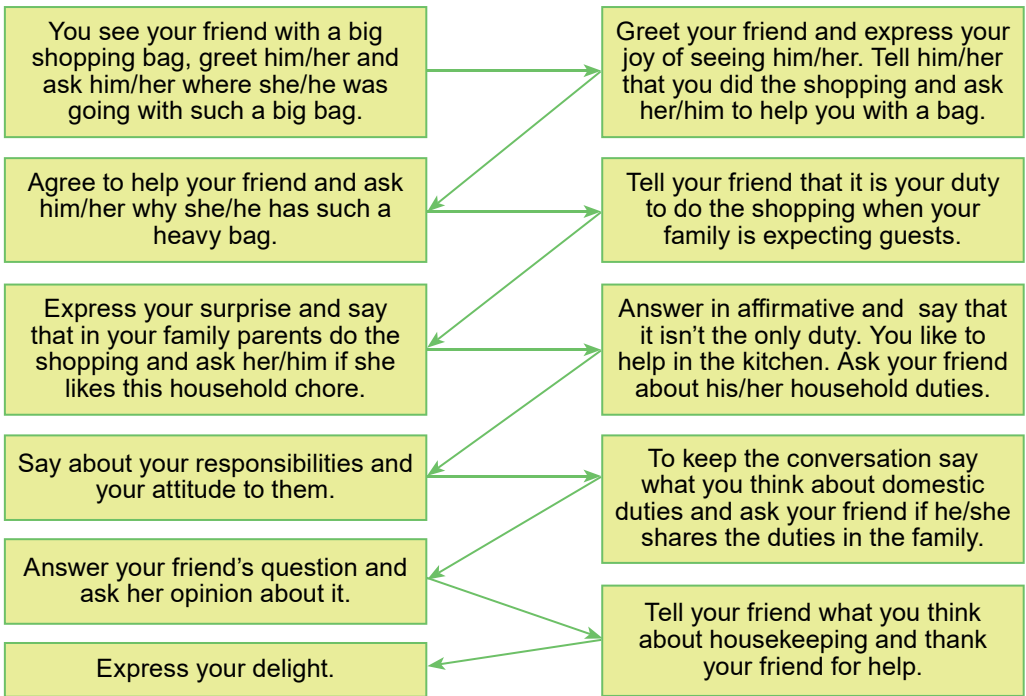
Spoken Interaction

b) In pairs, discuss your household chores completing the dialogue. Use the phrases below.

Useful phrases:

- Oh, my! It's really tiresome.
- Oh, dear, I am sorry to hear that.
- Oh, poor you.
- That's too bad.
- Oh, what a pity.
- Why don't you...
- If I were in your shoes, I'd...
- Don't say die! Look at the bright side of...
- You'd better...

Discussing Household Chores



c) In groups, think and decide how labour-saving devices changed people's attitudes to housework and turned many household chores into a pleasure.

Listening

a) Before you listen

You are going to listen to Anna Martin's story "Spring House Cleaning", in which she describes her memories of this process in her family in the USA. Group up with your friends and say:

- if spring house cleaning has gone from modern housekeeping;
- what memories Anna Martin keeps about this process;
- what domestic chores Anna might have during spring house cleaning.

b) While you listen

Listen to the story and put the pictures below in the correct succession as they are mentioned in the story.



c) After you listen

In groups, discuss spring house-cleaning in your family using the star-technique.

Who takes part in it?

When does this process take place in your family?

Which spring cleaning chores do you do?

What do you do to make your work more pleasant?

How often do you do spring-cleaning?



d) In the whole class, compare cooperation styles in housekeeping in the USA and in your country. Does it reveal the truth of the saying “Many hands make light work”?

Writing

Work in groups and design a creative project “The Portrait of Ukrainian Youth”.

1. Choose the format for your project (a poster, a TV show, a slide presentation etc).
2. Find the necessary information about youth’s rights, duties, domestic chores, behaviour patterns etc.

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3. Collect the results of the nationwide polls, diagrammas, schemes, tables, photos, pictures, quotes and other illustrative materials to make your project attractive.
4. Think of an interesting way of presentation your project.
5. Evaluate your friends' projects, using the evaluation card below.

Evaluation Card

| Write | Group 1 | Group 2 | Group 3 |
|--|---------|---------|---------|
| 1. If the information was sufficient and convincing. | | | |
| 2. If the illustrative material was suitable and essential. | | | |
| 3. If the format of the project was unusual and interesting. | | | |
| 4. If the presentation was successful. | | | |

Culture Comparison

Search the Internet and make a Culture comparison



- Find some information about different ways of housekeeping in the English speaking countries and compare them with Ukrainian ones.

1.4. Developing Integrated Skills

- I. Suppose a charitable fund announced that it would donate 100 000 hryvnias for setting up a youth centre. Group up with your friend and come up with your ideas on such items.

Item I

- What kind of a centre do you want to set up? Who may be the participants of the centre?
- What will be its aims and tasks?

Item II

- What questions will the young people discuss in their meetings?
- What youth problems will the centre try to solve?

Item III

- How will the centre look like? What should be in the centre?
- How would you distribute the money given? What will be the main financial priority?

- II. Look at the photos below. Pair up with your friend and discuss the advantages of promoting a healthy way of life in the family. Say if this lifestyle is present in your families.





III. You are going to have a press conference with Green Peace members. Team up with your friends.

Team 1 will be young Ukrainians, the members of the eco club who are interested in the problem of environmental protection and want their guests to answer their question.

Team 2 will play the parts of Green Peace members, who are ready to give all the information you want.

The collage below will help the teams to focus on the questions and answers.

The role of youth in nature protection



Global issues of environment



The most important environmental events



The most memorable events of the Green Peace members' activities



The ecological situation in Ukraine

Interesting eco-projects

UNIT 1

IV. In the whole class, make a mini-project: a class agreement on the “Basic Rules of Behaviour”. Think and discuss the following aspects.

Relationships

The rights of others

The educational process

Safety

Atmosphere in the class

Health

Make a list of rules and present them to the whole class giving reasons for each of the rules. Follow these rules from now on.

1.5. Your Test Pack

A. Use of English

1. Read the text below. For questions (1–10) choose the correct answer (A, B, C, D). There is an example at the beginning (0).

It is true that there 0 are so many problems facing teens today. Some of my friends are 1 with their life and turn 2 drugs and alcohol. I think adults shouldn't be 3 to what their children do. Once you reach the age of sixteen or seventeen, your parents think you old 4 to decide for 5 and let you do what you want.

My friends and I don't do 6 exciting but we usually have fun just being around each other. We try to help each other if we 7, because a lot of the time, being a teenager isn't fun. I think it's a 8. You 9 go to school and your parents want you to get good marks and very often you deal 10 your own problems.

| | A | B | C | D |
|----|--------------|------------|------------|-------------|
| 0 | were | are | will be | is |
| 1 | dissatisfied | pleased | satisfied | happy |
| 2 | on | to | upon | into |
| 3 | concerned | happy | pleased | indifferent |
| 4 | enough | too | quite | very |
| 5 | ourselves | yourselves | themselves | yourself |
| 6 | something | anything | nothing | some |
| 7 | can | ought to | should | must |
| 8 | a job | right | duty | pleasure |
| 9 | have to | may | can | ought to |
| 10 | on | over | by | with |

2. Read the sentences and fill in the right word-form.

| | |
|--|--------------|
| 1. As many teens, I'm against violence on TV. | VIOLENT |
| 2. My parents want to know about my _____ in life. | AMBITIOUS |
| 3. Many young people are _____ of different youth organizations. | PARTICIPATE |
| 4. Our meeting with eco-club members was the most _____. | ENJOY |
| 5. If I were you, I wouldn't rely on him, he is very _____. | FRIEND |
| 6. It's difficult to deal with her, because she is very _____ and loses her temper easily. | PATIENCE |
| 7. Unfortunately, my room is often _____ and my mum can't stand it. | MESS |
| 8. My household chores have become my _____. | NECESSARY |
| 9. I became acquainted with a boy who is _____ different from my friends. | ENTIRE |
| 10. I made it a rule, not to leave my bed _____ and my room _____. | MAKE TIDY |

B. Reading

Read the article and put the paragraphs in the correct order.

B After education and studying comes the great challenge: entering the labour market. In the case of Ukraine, the level of unemployment, between 15 and 17 per cent, is not as shocking as in other parts of Europe (such as Greece or Spain, with around 50 and 44 per cent youth) unemployment respectively.

E However, although the level of unemployment is not alarming, and though temporary contracts are relatively uncommon, around half of Ukrainian youth do not work in jobs that correspond to their education and training, and there is a great deal of informal employment, together with little enforcement of workplace rights and, in general, very low wages (an average of around 150 euros per month).

C The majority of young Ukrainians (around 80 percent) overwhelmingly prefer to seek employment in the private sector, where they think they will have a better chance of a higher salary and more opportunities to develop their career. Even so, the available surveys do not present us with very positive figures regarding the relationship between expectations and reality in material items: only eight per cent of the young say they live comfortably, and only one per cent that they have reached a desirable financial status.

I Experts agree that it would be useful to analyse current tendencies in order to adapt academic education better to the labour market, offer assistance so that young people can choose a professional career more carefully and provide more education in the business field. As Mytrofianskyi points out, "close to 38 per cent of young people would like to set up their own business". Is the public sector not attractive at all?

G There are people who are also interested in the public sector, who want to change things, even with the low salaries, but it would maybe be helpful to raise the pay to provide more motivation" says Oleksandr Ustymenko, a recent economics graduate and representative of the European Youth Parliament in Ukraine.

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A In this context, the possibility exists that earlier investment in education and the talents of the most recent generations may be squandered, and equally that dissatisfaction at work may lead to low levels of productivity. Another great risk is that young people who are better educated – graduates or with post-graduate studies – may leave the country in search of better opportunities abroad.

D Ukraine has a long history of migration, and there are substantial Ukrainian diasporas in several parts of the world. In 2014, some 33,000 young Ukrainians were living in the European Union, studying or undertaking some form of training. Can one speak of a brain drain?

F “It depends where they go. If they study in Poland, for example, where it’s easier to get a diploma, they normally come back to Ukraine. If the destination is Germany, there is a greater possibility that they will go on study and stay there”, claims Stadny.

H The majority of young people do not want to emigrate, but today the unstable economic situation, the conflict in the south-east of the country and the search for a higher standard of living are the principal motivations when it comes to packing one’s bags, and will probably continue to be so in the future.

C. Listening

Listen to a teenager’s experience of living in a new culture and tick off the sentences which she/he advises to bear in mind if you are abroad.

1. It’s important to adapt your behaviour to the customs of the country.
2. You should forget about your own culture.
3. Respect traditions of the country you are in.
4. If you don’t follow the behaviour patterns attributable to the foreign culture, you’ll get a ‘cultural shock’.
5. Don’t compare the cultures or try to find differences and similarities with yours.
6. Being abroad you should remain open to all new impressions and learn rather than judge.
7. There’s no need to prepare for living in another culture beforehand.
8. There is a lot in common in cultures.
9. You should be tolerant and understanding while being abroad.
10. Living in another culture is always rewarding.

D. Writing

To sum up what you’ve learned in this unit, write an essay “Me and My World”.



Unit 2

ONE PERSON'S MEAT...

In this unit, you will learn how:

- to talk about meals;
- to discuss your preferences in food and recipes of your favourite dishes;
- to describe healthy and unhealthy food;
- to integrate your skills on the topic;
- to check the level of knowledge and skills on the unit, getting ready for independent testing.



UNIT 2: ONE PERSON'S MEAT...

2.1. How much do you know about meals around the world?

Word Bank

- misconception
- oats
- snack
- herbs
- eggplant
- lamb
- topping
- essential
- remnants
- to sprinkle
- sauce

Phrase Bank

- culinary highlight
- to shatter a myth
- to serve on special occasions
- to grow in popularity
- to be a firm favourite among...
- to treat somebody to...
- to have a sweet tooth
- to be in one's list of likes
- to look appetizing
- to get rid of...

Communication Box

- I must confess...
- Poor guess!
- I expected as much!
- Thanks to...
- You are sure to like it

I. Go Ahead!

Look at the photos and say what countries these drinks and food come from and what you know about their origin.



a hamburger



Coca-cola



Sushi



a sandwich

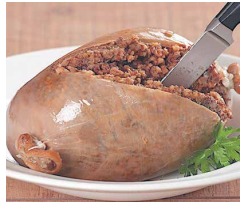
Example: *I think a hamburger is from America. I tasted it in McDonald's. There are different kinds of them – with meat and cheese.*

II. Reading

- a) Teenagers of one school set up a cookery club “Pampushka” which is very popular in school because it holds different interesting activities. Today they have a cookery slide-show “Meals around the World” in which their international friends will take part. Read their information and say what historical facts about meals of the world you've learned about.



Yorkshire pudding



Huggis



Welsh rabbit



Irish stew

PART I

Let me start. I visited Britain twice and was introduced to some really interesting dishes. I must confess that there are some myths and misconceptions in Ukraine about the food and drink in Britain. Some of us believe that English cuisine is bland and its culinary highlight is roast beef, that the Yeomen warders of the Guard at the Tower of London are still called “Beefeaters”. I’d like to shatter some myths and present you the most popular dishes in each part of the country.

It’s true that roast beef is a traditional firm favourite among people that has lasted for decades. You probably know the ancient Celtic farmers kept a variety of animals and used their meat in their meals. Today roast beef is served as Sunday Lunch. Traditionally, it is called Sunday roast. It is a large piece of beef, cooked in an oven and in many British families it is usually eaten with Yorkshire pudding. Are you surprised? Do you think it is sweet? Poor guess! It’s a national British dish made by baking a mixture of flour, eggs and milk in fat, normally in separate pieces like small cakes. You can see it in the first slide. It looks appetising, doesn’t it?

BrE – appetising
AmE – appetizing

Scotland has also much to offer. Many of you eat porridge for breakfast and think that it is a typical English meal, don’t you? You are wrong, it is a traditional Scottish food, eaten with salt. Nowadays, those who want to lose weight boil oats in water and **add** a lot of different fruits. But I’d like to introduce you another traditional Scottish dish – huggis. It is made from sheep’s stomach and reminds me of our Ukrainian blood sausage, but bigger. My English friend says that now huggis is only served on special occasions. In recent years a new vegetarian version of huggis is growing in popularity. You can see it in the second slide.

And what comes into your mind when you hear the name of the Welsh dish ‘Welsh rabbit’? I expected as much! You think it’s a main meal, right? I’d like to reassure you. This dish is eaten as a small meal or as part of a meal, consisting of bread with cheese on it cooked under heat until the cheese melts. It’s a really satisfying snack. In Ukraine we often make such a toast in a microwave oven and call it ‘a hot cheese sandwich’. Now you know that this dish came from Wales. It is in the third slide. And the fourth slide is devoted to Ireland and its famous Irish stew. This dish is still regular at many tables in Ireland. Its ingredients are various, but potatoes and lamb are the essentials in this dish. I learnt about Irish stew when I was reading Jerome K. Jerome’s famous novel “Three Men in a Boat”. You remember how three friends were trying to cook Irish stew to get rid of all remnants of food. **I couldn’t help laughing reading** about it but in fact, it shows how popular the dish was at that time and today it didn’t lose its popularity. If you got interested in British meals, our cookery club will share the recipes with pleasure. And now meet our international guest from Greece.



Stuffed grape leaves



Moussaka



Baklava

PART II



Hello, my name is Andreas and I'm glad to participate in your cookery slide-show. Some of you probably have never tasted Greek food. So I'm here to correct this mistake and not only to show slides, but show how to cook some of the national dishes.

In ancient Greece cooking became a highly developed art and master cooks were the highest paid men in the country. Through their contacts with Asia, Greeks learned to make their diet mainly vegetarian. Thanks to our geographical

position and favourable climate, my country is rich in vegetables and fruit, which we use a lot in cooking.

If you happened to be in Greece you'll necessarily be treated to stuffed grape leaves because it is a traditional Greek food. I know grapes grows in Ukraine so you may also cook this dish. Look how I'm doing it. **First and foremost** I chop onions **then add** a cup of rice and minced lamb. **After that** I sprinkle herbs like mint and basil. **Now** I mix everything together and roll up the grape leaves. **Afterwards** we'll put the dish into the oven for an hour and a half. By the end of our show stuffed grape leaves will have been ready. So you'll help yourselves to the dish.

Here in Ukraine I tasted cabbage rolls. They are very delicious but different. In the second slide you see another national dish which is in the list of likes of many tourists. It is Moussaka. Every Greek housewife has her own recipe of the dish which she considers to be the best, but there are some compulsory ingredients – eggplants, meat, cheese and herbs. You see there's no national dish without herbs in my country. And now baklava, the best treat for kids. If you have a sweet tooth, you are sure to like it. It's a dessert of thin, flaky layers of pastry, honey and nuts. Look at it in the slide. I have my mouth watered. And you? Don't be upset, I brought some ready made for you. Here you are.

PART III



Risotto



Pasta



Pizza

My friends and I have spent a week in Italy this year at the invitation of our international friends. On coming back we want to share our impressions about Italian cuisine.

You know of course, that Italy is home of some world's most popular culinary products. Among them there is Italian cheese, coffee, parma ham and extra-virgin olive oil. Italian cuisine relies on them and other fresh ingredients cooked on the spot and a combination of vegetables, fruits, seafood, fish and olive oil. We've learned that Italian diet is plant-based in nature, with a heavy emphasis on vegetables, grains, seeds and beans. Besides, it is characterized by its simplicity, with many dishes, having only from two to four main ingredients.

We lived in an Italian family and paid attention to the fact that for Italians meals are seen as a time spend with families and friends, thus meals tend to be

longer than in other cultures. A notable aspect of Italian meals is that the primo or first course is usually a filling dish such as risotto or pasta.

In the 1-st slide you see risotto, which contains maize, rice, beef and butter. Rice is carefully prepared to absorb the flavours of broth, wine, butter and olive oil.

Don't take it for pillaff which we eat in Ukraine and which has rice as the main ingredient. It only looks like it but in reality it's different.

Pasta is the dish in which noodles of various length, widths and shapes are the main food. In the second slide you can see spaghetti served with tomato sauce. If you add minced beef on a bed of spaghetti, you'll have a new dish – spaghetti “Bolognese”, known as “Spag Bol”. So not for nothing Italians have a nickname ‘noodle lovers’.

But with your help we want to make a well-known in Ukraine Italian dish. Guess what dish we mean? Exactly! It's pizza. Surprisingly enough, pizza is not purely Italian invention. Our Italian friends told us that in ancient Greek and Egypt people ate flat baked bread with toppings such as potatoes, vegetables and Italy is responsible for shaping pizza into the current form. You see many ancient cultures have had a hand in the evolution of pizza, haven't they? It will be also interesting for you to know that the first people who tried pizza were King Umberto and Queen Margherita. They loved it and since that time it became a hit among Italians. Today we'll make this very pizza which is made in a patriotic style. Watch us and guess why it is called patriotic. **First**, we must bake a flat round bread, but we made it previously. **Now** we will prepare a topping and will peel tomatoes and **then** slice them. **In the meantime**, my friend will cut mozzarella into half. After that we will make the sauce mixing crushed garlic and green basil leaves. **Next**, we'll smooth sauce over the base with the back of a spoon and scatter mozzarella and tomatoes. **Finally**, we drizzle pizza with olive oil and put it into the heated oven for 8–10 minutes until crisp. **While** our pizza is being baked can you answer our question about its patriotic style?

Good students you are! All colours of the pizza – red tomatoes, white mozzarella and green basil leaves are the colours of Italian flag. Our pizza is ready. **Last but not least** we'll add fresh basil leaves and some olives to decorate it. Help yourself to Italian pizza in a patriotic style.



BrE – flavour
AmE – flavor



ACROSS CULTURES

Yeomen warders or Beefeaters – a group of men who guard the Tower of London. They wear a red uniform from the Tudor period and are called ‘beefeaters’.

Jerome K. Jerome (1859–1927) – an English writer, best known for his humorous novel “Three Men in a Boat”.



Mozzarella – a soft white Italian cheese, often used on pizzas.



Jerome K.
Jerome

- From the text, reproduce the following words and phrases and interpret their meanings. Make up your own sentences with them.

- myth
- misconception
- to remind of
- a special occasion
- a satisfying snack
- remnants of food
- compulsory ingredients
- ready-made
- plant-based diet
- a filling dish

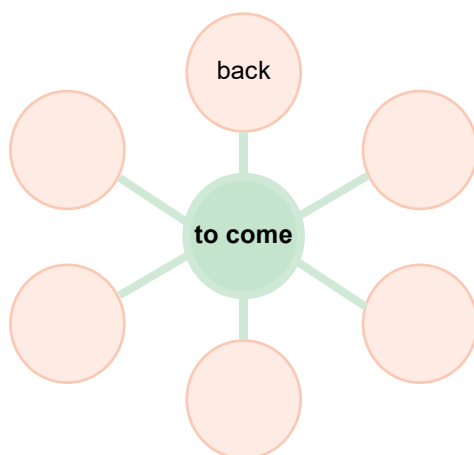


BECOMING A DIGITAL NATIVE

a) Language Search

From the text find and reproduce phrasal verbs below to fill in the diagram. Using the sites suggested find 3 more phrasal verbs with this verb with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about 1–2 interesting national dishes from any country to continue a cookery slide show. Focus on:

- their origin;
- the way they are cooked;
- the way they are served.

Present your findings to the class and express your opinion.

Grammar in Context

- From the text, reproduce grammar items in bold and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences.

UNIT 2

- If you want to describe the process in the order it happened, use...
- If you want to focus on time, use...

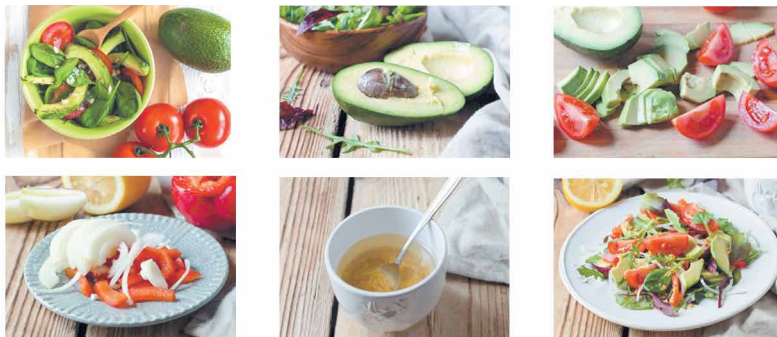
Go to your **First Aid Kit** p. 171 for more information

- **Work in groups and make a recipe of a dish. Each member of the group describes his card of the recipe.**

Group 1: How to make yogurt cucumber salad.



Group 2: How to make vegetable salad with avocado.



Example: *First we peel avocado.*

Go to your **WB** for more exercises

IV. Communication Track

Speaking

Spoken Production



a) Food for Thought

There is a lot of food and drinks from different countries in Ukraine. Say which of them are popular in your country and why. What food or drink from abroad became your favourite.

b) Spoken Interaction

In pairs, role-play the situation below. Use the useful phrases from the box.

Role 1: *Your international friend from Japan is coming to you on a visit. It is his/her first visit to Ukraine and you want to please her/him with your national dishes and also say that some Japanese dishes are also popular in your country.*

Role 2: *You have an international friend in Ukraine. At his/her invitation you are coming to Ukraine on a visit. You know that he/she is a member of his/her school cookery club and you are bringing him/her a present – a Cookery Book with Japanese dishes. You also want to taste Ukrainian dishes and have a recipe of those you like the best.*

Useful Phrases:

- Hi , long time no see.
- How was your trip?
- What do you say to... ?
- Would you like... ?
- How do you find... ?
- How do you call (cook)... ?
- The dish tastes...
- I've never eaten anything like that before.
- It's incredible!
- Thank you for sharing...
- ...was a real treat.
- ...will be in my list of likes from now.



c) In groups, discuss the truth of one of the proverbs or quotes suggested below. Illustrate them with the examples of your personal experience.

“Food is a dangerous article. Too much food makes you fat, too little food makes you dead”.

Mark Harding,
British comedian

“Every cook praises his own broth”.

English proverb

Tastes differ.

Fasting comes after feasting.

Feast today and fast tomorrow.

English proverbs

“Where you eat is sacred”.

Lewis Burwell,
Spanish film-maker

Listening

a) Before you listen

You are going to listen to the talk of Philip Stewart who is going to cook his favourite dish for the greatest American holiday “Thanksgiving Day”. He talks with his wife Ellen and his son Robert. Look at the products and decide what dish the man is going to cook.

UNIT 2



Apples



Flour



Butter



Sugar



Walnuts



Cinnamon

b) While you listen

Listen to the talk and correct mistakes in the statements below.

1. Philip begins to get ready for cooking counting money.
2. Ellen worries that her husband is too quick.
3. He takes butter from the shelves.
4. Walnuts make his dish famous.
5. Philip's wife said that all the spices are on the table.
6. As it turned out they left the cinnamon in the shop.
7. Philip's son Robbie loves apples in his dad's dish.
8. Robbie agrees to help his dad out and goes to the market.
9. His mum advises Robbie to put on a hat, because it's cold outside.
10. Robbie asks his parents not to answer Alexandra's call.



c) After you listen

In the whole class, make a recipe of Philip's dish. Try to describe the process of its cooking. Is this dish popular in Ukraine? If yes, what ingredients do you put into it? On what occasions do you eat this dish?

Writing

a) Before you write

If your international friend likes one of Ukrainian dishes and asks you how you've made it, give him / her a recipe.

- In groups, brainstorm with your friends what dish of Ukrainian cuisine is popular with foreigners.
- Make a list of ingredients for this dish.

b) While you write

How to write a Recipe

| Content Tips | Language Tips |
|-----------------------------|---|
| Make a list of ingredients. | <i>Steps</i> <ul style="list-style-type: none">• Boil...• Cut...• Slice...• Chop...• Fry etc. |

Go to your **First Aid Kit** p. 188 for a Sample of a Recipe

Culture Comparison

Search the Internet and make a Culture comparison



- Americans cook special dishes for their great holiday Thanksgiving Day. Search the Internet and find out the recipes of these dishes. Compare them with the dishes Ukrainians cook for special occasions.



At Home: Write a recipe of your favourite dish.

2.2. What are your Food Preferences?

Word Bank

- nutritious
- to skip
- to bother
- home-made
- flour-based
- incredible
- to assimilate
- organic
- high-calorie

Phrase Bank

- to put on weight
- to dine out
- adventurous eaters
- to snack through the day
- to miss something badly
- fizzy drinks
- to one's heart's content
- to be concerned about the food

Communication Box

- It's ages since we've met!
- Vice versa
- As far as I remember...
- I'm all for it!
- If it isn't Alice!
- Off we go!

I. Go Ahead!

Look at the photos and say what preferences in food these people may have. What makes you think so?



Example: *I think the man in the first photo prefers fattening food, because he has a weight problem.*

II. Reading

- a) Read the conversation of teenagers discussing their preferences in food and say whose opinion you share and why.

MEETING AFTER A LONG ABSENCE

Alice: Hi, guys, I'm back!

Vasyl: It's ages since we've met! If it isn't Alice! You look terrific. Just like a real American girl! When did you come back?

Alice: My exchange program was over three days ago and so I'm here.

Ann: Glad to meet you, Alice. How was your life in the US?

Alice: I like Seattle and my school, the house I lived in – everything, except food.

UNIT 2

Helen: It can't be! You look as if you've put on a little weight, eating tasty nutritious food.

Alice: My parents say the same! But it was impossible to watch my weight because my host family had absolutely different preferences in food than I had. As well as the meal schedule.

Helen: What do you mean?

Alice: My host mum didn't bother with breakfasts at all and we had either fast food like a hamburger or pizza or sometimes breakfast was skipped entirely. Here in Ukraine I got used to mum's hot breakfasts and a cup of coffee.

Vasyl: **You said you studied in Seattle, didn't you?** And Seattle is known as a place where people can have good coffee. I read about it in some magazine. Didn't you dine out?

Alice: Of course we did. Americans are adventurous eaters and enjoy ethnic food. They can snack throughout the day on chips, French fries but for the main meal of the day – dinner most families usually go to some restaurant which features ethnic food like Mexican, Chinese. My host family enjoys eating Tex-Mex because my host mum is the Taiwanese.

BrE – chips
AmE – French fries

Ann: How interesting! **You liked Thai food, didn't you?**

Alice: Vice versa! I prefer home-made food and missed my mum's soups and cutlets and even varenyks and pancakes badly.

Ann: As far as I remember, **you didn't like flour-based food, did you?**

Alice: Right, but my American experience shows that there is nothing like wholesome tasty Ukrainian food.

Alex: If you ask me I have nothing against junk or takeaway food. **It's a part of a ritual when you have an outing, isn't it?** When you go out you can eat shashlyk, crisps, sandwiches, have fizzy drinks and don't bother about your table manners. Moreover, **you can enjoy the fresh air and scenic views and relax to your heart's content, can't you?**

BrE – takeaway
AmE – takeout

Vasyl: You are an incurable romantic, Alex. But I am personally concerned about the food I eat.

Helen: Of course you should be! **You are a school champion, the best swimmer of the year, aren't you?**

Vasyl: I am, and this is the reason why I prefer well-balanced diet with all kinds of meat, milk products and cereals. **Food is the basic fuel of our life, isn't it?**

Helen: So it is. But you forgot about vegetables and fruits. Not that I'm a vegetarian, but I prefer to eat meat with vegetables. My mum says meat is better assimilated with them.

Ann: Your mum is a doctor and she knows best. Besides, if you want to watch your weight and stay slender you should eat healthy food like vegetables and fruits. I also can't do without all kinds of vegetable and fruit salads.

Helen: The only problem is if the vegetables we eat are organic and...

Vasyl: Look here, girls, you can go on talking about your diets nineteen to the dozen. But I have a better idea. Let's go to the cafe and realize our food preferences there.

Alex: I'm all for it!

Alice: Me too.

Ann, Helen: Agreed then. Off we go!



b) Read the text again and fill in the preference chart below. Comment on teenagers' food preferences.

Preference Chart

| | Food Preferences | Reasons |
|--|------------------|---------------------------|
|  Alice | Homemade food | Likes her mother's dishes |
|  Vasyl | | |
|  Ann | | |
|  Helen | | |
|  Alex | | |

ACROSS CULTURES



Seattle – a city and port in Washington State in the Northwest of the USA. It is also an important business centre and a centre of the Rock music industry.

Tex-Mex – related to the style of cooking from the South western US, based on American and Mexican styles.



French fries – long thin pieces of potato cooked by being fried in oil.

Taiwan – an island off the SE coast of China.



For inquisitive learners: to know more use the sites:

- https://www.academia.edu/31934941/Food_preferences_are_strongly_influenced_by_cultural_traditions
- <https://www.sciencedirect.com/topics/food-science/ethnic-foods>

III. Language Track

Phonetics in Context

- From the text, reproduce exclamatory sentences in context with a correct intonation, following the pattern.

Pattern: Hi, ,guys! I'm \back!

Practise saying them in chain.

Words and Phrases in Context

- From the text, reproduce the sentences with the following vocabulary items – ‘junk’ and ‘fast’. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the texts, reproduce adjectives which characterise food in context to fill in the table. Match them to their meanings and say which of them are attributable to you.

| | |
|-------------------------|--|
| <p>Organic →</p> | <p>a) food which makes you put on weight; b) naturally grown, having no chemical additives; c) likely to make you healthy; d) containing many useful substances; e) food which is cooked at home; f) food that you buy at a shop or restaurant to eat at home; g) food of little or no value; h) food related to a particular nation.</p> |
|-------------------------|--|



- From the text, reproduce words and word combinations which can be used to describe food in the places in the logos below. Say which of them is your favourite.

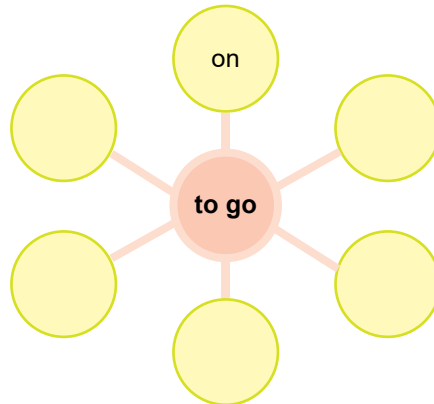


BECOMING A DIGITAL NATIVE

a) Language Search

From the text find and reproduce phrasal verbs below to fill in the diagram. Using the sites suggested find 3 more phrasal verbs with this verb, with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about food preferences of teenagers abroad. Focus on:

- their meal schedule;
- their favourite food and drinks;
- where they usually have them.

Present your findings to the class.

I **worry** (*something that really bothers you*).
 I **feel** (*a feeling about your food preferences*).
 I **hope** (*something you actually hope for*).
 I **am** (*the first line of the poem repeated*).

b) Spoken Interaction

Move round the classroom and interview your friends about their food preferences. Summarise your findings and discuss them with your friend in pairs. Use useful phrases.

Useful Phrases:

- What are your tastes (preferences) in food?
- What food is to your liking?
- Are you a heavy / messy/ adventurous eater?
- The... is delicious, take my advice and taste it.
- I don't really feel like eating...
- I can't say 'no' to...
- ...is the food to eat.
- To each his own.
- There's no accounting for tastes.

c) Suppose you have been given a chance to run your school canteen for a day.

- In groups, plan the menu for the midday meal taking into account different food preferences of school children.
- In the whole class, compare your menus and come up with your final version.

Listening

a) Before you listen

You are going to listen to a funny story how two little vegetables influenced the Emperor's food preferences. Think and decide what vegetables they may be and what makes you think so.

b) While you listen

Listen to the story and mark true/false statements.

1. The Emperor liked to eat well and asked the merchant about his favourite dishes.
2. The merchant said that he had them in one sack.
3. There were onions in his sack.
4. The Emperor had never heard about onions and asked the merchant to cook them.
5. A meal with onions was delicious, except one salad.
6. The emperor wanted to buy the onions and offered the merchant a sack full of money.
7. When the merchant opened his sack he found gold, rubies, diamonds and other precious articles in it.
8. Another merchant heard the story and decided to try his luck.
9. He offered the Emperor garlic but the latter didn't like its taste.
10. The Emperor thanked the merchant for his meals and gave him a sack with the most valuable treasure – onions.

UNIT 2



c) After you listen

In the whole class think and decide why people's attitude to food and drinks has been changing through centuries. What could influence their food preferences? Illustrate your ideas with examples.

Writing

a) Before you write

- If you want to describe your preferences in food, learn to write a descriptive paragraph.
- Find the classmates who have the same preferences in food and make a group. Then think and decide what factors motivate you to choose this food.

b) While you write

How to Describe your Food Preferences

| Content Tips | Language Tips |
|---|--|
| <ul style="list-style-type: none">• Write a topic sentence to summarise the ideas of the paragraph.• Give examples or explanations to illustrate your main point.• Avoid the details that are not to the topic. | <ul style="list-style-type: none">• I'd like to describe...• ...is my firm favourite because...• I find this food...because...• What I like most in this food...• ...makes you feel... |

Go to your **First Aid Kit** p. 187 for a Sample of a Descriptive Paragraph

2.3. What Food is Healthy and Unhealthy for You?

Word Bank

- obesity
- to reduce
- lean
- intake
- fibre-rich
- starch
- whole-meal
- insomnia
- to chew
- nutritionist
- digestive

Phrase Bank

- to happen overnight
- outward signs
- sugary snack
- to increase one's energy level
- protein-rich foods
- to cut in on somebody
- to be open to experiments
- instead of
- to be on the run
- to gobble meals down
- to indulge one's wishes

Communication Box

- The fact is...
- The question arises...
- If you are aware of it...
- And before I forget...
- As a result...
- Not only that
- Surprisingly as it may seem...
- Consequently...
- In the way of continuation...

I. Go Ahead!

Look at the photos below and decide which of the columns in the table (p. 53) the food items should be put into. Say why you think so.

| | | | | |
|---|---|---|---|--|
|  |  |  |  |  |
| White bread | Tea | Sugar | Jam | Eggs |
|  |  |  |  |  |
| Yoghurt | Biscuits | Pasta | Juice | Coca-cola |
|  |  |  |  |  |
| Fried fish | Chips | Hot dog | Rice | Cake |
| Food you should eat because doctors recommend | Food which is said to be bad for you | Food you like | | |
| <i>Fish</i> | | | | |

Example: *I think doctors recommend teenagers to eat more fish than meat because it contains protein and...*

II. Reading

- a) Suppose you have a chance to participate in the conference in which different health professionals take part. Write 5 questions you'd like to ask them. Read what these specialists say to learn if you got answers to your questions.

IN FAVOUR OF HEALTHY FOOD

All living things need food, because it is the basic fuel of life. It keeps us warm, gives us energy and helps kids and teenagers to grow healthy. I wonder, what will you say if you ask yourselves: what food is good for us and what is harmful? As a pediatrician I claim that a good diet is linked to a good health. Eating a poor diet has been linked to a lot of illnesses. Moreover, bad eating habits are usually followed by digestive problems, obesity and heart diseases. But you must realise that ill health doesn't happen over-



a **pediatrician**

will make you feel high and then low? Just cut out sugary snacks! Instead, **have a few** pieces of fresh fruit if you want to increase your energy level quickly. I'm sure you'll feel **much** better! Eat **plenty of** fresh fruit and vegetables – at least five portions a day. I also advise you to eat more foods that contain protein, like fish, chicken and eggs. Protein-rich foods are satisfying and nutritious and can give you the same “happy” feelings as sugar.

BrE – sweet
AmE – dessert

Sorry to cut in on you, colleagues, but there are **a couple of** things I'd like to add. I know that **some** teenagers prefer junk food like hamburgers and pizzas. The reason is that our nose and mouth are extremely sensitive to the flavour and smell of the food we eat, especially if it looks and smells good. If you are aware of it, you should eat a **wide variety** of really tasty useful foods to stimulate all these senses. Are you open to experiments? Then my advice is instead of junk food try cheese or fruit salads, fish or vegetable soup to give your taste buds a treat. Besides, a total **amount** of fat foods you eat should be reduced. Eat more lean meat and poultry, but your intake of fibre-rich starchy food should be increased. As a nutritionist I advise you to begin your day with high fibre breakfast cereals and a whole-meal bread toast and a cup of tea. Don't indulge your wishes. If you indulge yourself in nothing, you are sure to have problems. And before I forget, limit the quantity of salt you take by using less in cooking and at the table. And remember, we eat to live!



a **nutritionist**



a **psychiatrist**

My highly respected health professionals focused on a universal truth – eat healthy food and have a healthy body. No doubt, a healthy diet makes you physically healthy. But I want to draw your attention to healthy food for your brains. My slogan is: “Eat healthy food and have a healthy mind!” I want to support my idea with the UK Mental Health Foundation's research that shows that our diets have changed a lot. As a result, the level of mental illnesses like depression or insomnia has increased. Not only that. Their research shows that healthy food affects teenagers' beha-



viour. They carried out an experiment in one of the English schools where they served only healthy food. Surprisingly as it may seem, but the teachers said that their children's behaviour in class had been a lot better. They became calmer and they concentrated more. Consequently, they were learning more. So, what do all the experiments and researches suggest you eating?

To improve your memory, eat fish, especially salmon. To 'fight' insomnia, eat nuts. If depression is a problem, eat brown rice, If you worry about your later years, cook olive oil. Whatever you eat or do, use your brain and shop for your mental health.

* * *

There are **many** people who are always on the run and have **little** or no time to eat.

It also concerns you, teenagers, who are gobbling meals down on your way to school or during the breaks. If you eat too fast and don't chew your food properly, you do not leave **enough** time for the brain to send the signal of satisfaction back to the stomach and, therefore, you eat more than you would have eaten the same amount of food slower. Your mouth has lots of nerve endings that send a message to your brain. This signal is important because it will let you know when you are full. If your brain misses the signal you go on eating and eating. So, always make time to sit down and eat your meals at the table. In the way of continuation of what other participants of the conference have said, I'd like to advise you to take more exercise, which will lead you to eating the right food at the right time. Not only regular exercises but wandering around parks or hills or mountains will give a prompt – eat **a lot of** protein along with fibre-rich fruit, vegetables and salads. These suggestions may not appeal to you, but you'll get back the energy your body used up during exercises. So weighing all pros and cons, you should agree that to be concerned about the food you eat is a must.



a psychologist

b) Read what health professionals say again and fill in the Healthy Food Chart.

Healthy Food Chart

| The reasons of eating healthy food | The negative consequences |
|---------------------------------------|--|
| Eat more fish, lean meat and poultry. | Eating junk food will lead you to putting on weight. |
| ? | ? |

In the whole class, comment on your charts.

ACROSS CULTURES

The UK Mental Health Foundation – British charitable organization, that provides information, carries out research and campaigns to improve services for people affected of mental health problems.



UNIT 2



For inquisitive learners: to know more use the sites:

- <https://www.mentalhealth.org.uk/about-us>
- <https://www.fitnessmagazine.com/recipes/healthy-eating/superfoods/the-new-superfoods/>
- <https://www.health24.com/Diet-and-nutrition>
- <https://www.canada.ca/en/services/health/healthy-eating.html>

III. Language Track

Phonetics in Context

- From the text, reproduce sentences in context with introductory phrases with correct intonation, following the pattern. Practise saying them in your own contexts.

Pattern: 'First and foremost 'cut 'down on 'eating 'sugary foods.

Words and Phrases in Context

- From the text reproduce the sentences with the following vocabulary items – 'to wonder' and 'to wander'. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the texts, reproduce adjectives which can be attributable to the following photos in the photo gallery. Explain your choice.



Example: *Cut down sugary foods even for a sweet. I think many of us enjoy ice-cream and fizzy drinks, but none of us thinks how they may influence our health...*

- From the text, reproduce words and phrases to complete some advice of health professionals.

Example: *Cut down on eating sugary things.*

- Cut out...
- Instead have...
- Eat plenty of...
- Eat more food that
- Try...
- Begin your day with...
- Limit the quantity of...
- To improve your memory eat...
- To fight insomnia eat...
- Use your brains...
- Make time...
- Take more...



In teams, summarize your completions in the form of a recommendation list for teenagers who want to have a healthy lifestyle.

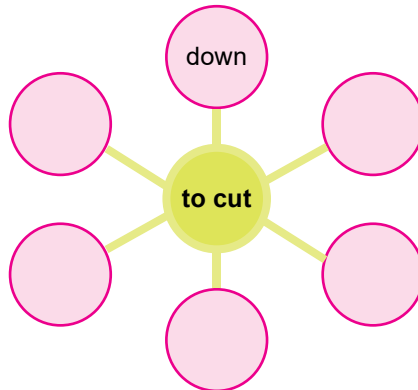


BECOMING A DIGITAL NATIVE

a) Language Search

From the text, find and reproduce phrasal verbs below to fill in the diagram. Using the sites suggested find 3 more phrasal verbs with this verb, with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about possible healthy lifestyles of teenagers abroad. Focus on:

- what food they consider healthy;
- what food recommended by health specialists they eat;
- what their attitude to unhealthy food is.

Present your findings to the class.

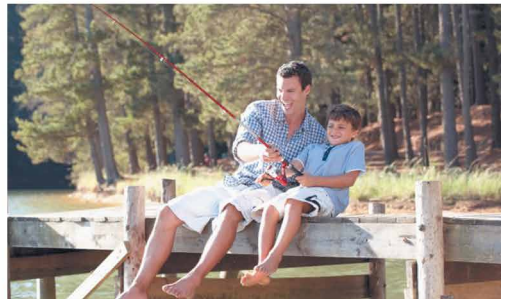
Grammar in Context

- From the text, reproduce grammar items in bold and interpret their meanings.
- Complete the instruction and make up your own sentences with them.
If you want to speak about quantity of food, use...

Go to your **First Aid Kit** p. 171 for more information

UNIT 2

- Oksana recently won the competition for teenagers “If you Want to Be Healthy”. Look at the picture prompts and say what recommendation Oksana gave her peers to become healthy, using quantifiers.



Example: *You should eat more vegetables because they are full of vitamins.*

Go to your WB for more exercises

IV. Communication Track

Speaking

Spoken Production



a) Food for Thought

Unfortunately, many teenagers are unaware of the consequences of eating unhealthy food. Work in groups. Take your cell phones and decode the words or word combinations in the QR codes suggested, attributable to the health problems. Think and decide how to avoid them. What advice can you give to those teenagers who prefer unhealthy food?



b) Spoken Interaction

Pair up with your friend and discuss pros and cons of healthy and unhealthy food. Complete the dialogue using useful phrases.

Useful Phrases:

- Are you in favour of... ?
- Don't you think we should eat... ?
- How many times a week do you eat... ?
- Are you concerned about... ?
- What are the advantages of... ?
- If I want a snack, I take...
- Cut down ... or you'll be overweight.
- I believe we have to think about...
- I think ... and ... is a good combination
- My friends tend to buy fresh food and...
- Take my advice and...

A: I say, ... are you in favour of healthy food?

B: In a way I know, we have to think about our health. But for me it's easier said than done.

A: ...

c) In the whole group, discuss the problem question: "Do you eat to live or live to eat?"

Listening

a) Before you listen

They say eating habits of people have changed a lot nowadays. You are going to listen to the description of eating habits in different countries. In groups, think and decide if these habits have changed for better or worse. Try to predict people of what countries stick to healthy lifestyle. What makes you think so?

b) While you listen

Listen to the information and complete the sentences.

1. People show more interest to Japanese food because
2. Japanese food contains
3. As a result Japanese food
4. The greatest American barbecue
5. On this day
6. Almost everything can be barbecued
7. Everybody forgets
8. Inevitably, after the barbecue
9. But it can be guaranteed
10. Ukrainian cuisine is worth talking about
11. If you are hungry,
12. Foreign tourists believe that

c) After you listen

Say if you were right in your predictions.

In the whole class, discuss the truth of the old saying "You are what you look". Think and decide how the food you eat and eating habits can affect your look.

Writing

Work in groups and design a creative project in the form of the Internet page "Good Healthy Life".

1. Think and decide what sections you will include in your Internet page.
2. Find necessary information for every section.

UNIT 2

3. Collect illustrative materials (photos, pictures, quotes, results of experiments or researches) to make your project attractive.
4. Think of an interesting way of your project's presentation.
5. Evaluate your friends' projects using the evaluation card below.

Evaluation Card

| Write | Group 1 | Group 2 | Group 3 |
|--|---------|---------|---------|
| If the sections of the Internet page are well-chosen. | | | |
| If the information is interesting and sufficient. | | | |
| If the illustrative material was suitable and essential. | | | |
| If the presentation was successful. | | | |

Culture Comparison

Search the Internet and make a Culture comparison



- Find the information how eating habits of people in different countries changed in the 21st century. Compare their changes with those typical of Ukrainians.

2.4. Developing Integrated Skills

I. This year you will become a student or start working. Suppose you've got your first scholarship or salary and want to organize dinner for your family and friends. Say:

- How much money you are going to spend on it (bear in mind the the scholarship is given once a month).
- What dishes you'll cook for them.
- What products you will buy to cook favourite dishes of your family members and friends.

II. Look at the photos and together with your partner discuss how environmental problems affect the food we eat. Is there any way out?



III. The proverb goes: “A balanced diet is a cookie in each hand”. Look at the pyramid below and in groups make a balanced diet. Have a display of your diets, discuss and compare them. Choose the best which will be the cookie in each hand.



IV. If you were a Minister of Healthcare in Ukraine, what measures will you take to promote healthy lifestyle in your county? In groups, make a list of propositions for the Verkhovna Rada.

In the whole class, summarise the ideas of the groups and present a final version.

2.5. Your Test Pack

A. Use of English

1. Read the text below. For questions (1–10) choose the correct answer (A, B, C, D). There is an example at the beginning (0).

A MEMORABLE VISIT

Australians 0 **A** thought to be a party-going people. Sydney 1 in the party mood since Captain Cook sailed into 2 Botany Bay in 1770 and celebrated his 3 of one of the finest natural harbours in the world. This way or another, but 4 a good tradition in many Australian families to organise parties for children. So I took 5 in one of them. It was really exciting and unusual. On the table they put 6 ready-made dishes. 7 Australian dishes were 8 my taste like chocolate crackles, the Pavlova and fairy bread. But one of my 9 was the ice pole. It's very 10. I enjoyed every minute of the party and took some recipes for my mom.

| | A | B | C | D |
|-----------|-----------|-----------|---------------|------------|
| 0 | are | have | is | will |
| 1 | is | was | has been | had |
| 2 | the | a | – | – |
| 3 | discovery | invention | search | opening |
| 4 | there was | there is | have been | had been |
| 5 | place | role | participation | part |
| 6 | many | any | much | little |
| 7 | none | a little | some | no |
| 8 | on | in | into | to |
| 9 | best | favourite | tasty | remarkable |
| 10 | delicious | warm | refreshing | chilly |

2. Fill in the gaps in the recipe with verbs on the right.

Baked Potatoes with Oil and Parsley

1 the potatoes and 2 them. Then 3 a little olive oil in the palms of your hands and rub over the potatoes, coating each one lightly with oil. 4 them on a baking dish and 5 over some salt. 6 in a preheated oven for one hour. 7 each potato in half and 8 holes in each half. 9 parsley and 10 in the holes.

- bake
- put
- scrub
- sprinkle
- dry
- place
- cut
- make
- chop
- fill

B. Reading

Read and complete the passage using the words from the box.

| | | | | |
|------------------|---------------|------------------|---------------|------------------|
| <i>marmalade</i> | <i>peanut</i> | <i>creative</i> | <i>staple</i> | <i>delicious</i> |
| <i>filled</i> | <i>hot</i> | <i>snack</i> | <i>chips</i> | <i>await</i> |
| | <i>heart</i> | <i>choice</i> | <i>white</i> | <i>diet</i> |
| | <i>eating</i> | <i>customary</i> | <i>food</i> | |
| | <i>lunch</i> | <i>includes</i> | | <i>bun</i> |

Breakfast is an honoured place in the 1 of this county. Breakfast 2, which can be regional, 3 cold cereals with milk, bacon, sausage, ham, fried tomatoes, eggs, toasts with 4. Toasts are eaten with 5 butter. It may be a popular 6 any time of the day, and the 7 diet of University students. Breakfast is served with 8 of tea, coffee or fruit juice.

Elevenes are served at around 11 a.m. A cake, biscuit or a 9 can be eaten with the 10 cup of tea. This tea is called 11 because it is served with milk or cream.

No shocks 12 you at meal time. For all the wide origins of the population, it's the English culture which has formed the structure of meals and 13 habits. The weather also has a bit to do with it. It is only in the last thirty years that the English finally realised how insane it was to have a 14 roast meal for Sunday 15 all through the summer. Most families get fish and 16 at least once a week, but the roast dinner "just like mum used to make" remains the all-time favourite.

Desserts are always 17, but Banana Split is favourite with kids and those young at 18. It is a banana split in half lengthwise and 19 with ice-cream, tinned fruit, topped off with nuts. When making this dessert you can be as 20 as you like.

C. Listening

Listen to a part of a cookery programme on TV and choose the right answer to the question.

- What does any member of the TV-studio bring for a cookery programme?
 - Three items from their kitchen.
 - Three dollars.
 - Three recipes.
- Where does Nigel's tastes in food lie?
 - He prefers new Japanese dishes.
 - He is traditional in food.
 - He likes to experiment with food.
- What food does chef's dad enjoy?
 - He enjoyed Chinese food.
 - He liked spaghetti Bolognaise.
 - He preferred British cuisine.
- What did Nigel bring to the show?
 - He brought cereals.
 - He brought favourite food of his family members.
 - He brought a haggis.

UNIT 2

5. Why did Nigel bring porridge oats?
- A. It's his little daughter's favourite dish.
 - B. His wife liked it, when she was a child.
 - C. It's a popular dish in the family.
6. Why is porridge unpopular today in Britain in chef's opinion?
- A. People prefer sandwiches for breakfast.
 - B. People have no time to cook breakfast.
 - C. People skip breakfast over.
7. What food is to Nigel's daughter liking?
- A. Creamed tea.
 - B. Porridge.
 - C. Crisps.
8. Who likes desserts in Nigel's family?
- A. Nigel.
 - B. Nigel's wife.
 - C. Nigel's daughter.
9. What was the 3-d Nigel's item?
- A. Cakes.
 - B. Pudding.
 - C. Custard.
10. How much time does chef have to make a meal fit for a king?
- A. 15 minutes.
 - B. 25 minutes.
 - C. Half an hour.

D. Writing

To sum up what you've learned in the unit write a description of one of your usual midday meals.



Unit 3

UKRAINE AT LARGE

In this unit, you will learn how:

- to speak about public and political life in Ukraine;
- to describe the cooperation of Ukraine with International organizations;
- to discuss Ukrainian science and technology and their influence on the life of Ukrainians;
- to present travelling options including ecotourism in Ukraine;
- to integrate your skills on the topic;
- to check the level of knowledge and skills on the topic, getting ready for independent testing.



UNIT 3: UKRAINE AT LARGE

3.1. What, in Your Opinion, Determines Public and Political Life in Ukraine?

Word Bank

- poll
- to reinforce
- advisory
- to condemn
- numerous
- border
- colleague
- negotiations
- to enhance
- ongoing
- commitment

Phrase Bank

- to be determined by...
- military threat
- foreign policy
- to provide technical / financial assistance
- territorial integrity
- to deploy a mission
- to launch reforms
- a visa-free regime
- price increases
- to top the list of public concerns
- to meet commitments

Communication Box

- It's an open secret that...
- In view of all that...
- That's just it!
- In response to...
- To say nothing of...

I. Go Ahead!

Look at the symbols below and say what role they play in public and political life of Ukraine.



OSCE



the European Union



Council of Europe



NATO



the United Nations



The Verkhovna Rada

Example: *I think OSCE helps our country to resolve the conflict with Russian aggression. It organized a special monitoring mission in the East of Ukraine and gives reliable reports about the situation there.*

II. Reading

a) Read the opinions of participants of the forum “Focus Ukraine” discussing public and political life in the country and say what all of them have in common.

PART I

It's an open secret that political and social life of any country is determined by its international situation.

I think the main external factor affecting all areas of Ukrainian life is the conflict with Russia, in all its aspects, from the war in Donbas, to the questions of who Crimea **belongs to**, to gas and energy issues and more broadly, the economy. In view of all that, Ukraine is taking steps drawing the country closer with the west (the EU, NATO). Judging by the results of the last poll, two thirds of Ukrainian population support Ukraine's membership in the North Atlantic Alliance, and support for entry into the EU is not far behind. **I'm thinking about this situation** a lot and agree with those who believe that without the involvement of other countries, it'll be impossible to settle the problem of Donbas and Crimea.



Stepan Dodur,
a political observer

* * *



Ann Voitenko,
a journalist of the
newspaper

That's just it. Ukraine **appears** to be on the heels of the military threats, that's why official Kyiv policy is to pursue closer ties with NATO. Ukraine approved a law on NATO membership as a strategic aim in July, 2017. I **think** our country has both benefited and contributed to the cooperation being a NATO partner who has participated in all NATO-led operations and missions.

In response to the conflict, the NATO has reinforced its support for Ukraine, strengthening national capability to defend itself by providing a wide range of advisory, technical, financial assistance, conducting trainings and joint military exercises. We can **hear** the NATO Secretary General Jens Stoltenberg make repeated statements concerning the Ukrainian-Russian conflict. He condemns Russian's annexation of Crimea,

the entry of a Russian Convoy into the territory of Ukraine and expresses solidarity with Ukraine. The last summit "NATO-Ukraine" which took place on July 11, 2018 in Brussels proved NATO's intentions once more. Thinking over what you have said, I'd like to say that in today's globalized world an international cooperation provides opportunities for every state to take part in addressing common challenges. On the one hand, a membership provides a state with a toolbox for strengthening its position on the international arena and making influence on regional and global affairs. On the other hand, an international cooperation is 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 politics to deal with their domestic and external issues.

I'm glad that Ukraine is broadly integrated in the system of international organizations and participates in numerous security initiatives. Its membership in 75 international organizations proves intentions of the national government to be an active and responsible member of the International Community.

It should be emphasized, that the majority of states and international organizations have sided with Ukraine by providing active moral, political, diplomatic, financial and technical assistance. Already on 27 March, 2014 General Assembly adopted a resolution expressing support for "sovereignty, political independence, unity and territorial integrity of Ukraine with its internationally recognized borders".

* * *



**Helen Pushko,
a philosopher**

I'd like to support my colleague and add that Ukraine was also supported by the United Nations (UN) which has been monitoring and considering the situation at all stages, to say nothing of its humanitarian assistance.

The organization of Security and cooperation in Europe (OSCE) has become an important player in the Ukrainian – Russian conflict resolution. You probably remember that in March, 2014 OSCE made a decision to deploy a special mission in Ukraine. Nowadays the OSCE monitoring is recognized as a true-to-life source of information. In addition to it, OSCE is conducting a number of activities aimed at promoting a national dialogue supporting reforms and facilitating the negotiations in Minsk format.

PART II

Nowadays Ukraine is **appearing** in a new stage of its development, the stage of reforms and economic growth. As a historian, I'd like to draw your attention to the fact that since the 2014 Revolution of Dignity in Ukraine, the progress on reforms has been mixed. Over the past four years, Ukraine has achieved macroeconomic stabilization and reformed or established several important institutions, such as the police, the Supreme Court, the new anticorruption agencies etc. The government has pushed through important structural reforms of education, healthcare and public administration and has begun a comprehensive decentralization program that has enhanced local budgets and brought the most benefits to the local regions. Thinking back, **I realize** that these reforms are essential for the country's long-term prosperity as they also determine the political and social life of Ukraine.



**Oksana Voitenko,
a historian**

* * *



**Peter Sidorenko,
an economist**

Since 2014, Ukraine has launched and enacted more reforms than during the preceding 25 years. The government has established brand new institutions, the business environment has improved. Besides, the country has its first ever energy efficiency program and reform programs in the healthcare and education. It's evident that the reforms have helped to deliver a visa-free regime with the EU, which means that Ukraine now has the highest degree of travel freedom of the former Soviet republics. **I'm thinking** about the next steps of Ukrainian government. Definitely,

there is still a long way to go because social issues – in particular price increases – top the list of public concerns.

* * *

We all **understand** that the main task today is to stabilize the socio-economic situation, as one of the key factors that determine our life. Unfortunately, Russia's occupation of Crimea and ongoing aggression in the eastern part of



the country badly damaged economic growth. In spite of this, the present government managed to achieve microeconomic stabilization in the country. **I believe** the main achievement is the restoration of economic growth. While this is modest only about 3% it is important that the down-ward trend, observed in 2014–2015 has been broken. I certainly approve of the government policy on economics. In 2016, the Ukrainian economy returned to the path of growth after 2 years of decline.

In my opinion, significant progress was made on reforms to make the country more democratic, transparent and prosperous, but still more improvements are needed including fighting corruption, modernizing the pension system, privatizing state owned enterprises etc.



Olha Lutsenko,
a bank manager

BrE – stabilise
AmE – stabilize

* * *



Oleh Rudenko,
a sociologist

According to public polling, Ukraine's biggest problems, in the eyes of its people are: the conflict in Donbas and the social policy of the government. Without doubt, Ukrainian cooperation with many countries and international organizations in the areas of defence and economics advanced in 2018, especially after the 20th Summit "Ukraine–EU" in Brussels on July 9, 2018. Both sides **accepted** mutual commitments to develop a close and lasting relationship based on common values. Evidently, the main role of the EU in Ukraine is not only to provide assistance in various areas, but to maintain a positive external pressure on the national government in order to meet its own commitments and to deliver what Ukrainian people **need**. The idea of becoming a part of Europe is widely supported by all Ukrainians and has become a kind of national interest. **I think** that Ukraine started a new era in defence-related cooperation with the EU that should make our country less vulnerable to external threats.

In regard to the crisis, slowly but gradually the EU has developed its position towards the causes and parties of the conflict, introduced a few stages of sanctions against the aggressor.

ACROSS CULTURES



Jens Stoltenberg – the NATO Secretary General since October 1, 2014.

Council of Europe is an international organization whose aim is to uphold human rights, democracy and the rule of law in Europe.



Brussels – the capital city of Belgium where the Council of Europe and the government of the European Union are situated.

UNIT 3



For inquisitive learners: to know more use the sites:

- <https://www.britannica.com/topic/European-Union>
- <https://www.coe.int/>
- <https://www.nato.int/>



b) Read both parts of the text again and fill in the chart in accordance with PMI technique where 'P' – plusses, 'M' – minuses, 'I' – important in relation to the Ukrainian political and social life.

| Plusses | Minuses | Important |
|---------------------------|-----------------------------|------------------------------|
| • cooperation with the EU | • lack of healthcare reform | • growth of national economy |

In groups, compare and discuss your charts.

III. Language Track

Phonetics in Context

- In the text, find and reproduce introductory phrases in context according to the pattern. Practise saying them in your own sentences.

Pattern: I'd 'like to ↘add | that Uk'raine was 'also sup'ported by the 'Euro-pean ↘Union. I'd like to add that political and social life of Ukraine is determined by many factors.

Words and Phrases in Context

- From the text, reproduce the sentences with the following vocabulary items – 'policy' and 'politics', 'to assist' – 'to help' in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the texts, reproduce the nouns formed from the following verbs and make up your sentences with them.

Example: *to enter – entry*

Judging by the results of the last poll, two thirds of Ukrainian population support fast Ukrainian's membership in the North Atlantic Alliance and support for entry into the EU is not far behind.

I, personally, am one of the supporters for my country's entry into the EU.

- to annex
- to involve
- to cooperate
- to stabilise
- to assist
- to influence
- to intent
- to unite
- to integrate
- to increase
- to restore
- to threaten

- From the text, reproduce words and phrases which are attributable to the political and social life of Ukraine to complete the word cloud. Use some of them in your own situations.

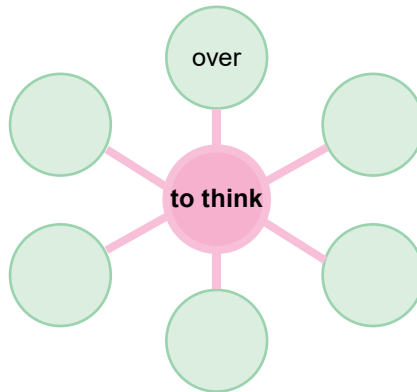


BECOMING A DIGITAL NATIVE

a) Language Search

From the text, find and reproduce phrasal verbs below to fill in the diagram. Using the links suggested, find 3 more phrasal verbs with this verb with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about the international organizations Ukraine cooperates with. Focus on:

- their historical background;
- their cooperation with other countries;
- the role they play in the cooperation with our country.

Present your findings to the class and express your opinion on the importance and value of this cooperation.

Grammar in Context

- From the text, reproduce the verbs in bold in contexts and interpret their meaning.

UNIT 3

- Complete the instructions and illustrate them with your own examples.
 - If you want to describe a state rather than an action, use the state verbs which express...
 - If some of the verbs above describe actions and not state, they are used...

Go to your First Aid Kit p. 172 for more information

- Look at the photos and complete the mini-dialogues using the *Present Indefinite* or the *Present Continuous*.



- Many people are thinking (*think*) about Ukraine's entry into the EU.
- I _____ (*think*) they are right. Ukraine is a European country.



- Ukrainians _____ (*enjoy*) a visa-free regime.
- Oh, and we _____ (*enjoy*) it now.



- Look, the man _____ (*appear*) to be nervous.
- He _____ (*be*) a very emotional person.
- I _____ (*think*) he _____ (*feel*) very indignant.

Go to your WB for more exercises

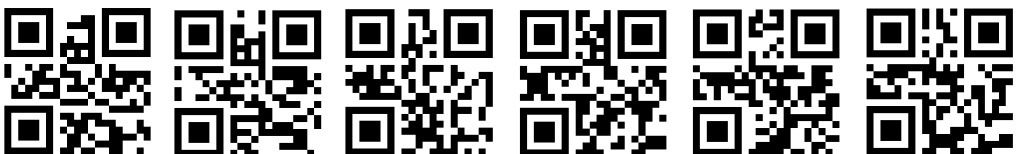
IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Work in groups and take your cell phones and decode the words in QR codes suggested which characterize the international cooperation of Ukraine with other countries. Think and decide how you can characterize this cooperation. Say without what other factors our country will be unable to resist the multiple military and non-military changes for such a long confrontation.



b) Spoken Interaction

In pairs, read the questions Ukrainians ask the Verkhovna Rada members or other politicians and try to discuss possible answers to them in your dialogues.

What is your way of resolving the Ukrainian-Russian conflict in the East of Ukraine?

What's your attitude to Ukraine's membership in NATO?

What do you think about the entry of Ukraine into the EU?

What's your opinion about the new reforms, particularly on education?

Use the following useful phrases:

- If you ask me...
- I, personally, believe...
- It seems to me...
- This is my way of looking at it...
- Well, you see what I mean...
- You may be right, but...
- Don't you agree that...
- As I see it...
- It stands to reason that...
- That's just what I was thinking!



c) In groups, use the template below and create a poem to express your vision of Ukrainian's possibilities to become a well-developed European country. Give a title to your poem, compare and discuss your variants with your classmates.

P o e m T e m p l a t e : We are very strong-willed and enthusiastic.
(two special characteristics)
We want _____.
(a desire of the majority people)
We understand _____.
(something that needs efforts)
We try _____.
(something we want to develop)
We dream _____.
(something the people of the country dream about)
We hope _____.
(something we all hope for)
We are _____.
(the 1st line of the poem)

Listening

a) Before you listen

You are going to listen to a part of the final statement of the 20th Ukraine-EU Summit. Look at the photos of 3 presidents and try to predict what questions related to Ukraine have been discussed at the Summit and what the politicians in the photo (p. 74) will say.

**b) While you listen**

Mark the true statements.

1. The Presidents of the European Council and the president of the European Commission reaffirmed their support of Ukrainian integration with the European Union.
2. Both presidents recognized the progress made by Ukraine in its reform process.
3. But the presidents said that the reform process was too slow.
4. All the three presidents agreed to continue their cooperation in the area of environment.
5. According to the final document of the summit, the business investment climate in Ukraine leaves much to be desired.
6. They all agreed on the importance of cooperation in strengthening cyber security.
7. The European leaders condemned the Ukrainian educational policy.
8. The presidents agreed on the importance of supporting the most vulnerable people in the East of Ukraine.
9. The EU expressed its readiness to call for immediate release of imprisoned Ukrainian citizens in Crimea and Russia.
10. The EU insists on media pluralism in Ukraine and condemns the violation of journalists' rights.

c) After you listen

All the three presidents agreed on the future cooperation in the area of environment. Group up with your friends and discuss possible activities of the EU and Ukraine in relation to environmental protection. Come up with a checklist of activities.

Writing

a) Before you write

If you want to describe a particular political or social event in your country that is of interest to you and your classmates, write a news report for your school newspaper, magazine or radio / TV programme.

- Brainstorm with your friends and say what piece of news you want your readers / listeners / viewers to know about.
- Make a list of words and phrases you'll use in your news report to cause your readers / listeners interest.

b) While you write

How to Write a News Report

| Content Tips | Language Tips |
|--|---|
| <ul style="list-style-type: none"> • In the introduction, summarize the event, giving information about the time, place and the people involved. • Develop the event in detail about the cause(s) of the events and the people involved in the paragraphs of the body. • In conclusion, comment on the event. | <ul style="list-style-type: none"> • Deal with detailed accurate facts. • Don't mention your feelings. • Mention people's comments on the event using direct speech. |

Go to your **First Aid Kit** p. 188 for a Sample of News Report

Culture Comparison



Search the Internet and make a Culture comparison

- How much do you know about other international organizations with which Ukraine cooperates?
- What important decisions have been made in the process of Ukraine's cooperation with different international organizations?



At Home: In your WB, write a news report about any political or social event in Ukraine you were interested in.

3.2. How does Technological Progress Affect You and the Environment?

Word Bank

- to automate
- to interweave
- miraculous
- messaging
- microblogging
- to overuse
- destruction
- transmission
- advancement

Phrase Bank

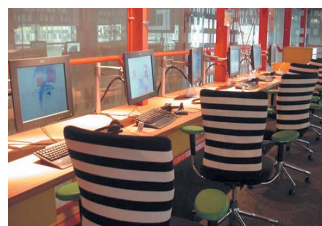
- public utilities
- microwave oven
- to die out
- to infer consequences
- to download information
- to browse the Internet
- to have pros and cons
- to drag somebody away from...
- to be glued to something
- sheer fantasy
- manned flights into space

Communication Box

- Needless to say...
- In no time at all...
- Apart from...
- It's up to me...

I. Go Ahead!

Look at the photos below and say how the innovations of science and technology affect the life of Ukrainians and the environment.





Example: *It's convenient when computers and machines do a job.*

II. Reading

a) Science Discussion Forum invited Ukrainian teenagers to take part in their show and to dispute the question of the influence of the science and technology on people with other participants.

Look at the photos of some teenagers, read their comments and say what they feel about it. Do you feel the same or different?



Andrew Vasylenko

What an **interesting** question! I'm sure science affects us all every day from the morning we wake, all day long and through the night. As for me, I'm **interested** in practical things that have come from science. They are so **amazing** if come to think about it.

In the morning the digital alarm clock rings and wakes me up. I go to the kitchen to make a toast in my microwave oven. The inventor had to understand about electromagnetic waves to be able to apply knowledge to make my life easier! Then I go to the fridge and take cheese, milk or fruits. We eat different products every

day, because people applied science to growing crops and farm animals while others used science to make refrigeration possible. As my family sticks to a healthy way of life, eating a lot of various vegetables, fruit and fish, we have a much bigger choice of food this way.

I'm **amazed** how deeply science is interwoven with our lives! Just try to imagine one day without scientific progress and discoveries! You are late for school because the alarm clock is out of order and you can't warn your friends or teachers of being late because you have no cell phone. You can't iron your shirt or use a tram or a trolley bus because there is no electricity. It'll be a real disaster! So the modern world wouldn't be modern at all without science and technology and their inventions.

* * *

I think one major influence of science and technology lies in the area of medicine and health care. Scientists have identified causes of many illnesses, how they are spread, developed, tested and produced medicines to cure diseases.

When I fall ill, I take medicines that knowledge of science made possible. Some of them are just miraculous! I **was excited** to know that by means of drugs fatal or even deadly diseases could be controlled or cured. It reminded me of another great example of how science affects our daily lives, I mean Edward Jenner's remarkable discovery – vaccinations, which saved humanity



from dying out. His great discovery made him a real hero of the century. Without vaccines, diseases that belonged to the 19th–20th centuries, would still be here and we would still infer their nasty consequences.

Needless to say, many people owe their lives to science and I'm very grateful to the medical scientists for that and for influencing my decision to become a doctor. I'm dreaming of making my own discovery in medicine.



Helen Komarenko, Kyiv



Vasyl Yanchuk, Myronivka

I think technological advancements are not only **exciting**, they are revolutionary. Their effects are noticeable in the way we speak, write or observe what's around us. I think that specific discoveries and innovative designs have influenced our behaviour! By sending messages we receive the information and convey ideas in no time at all. So, we may say that traditional means of communications are replaced by newer alternatives. Thanks to Steve Jobs, who created a new era of mobile software and iCloud, the users can synchronize e-mail, documents and media

across all platforms. The creation of the social network website "Facebook" by Mark Zuckerberg, opened a new way for people to stay in touch and communicate, to upload photos, to share stories and videos. For me, it's a fascinating idea! I'm not bored. Moreover, the use of instant messaging (for example, WhatsApp) and microblogging (for example, Twitter) has influenced me a lot! It made me read and write in short forms and it results in the modification of my language and the language of my friends. I can make a lot of new words or phrases when I share with friends. I'm sure if it wasn't for science, we wouldn't have any of the things that make our modern world possible, and we wouldn't even know what we are missing. **I'm thrilled** at the idea of it!

Everything I do is thanks to science and every day I type on computer and send the data around the world wide web, I search the Internet to find the answers to the **intriguing** questions that interest me, I download the information and share it with my friends. My sister is **fascinated** by some intellectual TV programs, because a man, named John Baird studied science and made televiewing possible. Now it is not only a means of entertainment but a means of audio-visual learning, which is not all **boring**. I use my laptop, E-book and cell-phone every minute I need it. Apart from talking to my distant friend, I can browse the Internet on my smartphone. I would just die without these!



Oksana Stupchenko, Zhytomyr



Denys Kulko, Lviv

In my opinion, science has its great pros and at the same time it has many cons also. Some of my friends overuse computers and become **depressed**. It's impossible to drag them away from computers, they are just glued to them. No friendly talk, no **relaxing** outings – nothing! I've come to the conclusion that if we manipulate technology then technology also manipulates us. The world is being run by high-tech machines and innovations that we think it would do us good. But, unfortunately, it has changed our whole life so much that we now forget the simple things we **were**

pleased with before. My friends lack confidence in their ability to effect change in their behaviour. I'm trying hard to help them out. It's a very **unpleasant** fact, isn't it?

Science can and does affect our lives in two ways: positive and negative. On the one hand, it creates wonders almost every day and provides us with a reliable way of understanding everything that is around us. It allows us to come up with simple or complex ideas, gives us the ability and confidence to explore new ideas. What was once sheer fantasy **we were intrigued by**, now is a reality by virtue of achievements of scientists. For example, manned flights into space, the transmission of photographs of Venus, Mars and other planets by spacecraft to the Earth. It has become possible due to the State Space Agency of Ukraine which participates in the internal space projects with the EU and carries out the research in exploration of outer space for peaceful purposes. Science is involved in everyone of these things that affects or changes our life for better. But on the other hand, science is changing our lives physically, mentally and emotionally. If you become a couch potato or a computer addict, it creates a destruction. It's up to us to choose and decide wisely.



Maryna Zubko, Odesa

- b) Read the text again, group up with your friends and fill in the chart with pros and cons of the influence of science on people.

Comparison Chart

| Pros | Cons |
|---|------|
| <ul style="list-style-type: none"> • it makes our life easier and more comfortable | |

Analyse and compare your charts. Comment on your final results.



ACROSS CULTURES



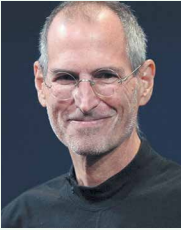
Edward Jenner

Edward Jenner (1749–1832) – an English doctor who first used vaccination.

John Logie Baird (1888–1946) – a Scottish inventor of first early forms of television.



John Logie Baird



Steve Jobs

Steve Jobs (1955–2011) – a US computer designer and businessman who together with Steve Woznick, designed and built the first real personal computer and started the Apple computer company.

Mark Zuckerberg (1984) – an American founder of the site “Facebook”, person of the year in 2011 (named by Time).



Mark Zuckerberg



For inquisitive learners: to know more use the sites:

- <https://www.thefamouspeople.com/inventors-discoverers>
- <http://www.innovationmanagement.se/2017/01/31/5-most-influential-innovators-of-the-21st-century/>
- <https://www.thalesgroup.com/en/worldwide/group/case-study/top-10-inventors-all-time>

III. Language Track

Phonetics in Context

- **In the text, find and reproduce the exclamatory sentences with correct intonation following the pattern. Practise them in your own contexts.**

Pattern: 'What an 'interesting \question!

What an interesting idea!

Words and Phrases in Context

- **From the text, reproduce the sentences with the following vocabulary items – ‘invention’ and ‘discovery’, ‘to affect’ – ‘to effect’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.**
- **In the text, find and reproduce the words and phrases which characterize the influence of the items in the photos (p. 80) on teenagers’ lives. Use some of them to describe their influence on you.**

UNIT 3



Smartphone



TV



Laptop



Fridge



Medicines



TV programmes

Example: *I love watching TV, it makes my learning interesting.*

- From the texts, reproduce the words or phrases with the same meaning in context as the ones given below. Practise them in your own sentences.

Example: *affect – influence*

Science affects us all every day.

Science influences us all every day.

- different
- to be thrilled
- illness
- unpleasant
- thankful
- progress
- very quickly
- besides
- to search the Internet
- to be useful

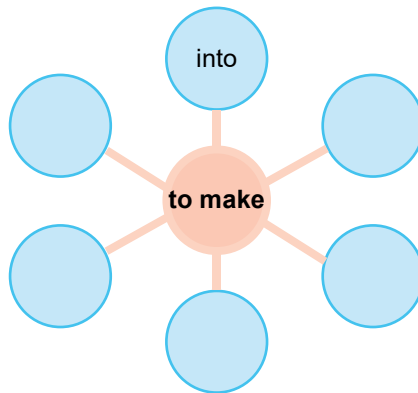


BECOMING A DIGITAL NATIVE

a) Language Search

From the text, find and reproduce phrasal verbs below to fill in the diagram. Using the links below, find 3 more phrasal verbs with this verb, with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

One of the teenagers mentioned the State Space Agency of Ukraine. Search the Internet and find more information that agency or other famous Ukrainian organizations, which cooperate with international organizations in different sciences. Focus on:

- the branch of science;
- its main innovations (discoveries);
- their contribution to the world science.

Present your findings to the class and express your opinion on the development of science and technology in Ukraine and its cooperation with international organizations.

Grammar in Context

- In the text, find and reproduce the grammar constructions in bold and interpret their meanings. Are they the same or different?
- Complete the instructions and illustrate them with your own examples.
 - If you want to describe *feelings* or *reactions*, use participles as adjectives that end with ... and have... meanings.
 - If you want to describe someone or something that *causes* a feeling or reactions, use participles or adjectives that end in ...
 - If you want to describe someone who *experiences* a feeling or reaction, use participles as adjectives that end ...

Go to your **First Aid Kit** p. 172 for more information

- Read a part of the article and complete it with the correct form of the words in brackets choosing between *-ed* and *-ing* participles used as adjectives. Add more information to continue the article.

SCIENCE IN UKRAINE

Science is a major factor allowing Ukraine to be ranked among the world's advanced countries in the 21st century. You'll be surprised (*surprise*) to know that Ukraine complies with world scientific standards in mathematics, physics, computer science, material science and a number of other ... (*interest*) trends. We are ... (*satisfy with*) manufacturing high tech science – intensive products which increasingly by demanded by a ... (*surprise*) number of foreign scientific institutions and industrial firms. For example, an ... (*amaze*)

UNIT 3

unique pilot plant has been built which stimulates the ... (*astonish*) effect of outer space on spacecraft. Germany and China have purchased this ... (*interest*) plant and the European Space Agency is using it for research purposes. I was so ... (*excite*) to learn about the plant and was ... (*inspire*) to visit the international exhibition in Berlin which displays so many other ... (*amaze*) Ukrainian innovations. I hope it won't be a ... (*disappoint*) event.

Go to your WB for more exercises

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Look at the logos below and say how these scientific discoveries influence the life of people in your country in terms of:

- becoming digital natives;
- enlarging your knowledge and outlook;
- communicating with others.



b) Spoken Interaction

In pairs, look at the photo, identify yourselves with the characters and complete the dialogue. Use the following phrases.

Useful phrases:

- It's fantastic when...
- I'm awfully excited...
- ...is really amazing
- ...affect(s) our life
- It's difficult to imagine...
- ...have (has) become a bare necessity
- Compared to/with...
- There's no analogy between...
- ...is really impressive.
- I enjoy...



A: Look! It's a brand new model of a Ukrainian plane.

B: It's fantastic! There's no analogy between this one and the one I saw last year.

c) In groups, read the quotes of 3 great men, discuss them and decide to what science our future will belong. How will it affect people's life?



“Computers double their performance every 18 months. So the danger is real that they could develop intelligence and take over the world”

(Stephen Hawking)

“God has no intention of setting a limit to the efforts of man to conquer space”.

(Pius XII)



“With nanotechnology you can produce steel that is 100 times stronger but six times lighter”.

(Jim Thomas)

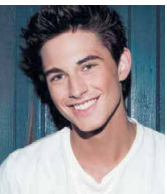
Listening

a) Before you listen

You are going to listen to two teenagers speaking about their first steps in scientific research and their attitude to new technological innovations. What are the possibilities for young promising researchers in Ukraine to demonstrate their innovations? What Ukrainian programmes for young talented students can you boast of?

b) While you listen

Listen and match the sentences to the characters.



Bill

1. How is this corn different from any other kind?
2. Wow! That's amazing!
3. But I'd still like to have my own little lab.
4. You'd be like Edison or somebody!
5. It's brand new.
6. How much did it cost?
7. I can hardly believe how quickly new things appear.
8. I remember my first computer cost \$ 400 and was incredibly slow, with no memory at all.
9. My new computer costs \$ 1500 and is completely different.
10. Me too.



Steve

c) After you listen

Bill and Steve say that they miss the old days when science was more focused on big projects like “going to the Moon rather than making cool new gadgets to sell”. In groups, think and decide if you agree with the American teenagers. What big scientific projects are the most memorable for you? Say why.

Writing

a) Before you write

If you want to encourage young people for scientific research and participation in the program “Tomorrow.ua” where they can demonstrate the results of their research, write a notice.

- Brainstorm with your friends and say what information about possible fields of research you want your readers to know.
- Make a list of words and phrases you’ll use writing a notice to stimulate your readers.

b) While you write

How to Write a Notice for Joining a Scientific Research Society

| Content Tips | Language Tips |
|--|---|
| <ul style="list-style-type: none"> • Start with the most important belief or scientific branches of this programme. • Be precise characterizing each of them. • Sound convincing, inviting and encouraging. • Leave your contacts. | <ul style="list-style-type: none"> • If you are... • Have you got any ideas... ? • Do you feel like... ? • Are you the right person... ? • You are sure to manage... • Without doubt you... • Believe in yourself and... |

Go to your **First Aid Kit** p. 188 for a Sample Notice



Culture Comparison

Search the Internet and make a Culture comparison

- In what branches of science does Ukraine successfully cooperate with European countries?
- What Ukrainian scientific discoveries or innovations are widely used in other countries?



At Home: In your WB, write a notice for joining a scientific society.

3.3. What Travelling Routes Round Ukraine are Attractive for You?

Word Bank

- hectic
- route
- beech
- alder
- alpine
- meadow
- destination
- irresistible
- keepsake
- to boast

Phrase Bank

- to give preference for
- to work out
- to upgrade knowledge
- to resist temptation
- endangered species
- at a time
- to get away from it all
- to surpass expectations
- to be listed in the Red Book
- not to miss a chance of doing
- a break from the hustle and bustle
- to become part and parcel of...

Communication Box

- One way or another...
- In any case...

I. Go Ahead!

Look at the photos of people and decide what kind of travelling round Ukraine they would prefer. What makes you think so?

BrE – travelling
AmE – traveling



Example: *I think elderly people would prefer to relax somewhere near the seaside or in a peace and quiet of nature. I believe they are tired of hectic life and would give preference to comfort and calmness.*

II. Reading

a) A Travel Agency announced a competition for the best project of a round-Ukraine trip. Read some of the Ukrainian teenagers' projects and say how they differ.

HOW TO GET A BREATHTAKING EXPERIENCE

Ukraine has a lot to offer for all kinds of travelers depending on their interests and aims. Some people choose pleasure or holiday tourism, some enjoy sport or adventure tourism, others devote their holidays to upgrading their knowledge and prefer educational or cultural tourism. But we've worked out a route which will meet the requirements of all kinds of travellers. We guess nobody can resist the temptation to see the places which are considered the world **cultural** and **national** Heritage by UNESCO in Ukraine. You'll get **unforgettable** impressions of visiting Uzhan-sky national park which is a part of the world's only Ukrainian-Polish-Slovak Biosphere Preserve "Eastern Carpathians". As you see, the park is an **integral**



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part of the world's trilateral reserve. Isn't it amazing? You'll see four altitude zones of **enchanting** beauty including a beech forest, an alder forest and above 1,100 metres **majestic** alpine meadows and flower-studded emerald grass. You'll enjoy a **gorgeous panoramic** view of rare species of plants which are protected at the **national** level. Several species of wild animals like a red deer or a badger are listed not only in the Red Book of Ukraine but in the International Red List as well as endangered.



In the park, you can also discover the Karst caves and even see the **famous** Knyahynynsky meteorite that fell in the region in 1866. You can also try **cross-border** pedestrian crossings with Poland and Slovakia or choose one of seventeen **long-term** hiking trails or your **favourite** ecological path. If you choose our route and come to the Carpathians, don't miss a chance of visiting the latest Ukrainian and Slovak **trans-boarder** object – ancient and Primeval Beech Forests which was included in the UNESCO world natural Heritage site in June, 2007. It'll be a very exciting travel. The beech forests include 10 separate massifs located along 185 km long form the Rakhiv mountains and Chornohora ridge in Ukraine to the Polonyny ridge (Slovakia). You'll enjoy **amazing** views of two national parks and a biosphere reserve with their fauna and flora. A diverse landscape offers a lot of **outdoor** activities from mountain biking and hill walking to hiking and camping.



One way or another, it will be a **brehtaking** experience and something you'll take home and share with your friends.

HAVE A TRY OF ECOTOURISM



If you are an **adventurous** and enthusiastic person, who enjoys spectacular natural surroundings, fresh air and clean water, who prefers to combine 3 things at a time – action, education, relaxation to work – then this route is for you. Your destination will be the 2-nd largest delta in Europe – the Danube Delta, one part of which is in Romania, and the other one is in Odesa oblast. The delta is a heaven for **wildlife** lovers, birdwatchers, fishermen and anyone who wants to get away from it

all for a few days. Its **irresistible** beauty has got a **worldwide** recognition. The Delta is the most **incomparable** place in Europe where nature still leads its course, with minimum human intervention. Moreover, you'll try ecotourism, sailing, boating, rafting, even horse riding for romantic people with nobody else around. Where else can you experience such a healthy way of life? Without doubt, ecotourism is a break from the hustle and bustle, becoming part and parcel of wildlife, exploring the places where a single foot hasn't stepped before. Moreover, it is a popular travel option for learning something new or even to burn your calories on waves and hills. In the Danube Delta, it is all possible.

The World Tourist organization (WTO), which deals with promoting tourism throughout the world, assists Romania and Ukraine in the development of joint ecotourism projects, who knows? Maybe you'll be lucky to be one of the first participants of this joint international ecoproject. In any case, your travelling will be **impressive** and memorable.



A TRAVELLING TO SURPASS YOUR EXPECTATIONS

The national network of tourist routes covers various traditional themes like the Silk Route, Kievan Rus culture, the history of Ukrainian Cossacks etc or offers to visit places connected with **renowned** Ukrainians such as H. Skovoroda, T. Shevchenko, L.Ukrainka. You may choose one of these, of course. But if you want to feel Ukrainian real colouring, to see, 'to taste', 'to smell' Ukrainian customs and traditions, to travel in time and space – then our tour is for you.



Join us at the **open-air** museum of Folk architecture and Traditions, located on the **picturesque** outskirts of Kyiv in Pyrohovo. You won't see **brand-new** objects here, but enjoy the atmosphere of ancient **wooden** structures transported from different regions of Ukraine: the 17th and 18th centuries windmills (vitryaky), unique village houses (khatas) because of their age (16th century) and the variety of adjoining structures such as cattle-pens and henhouses, cellars and barns, watermills and wells. As you enter, you immediately sense the history of the village through the small details of peasant life on display. You'll have a chance to see **handmade** embroidery, **wooden** and ceramic **household** utensils and national costumes.

The most **exciting** event is a traditional fair, during which you can not only watch a potter working at a jug, but spin the wheel yourself and design a piece of pottery as a keepsake. You will be treated to **fantastic** homemade

UNIT 3

Ukrainian dishes and taught a **jolly** Ukrainian dance or a **passionate** song. If you are lucky enough, you might even participate in a traditional Ukrainian wedding ceremony.

We are sure your travelling will surpass your expectations and will leave a lasting impression on you. So, don't miss your chance.



ACROSS CULTURES



UNESCO – United Nations Educational scientific and cultural organization – a part of the UN, based in Paris, which mission is to contribute to the building of peace and security through cooperation between the nations in education, science and culture. One of the main international instruments of UNESCO is the Convention on the protection of the world cultural and natural Heritage.



WTO – World Tourist organization, established in 1975 by the UN.



World Heritage Site – a place or structure included on an official list produced by the World Heritage Committee of UNESCO. Places are chosen for the list because they are considered to be of outstanding universal value and are therefore preserved.



For inquisitive learners: to know more use the sites:

- <https://www.britannica.com/topic/World-Heritage-site>
- <https://www.nationalgeographic.com/travel/world-heritage/about/>
- <https://edition.cnn.com/travel/article/11-most-beautiful-places-in-ukraine/index.html>



b) Read the texts again. In groups, make a list of attractions for every travelling route.

TRAVELLING IN AN ECO-STYLE

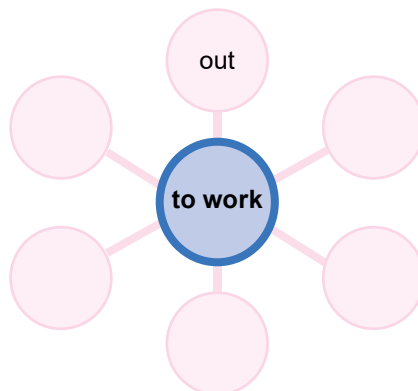


BECOMING A DIGITAL NATIVE

a) Language Search

From the text, reproduce phrasal verbs below to fill in the diagram. Using the sites suggested find 3 more phrasal verbs with this verb, but with different meanings. Give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about the World Heritage Sites protected by INESCO in Britain and the US. Focus on:

- their historical background;
- their uniqueness;
- their attractions for tourists.

Grammar in Context

- In the text, find and reproduce the adjectives in bold in contexts and interpret their meaning.
- Complete the instructions and illustrate them with your own examples.
 - If you want to form an adjective, add prefixes before them, such as...
 - If you want to form an adjective from nouns or verbs, add suffixed to the end of the nouns such as...
 - If you want to form a compound adjective, use...
- Complete the travel agency's advertisements with suitable adjectives.

If you are an adventurous person, have a _____ tour in the Carpathians. The place has a _____ reputation for its _____ beauty. You'll get _____ impressions.

Contact numbers: 067 15-24-404

This travelling route lies in _____ place near the Bugh river. You'll have a chance to see _____ species of flora, enjoy _____ views of wildlife and get _____ opportunities for boating and swimming in _____ water of the Bugh.

Ring the agency on 075 38-74-813

A _____ holiday out in the open air is a _____ way of becoming yourself after a _____ life in the city. It's an _____ opportunity of _____ rest with nobody else around.

Join a _____ sightseeing tour to an _____ city of Lviv. It is called a _____ centre of Ukraine with _____ architecture. Its _____ churches and cathedrals are really _____.

Our contacts: 076 54-10-813

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought



There are different kinds of tourism well-developed in Ukraine. Say which of them you will choose for a round Ukraine trip. Why? Give reasons for your choice.

UNIT 3

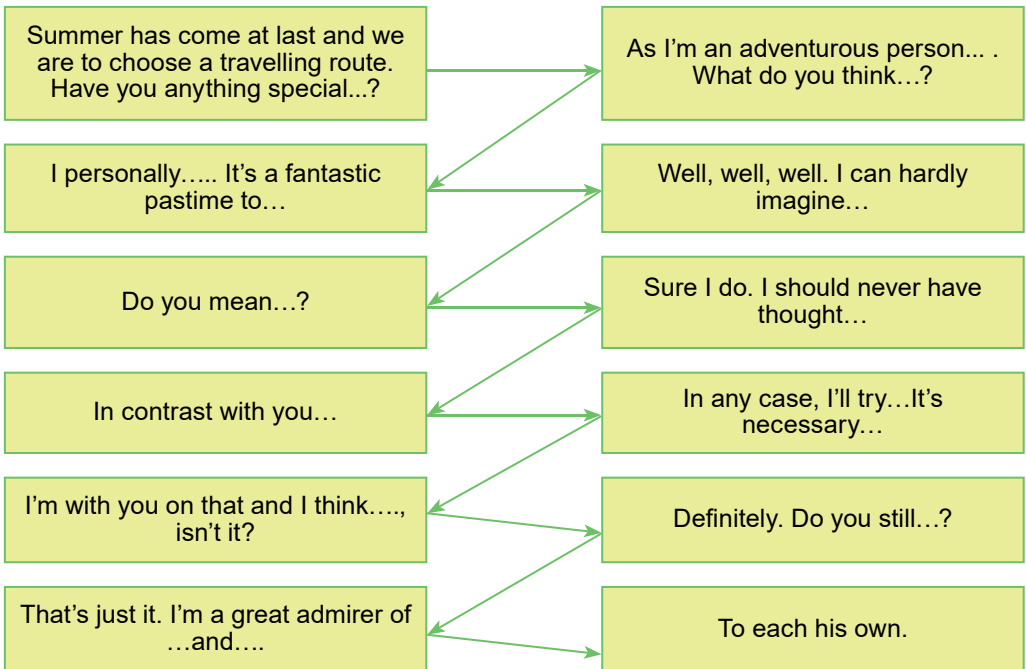
b) Spoken Interaction

In pairs, discuss your favourite travelling routes round Ukraine. Use the following phrases to complete the dialogue.

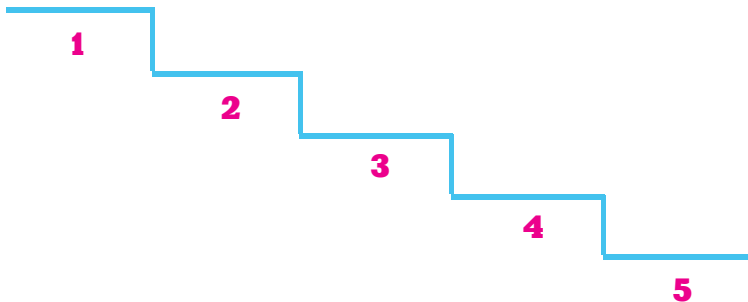
Useful phrases

- As I'm ... person, I give preferences to...
- In contrast with you...
- Do you mean...
- That's just it!
- I can hardly imagine...
- I should never have thought...
- I'm with you on that
- In any case...
- To each his own.

Discussing Travelling Routes in Ukraine



c) In groups, think and decide on 5 points of a successful travelling route round Ukraine. Rank them in order of importance.



Listening

a) Before you listen

You are going to listen to the presentation of an admirer of sightseeing tours. Brainstorm with your friends and say:

- Why people enjoy sightseeing tours as a way of travelling.
- What sights the admirer in question enjoys the most and why.
- What you think about sightseeing travelling.

b) While you listen

Listen to the presentation and correct mistakes in the statements below.

1. The most areas for travelling are the Carpathians and the coasted region of the Azov Sea.
2. Ukraine is often called a land of ancient history.
3. Recent political, territorial and economic difficulties affected the sights of Ukraine.
4. Kyiv's sights include the Golden Gates and St. Sophia Cathedral which appear in UNESCO list.
5. Odesa is considered to be a Ukrainian cultural capital.
6. A splendid Old Town of Lviv boasts of its modern architecture.
7. You can't leave Lviv without having its famous tea.
8. Architecture lovers in Odesa can admire Gothic Churches everywhere.
9. The Opera and Ballet Theatre of Odesa is its symbol.
10. Prymorskyi boulevard is the street in Odesa which runs through the whole city.

Writing

a) Before you write

Work in groups and design a creative project for your international friends "Ukraine is the Country to Explore and Love".

Your steps:

1. Choose the format for your project (a poster, a brochure, a sightseeing map etc.)
2. Work out an interesting travelling route.
3. Find necessary information about the places in your route.
4. Collect photos, pictures, quotes and other illustrative materials to make your project attractive.
5. Think of an interesting way of presentation of your project.

Evaluate your friends' presentations, use the evaluation card.

Evaluation card

| Write | Group 1 | Group 2 | Group 3 |
|--|---------|---------|---------|
| If the route offered is interesting. | | | |
| If the information is sufficient. | | | |
| If the illustrative material is essential. | | | |
| If the format of the project and the presentation is good. | | | |

UNIT 3

Culture Comparison



Search the Internet and make a Culture comparison

- Find some information about the most interesting travelling routes in Great Britain and compare them with Ukrainian ones.

3.4. Developing Integrated Skills

I. In the 20th Ukraine-EU Summit in July 2018 the European Union made the decision to provide Ukraine with further macro-financial assistance of up to EUR 1 billion. In groups, discuss and answer the following questions:

- If it were in your power, how would you distribute the money?
- What aspects of Ukrainian political, social, economic or cultural life need investment?
- How can Ukrainians benefit from this financial assistance?

II. Look at the photos below. Pair up with your friends and discuss scientific discoveries and inventions in them. Say how they affect the environment.



III. Once after visiting Ukraine the president of France Charles de Gaulle (1959–1969) famously said: “I’ve seen many parks and gardens in different cities, but it is the first time I’ve seen a city in a garden”. Unquote the great man’s words. Try to predict:

- What place Charles de Gaulle visited.
- What impressed him so much in that place.
- What the president wished he had in his country.

IV. In the whole class, look at the photos of a travelling route in Ukraine (p. 95) and write a story on them. Focus on:

- the catching title of the story;
- the inspiring description of the photos;
- the exciting presentation of the advantages of this travelling route.





3.5. Your Test Pack

A. Use of English

- I. Read the text below. For questions (1–10) choose the correct answer (A,B,C or D). There is an example at the beginning (0).

A MEMORABLE VISIT

So I (0) C the bus to Lutsk for my first trip to the 1 of Ukraine. Travelling with friends is so 2 fun. We had so much to talk about 3 the bus to Lutsk. I'm really looking forward to 4 the beautiful Shatski Lakes. I 5 much about Shatski Biosphere Reserve which consists 6 some 200 fresh water lakes, rivers and streams. I know this place 7, Ukraine's Lake District and its deep lake Svitiaz is appealing to the most 8 tourists who are fond of camping and rafting. I think we will have a splendid chance 9 the lake from different 10 and enjoy its majestic beauty.

| | A | B | C | D |
|----|------------|------------|-------------|------------|
| 0 | went | came | boarded | landed |
| 1 | north-west | south-west | east-west | north-east |
| 2 | many | much | lots | plenty |
| 3 | into | in | on | at |
| 4 | saw | seen | see | seeing |
| 5 | have read | read | will read | am reading |
| 6 | of | in | off | on |
| 7 | is called | named | is known | famous |
| 8 | lucky | courageous | adventurous | clever |
| 9 | look | seeing | to see | view |
| 10 | parts | distancy | aspects | angles |

UNIT 3

II. Read the sentences and fill in the right word-form.

| | |
|---|-----------------------|
| 1. European countries support Ukraine and provide the country with _____ assistance. | FINANCE |
| 2. The government uses all the _____ to settle the problem of Donbas. | POSSIBLE |
| 3. Significant progress was made on reforms to make the country more _____. | PROSPER |
| 4. You should eat _____ vegetables and fruit to stick to a healthy way of life. | VARY |
| 5. I'm _____ to the medical scientists for their great _____ in medicine. | GRATITUDE DISCOVER |
| 6. Nowadays television is not only for _____, but upgrading your knowledge as well. | ENTERTAIN |
| 7. Travelling round the country I've got a lot of _____ impressions. | FORGET |
| 8. If you are an _____ person I advise you to try eco-tourism. | ADVENTURE |
| 9. You'll be amazed to see _____ churches of the 17 th century. | WOOD |
| 10. Sightseeing tours are the most _____ if you are interested in history and culture of Ukraine. | EXCITE |

B. Listening

Listen to the information about different projects for young scientists and gifted youth in Ukraine and choose the right answers to the questions.

1. What is the moral duty of Ukrainian government as to the self-realization of young scientists in Ukraine?
 - A. to provide the youth with scholarships;
 - B. to create all necessary conditions for this development;
 - C. to organize meetings with well-known scholars.
2. Why is it necessary to support talented youth?
 - A. to give them an opportunity for self-realization;
 - B. to provide them with sufficient knowledge;
 - C. to teach them to learn from each other.
3. When did a meeting of president Poroshenko and talented students take place?
 - A. in July, 2018;
 - B. in February, 2018;
 - C. in September, 2018.
4. What did president Poroshenko stress in a meeting with gifted youth?
 - A. Ukraine needs their innovations to solve the country's issues;
 - B. Ukraine must have more talented people in the country;
 - C. Ukraine lacks scientists in many branches.
5. Who organized all-Ukrainian educational programmes for youth?
 - A. President Poroshenko;
 - B. Victor Pinchuk;
 - C. Borys Kolesnikov.

6. How many educational projects for youth did the charitable organization of Borys Kolesnikov launch in the current year?
- 5;
 - 7;
 - 8.
7. What is the award for the winners of the project?
- a big scholarship;
 - a grant for studying abroad;
 - a trip to profile forum worldwide.
8. What do finalists of the educational projects do during their visits to other countries?
- do the sightseeing tours;
 - visit the expositions of world-famous manufacturers;
 - fight for the prizes.
9. What did Victor Pinchuk's foundation focus on?
- the problems of defense;
 - the economic and political issues;
 - administrative, environmental and social challenges.
10. What finalists of Zavtra.ua programme will go to study abroad?
- those who got a grant to get a master degree;
 - those who got scholarships;
 - those who need guidance to implement their project.

C. Reading

Read about a world famous innovation competition and match the paragraphs (1–5) with the titles (A–F).

IMAGINE CUP MICROSOFT'S COMPETITION

- First Steps to Self-Realizing
- Sharing and Learning
- National Pride
- A Noble Aim
- Offered Opportunities

1- Imagine Cup, Microsoft's innovation competition, brings together students from all over the world. The 2018 edition challenged teams to come up with an artificial Intelligence solution which integrated a software module from the Microsoft Azure Cloud.

You probably know that the aim of Imagine Cup is to promote and support students' projects, applications, devices or games, which will change the world. No doubt, Imagine Cup Experience is a launching pad that helps young software innovators get guidance and be whatever they want to be in life eventually.

2- Apart from winning awards or prizes at the premier technology programme and competition for students to learn, build and complete with innovative tools, platforms and services, Imagine cup experience has helped software start-ups to network, learn new skills, showcase their solutions and by extension get guidance from academic mentors that will go a long way in making them self-reliant inventors in the 21st century knowledge society.

UNIT 3

3- At the event that attracted more than 87 student teams from 71 countries who had competed in the worldwide finals after winning local and online competitions around the world, Microsoft awarded cash and other prizes valued at more than \$ 1 million throughout the year long Imagine Cup competition, including awards for the winning teams at the worldwide finals.

Besides students showcase and presentations, there are also learning sessions during the competition. During the learning sessions students can make enquiries about how to apply for Imagine Cup grants which will help them actualize their dreams through Microsoft grant, software and invaluable connections.

4- Corporative vice president of Microsoft Guggenheimer said that for the past 11 years, Imagine cup has been a place for inspiration and innovation for students around the world. The students participating in this competition demonstrate the very best in innovation from their home countries and together are creating new apps, innovations and services that will change the way the world works, interacts and learns. And really, the survival of the 21st century lies in the hands of these people to engage with technology.

5- We are proud of Uklrainian talented students who took top positions not once. Thus, in 2012 in Sidney, Australia, Ukrainian team from Donetsk won \$ 25.000, presenting Smart Gloves which could ‘talk’, transforming sign language into human speech. This invention will save millions of people who can’t talk.

A year later another team won a prize for developing the software called CamTouch, which could turn any surface into a computer screen.

This year was also triumphant. So Ukraine can be really proud of its talented youth.

D. Writing

The title of the unit is “Ukraine at Large”. Write an encyclopedia entry focusing on the many sides of our country you’ve learned about in the unit.





Unit 4

GREAT EXPECTATIONS

In this unit, you will learn how:

- to describe your feelings about graduation;
- to talk about your ways to beat test anxiety;
- to discuss artistic talents;
- to integrate your skills on the topic;
- to check the level of knowledge and skills on the topic, getting ready for independent testing.



UNIT 4: GREAT EXPECTATIONS

4.1. How do you Feel about Graduation?

Word Bank

- career
- career path-way
- to major in something
- to minor in something
- to hire somebody
- scary
- to graduate in something / from something
- to enroll in something
- to enter something
- disconcerting

Phrase Bank

- to think about something with mixed feelings
- to be a little uncertain
- to have some reservations
- to make the distinction of something
- to have something in store for somebody
- to be music to somebody's ears
- to offer benefits
- to be fluent in (a language)
- to read something at one sitting
- to be highlighted by something
- to follow suit
- to be worth the effort
- to help one's dream come true
- to be at one's wits' end
- to give much thought to something
- to follow in somebody's footsteps
- to set somebody thinking about ...
- to become a thing of the past

Communication Box

- Actually, ...
- Certainly, ...
- According to statistics, ...
- According to somebody's own account, ...
- I can't keep from ...
- It made my day!
- To help remedy this problem, there are ...

I. Go Ahead!

Look at the photos and say in what sphere of life you can visualize yourself after school graduation. Why? If there is no suitable picture, add your own.



Example: *I think I'd rather see myself in an office where I'm working with official documents in English, as in Picture 4. I really want to do something important in the international context, for example, in the UNO or the UNESCO.*

II. Reading

a) Read what these school leavers think about graduation and say whose ideas and feelings are similar to yours. Say why.

FEELINGS ABOUT GRADUATION

I am thinking about graduation with mixed feelings. On the one hand, I am excited – life has so many new things, good chances, and great opportunities in store for me; on the other hand, that's exactly what makes me nervous. In their last year of high school, my schoolmates apply to more than one college or university. I would rather go to a university as it is bigger than college. An average university program takes four years to complete. Most people with a university degree begin their career after they graduate. (University graduates make the distinction of starting a 'career' and not having a 'job'!) A career position is paid on a salary (yearly) rate and always offers benefits. Career positions are also considered long-term commitments with the company or organization that has hired you. That agrees with my vision of the world because work is a very important part of my American identity.

At present, I'm considering what university to apply for. As far as I know, each university has its own requirements for admission. Most universities usually consider the test scores as well as an applicant's high school grades before they decide whether or not to accept a student. All my friends have chosen to go away from home. That is the scary part – leaving home. My parents say that moving to college is part of growing up as I have to learn to take care of myself and pay my own bills. I don't mind but I'm a little uncertain. I just can't keep from thinking. Now I am coming to understand that making decisions "does make cowards of us all" if I can quote my favorite Hamlet's soliloquy correctly. So for me, the question remains: to be or not to be a student...



Rob O'Leary

* * *



Kateryna Zabello

You won't believe it but I don't have any difficulty in choosing my career pathway. The reason is that I have always been in love with languages. My Mum, who is fluent in German, recalled that I had asked her to teach me some German words long before school. I took up English and French at school, and besides, I've been learning Italian and Spanish by self-effort, on and off, for a while. It's no exaggeration to say that languages are music to my ears.

The other day, I came across the book "How I learn Languages" by Kato Lomb, and read it at one sitting. It made my day, really! The author was a Hungarian interpreter and translator who had a command of sixteen languages. Her aims to acquire these languages were to satisfy her interest. She called herself a linguaphile (meaning she loved languages) and an autodidact (meaning that she developed her own learning strategies). By the

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way, she writes that “no one is just good at languages. Success in language learning is determined by a simple equation: Invested Time + Interestedness = Result”. Here is the link to her book: <https://www.goodreads.com/book/show/6290281-polyglot>.

Originally, she graduated in physics and chemistry, but her interest soon led her to languages. According to her own account, her long life was highlighted not primarily by the command of languages but the actual study of them. Through her books, she tried to share this joy with generations. I was so much inspired by her example that I decided to follow suit. I hope that my deep interest in language learning will help my dream come true and, as an interpreter, I will, like Kato Lomb, be able to graduate from a translator to a simultaneous interpreter, visit five continents, see over forty countries, and eventually report about my experiences and adventures in my own book.

(Adapted from https://en.wikipedia.org/wiki/Kat%C3%B3_Lomb)

* * *



Sally Burton

Frankly speaking, I have given much thought to what I want to do after graduation but I haven't made any concrete plans. Actually, I would like to major in modern languages and minor in art. But I have some reservations. There just don't seem to be any other career options available other than teaching. Certainly, there is nothing wrong with teaching. My Mom is a teacher and she loves it! She **says** teaching is the best job in the world. It just seems like a lot of work to deal with so many schoolchildren. Then you have the **school principal** to work with and crowded classrooms and uninterested parents. Everyone says that teachers don't earn enough money for the amount of work they

have to do. I like the idea of teaching children but I don't know if it is worth the effort. My Mom **suggests** that if I really want to teach, I shouldn't let the small salary change my mind. Job satisfaction is much more important than money, isn't it?

It is generally not difficult to get a teaching position in Canada. Unfortunately, most schools are severely understaffed, which is largely due to the **unfavorable** reputation of teaching and teachers. To help remedy this problem, there are several new programs at universities to **encourage** students to enter the teaching career field. These **programs** promote teaching as an important and rewarding career. Maybe I should enroll in one of them...

BrE – school headmaster / headmistress

AmE – school principal

BrE – unfavourable

AmE – unfavorable

BrE – programme

AmE – program

* * *

I'm at my wits' end. I don't know what to do in the future, what profession to choose. Just a couple of hours ago, I was absolutely positive that I should follow in my parents' footsteps and become a lawyer. Then I read a somewhat disconcerting article which claimed that “The 21st century labour market is fast-changing, increasingly global, and technology-driven.” It set me thinking about the new shades of meaning the word ‘career’ is acquiring these days.

The idea of a single, long-lasting career is becoming a thing of the past. Have you heard about the 30-year “lifelong career” that companies promoted

during the last century? Well, according to statistics, only 19 percent of companies still have traditional functional career models. Today, a college graduate may work for four to five companies in their first 10 years after graduation.

One way to think about careers today is to consider myself a surfer: I catch a good wave early in my life; as it crests and falls, I need to look for the next wave. From post-education to pre-retirement, in each new wave, I will gain new skills and new experiences, re-training and educating myself along the way.

Many of the jobs my generation will be applying for after graduating from college did not exist when our parents began their careers. The skills we need to succeed in the 21st century include creativity, innovation, critical thinking, problem-solving, collaboration, multi-cultural and global understanding. I know that the most important thing for me is to decide my own future. But isn't it challenging?!

(Adapted from: https://www.uh.edu/class/sociology/undergraduate/careers/21st_century_careers.pdf)



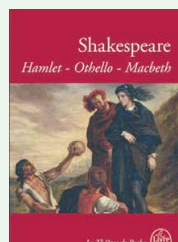
Phil Wright

ACROSS CULTURES



Hamlet's soliloquy – “To be or not to be” is the opening of a soliloquy spoken by Prince Hamlet in the so-called nunnery scene of William Shakespeare's play “Hamlet” (Act III Scene I).

Kato Lomb (1909–2003) – a Hungarian interpreter, translator, and one of the first simultaneous interpreters in the world. Native in Hungarian, she was able to interpret fluently in nine or ten languages (in four of them even without preparation), and she translated technical literature and read fiction in six languages. She was able to understand journalism in further eleven languages.



- b) Read the texts again and fill in the chart with feelings about graduation mentioned. Comment on the reasons for them.

| Positive feelings | Negative feelings |
|-------------------|-------------------|
| Excited | |

III. Language Track

Phonetics in Context

- In the texts above, find and reproduce introductory phrases in context according to the pattern. Practise saying them in your own sentences.

Pattern: On the one hand, I am excited.

On the other hand, that's exactly what makes me nervous.

Words and Phrases in Context

- From the texts above, reproduce the sentences with the following vocabulary items – ‘job’ and ‘career’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the texts, reproduce the nouns which are formed from the following verbs. Make up your sentences with them.

Example: *to graduate – graduation*

I am thinking about graduation with mixed feelings.

- | | | |
|------------------|-------------|--------------|
| • to distinguish | • to decide | • to educate |
| • to commit | • to create | • to retrain |
| • to identify | • to retire | • to feel |
| • to apply | | |

- In the texts above, find and reproduce the sentences with the following words and word-combinations in context. Add 2–3 logically connected sentences to develop the idea of the context.

Example: *to be highlighted by something*

According to her own account, Kato Lomb’s long life was highlighted not primarily by the command of languages but the actual study of them.

- to be highlighted by something;
- to follow suit;
- to be worth the effort;
- to help one’s dream come true;
- to be at one’s wits’ end;
- to give much thought to something;
- to follow in somebody’s footsteps;
- to set somebody thinking about.



BECOMING A DIGITAL NATIVE

a) Language Search

From the text above, find and reproduce the verb below followed by different prepositions. Fill in the diagram and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find more information about 21st century careers.

Focus on:

- The fields they belong to;
- the role they play in the life of society;
- the skills you need for them.

Present your findings to the class and comment on the opportunities they can give to the new generation of school leavers.

Grammar in Context

- From the texts above, reproduce the grammar constructions in bold in contexts and interpret their meanings.

- Complete the instructions and illustrate them with your own sentences.

There are different ways of reporting speech, with different verbs.

If you want to report another person's words with a reporting verb (e.g. say), use ...

If you want to report advice with a reporting verb (e.g. suggest), use...

Go to your **First Aid Kit** p. 173 for more information

- Report the following statements using the reporting verbs in brackets.



Example: "I'm going to become a writer," Monika said. (*to announce*)

Monika announced that she was going to become a writer.

1. "Yes, it was a difficult exam," the teacher said. (*to admit*)
2. "You should solve the problem yourself," my father said. (*to insist*)
3. "No one is just good at languages," Kamo Lomb wrote in her book. (*to state*)
4. "The 21st century labour market is fast-changing, increasingly global, and technology-driven," the article says. (*to claim*)
5. "I'm at my wits' end," Phil said. (*to complain*)
6. "Actually, I would like to major in modern languages and minor in art.," Sally said. (*to add*)
7. My friend says, "Teachers don't earn enough money for the amount of work they have to do." (*to warn*)
8. "Many of the jobs my generation will be applying for after graduating from college did not exist when our parents began their careers," Kate said. (*to suggest*)
9. "It is generally not difficult to get a teaching position in Canada," Sally said. (*to boast*)

Go to your **WB** for more exercises

Speaking*Spoken Production***a) Food for Thought**

The world of careers is changing these days. Read about three components of the traditional idea of a career and answer the questions given about the possible changes in each of them.

Let's examine what a '*career*' really is. The traditional idea of a career has three components:

- **A career represents our expertise, our profession, and ultimately our identity.** It defines *who we are* and *what we do*. This form of self-identity makes changing careers dauntingly difficult: What if we switch careers and fail? Then who are we?
- **A career is something that builds over time and endures.** It gives us the opportunity to progress, advance, and continuously feel proud. When we are asked to change our career or path, what happens to all we have learned? Do we throw it all away? Or can we carry it forward?
- **A career gives us financial and psychological rewards.** It makes life meaningful, gives us purpose, and pays us enough to live well. What happens if our career suddenly becomes less valuable, even if we still enjoy it? Should we continue to make less money or jump to a new path?

(Abridged from: <https://www.careercast.com/career-news/7-strategies-build-successful-career>)

Spoken Interaction

b) In pairs, look at the photo, identify yourselves with the characters and complete the dialogue using the following useful phrases.

Useful phrases

- Actually, ...
- Certainly, ...
- According to statistics, ...
- According to somebody's own account, ...
- Frankly speaking, ...
- I can't keep from ...
- It made my day!
- To help remedy this problem, there are



A. ...

B. ...

A. ...

B. ...

A. ...

B. ...

A. ...

B. ...

A. I'm still a little uncertain.

B. The most important thing is for you to decide your own future.



- c) There is a general belief that work is a very important part of the American identity. Americans spend more time working and talking about work than any other activity. Part of this is the drive and value that is placed on having and acquiring money.
In groups, discuss the statement above and come up with your ideas as to new challenges in the field of work for Ukrainian youth.

Listening

a) Before you listen

You are going to listen to two college students talking about what to do after graduation. With the whole class, discuss possible options for them.

b) While you listen

Listen to the information and mark true/false statements below.

1. Both Amanda and Dylan have everything figured out.
2. Amanda hasn't got her Bachelor's degree yet.
3. Dylan is going to move to Chicago.
4. Amanda does not major in English Literature.
5. Dylan's mom is a teacher.
6. Amanda has a good attitude to teaching.
7. Dylan is aware of some disadvantages of teaching.
8. Teenagers are well aware of their rights and responsibilities and can cope with them.
9. Money is more important for Dylan than job satisfaction.
10. Amanda gives him a good piece of advice.

c) After you listen

Amanda claims that job satisfaction is much more important than money. Dylan is not certain if teaching is worth the effort.

- In groups, discuss these points of view and voice your opinion.
- With the whole class, compare your opinions and come up with your list of recommendations for college graduates. Begin with: *If you want your future to look good, ...*

Writing

a) Before you write

If you want to search for job in the future, write a resume. A resume is like a personal advertisement and will be used to convince a potential employer that the author is an outstanding candidate for the job,

- In groups, brainstorm with your friends what information your resume includes.
- Make a list of words and phrases you can use in your resume to sound convincing.

UNIT 4

b) While you write

How to Write a Resume

| Content Tips | Language Tips |
|---|--|
| <ul style="list-style-type: none">• Include personal data.• List career-related data.• List additional data activities and management and leadership skills.• List references. | <ul style="list-style-type: none">• Name• Address• Phone number• Email address• Education• Work experience• Skills• Honours and awards• Activities• Management and leadership skills• Volunteer experience• Language and computer skills• Available upon request |

Go to your **First Aid Kit** p. 189 for a Sample of a Resume

Culture Comparison



Search the Internet and make a Culture comparison

- What do your peers abroad include in their resume?
- Have you got the same type of a resume? If not, how do they differ?



At Home: In your WB, write a resume for yourself in five-years' time.

4.2. Are you Ready for the Coming Future?

Word Bank

- anxiety
- apathy
- cramming
- to focus on something
- to concentrate on something
- to sample something
- buffer
- to assign something to something
- midterms
- finals
- break-down

Phrase Bank

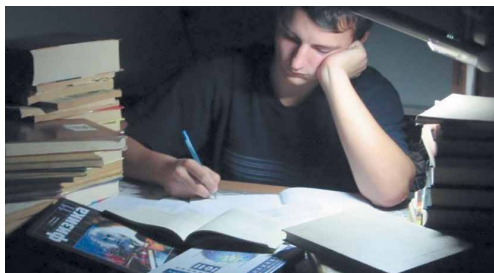
- to regain control of oneself
- to play hide-and-seek in somebody's brain
- to stay away from something
- to discipline oneself
- to master something every step of the way
- to fix facts in one's mind
- to develop recall techniques
- to establish good study habits
- to be central to one's future plans
- to require different approaches
- to compete with something for something

Communication Box

- Sure, you are going to ...
- Better than ..., take ...
- Expect to do ...
- Don't worry yourself into hysterics about ...
- Talk to yourself: ...
- Don't give a second's thought to ...
- Concentrate only on ...
- Begin preparing for ...
- Try different ways of ...
- Practise ...

I. Go Ahead!

Look at the photos and say how these teenagers are preparing for their future. Are you going to do the same or different?



Example: *I believe the schoolboy in the photo is absolutely immersed in his revision process. He looks stressed about test-taking. I, personally, usually master the material every step of the way and find it quite easy to focus on my studies.*

II. Reading

a) Read about some exam-related study strategies and match the following subtitles to the tips below. Say what tips can be useful to you.

- A. Start early.
- B. Be positive.
- C. Learn test-taking skills.
- D. Take a break.
- E. Eat light.
- F. Dress for success.
- G. Avoid distractions.
- H. No panic.
- I. Say 'No' to Caffeine
- J. Work on memory skills.

TEN WAYS TO BEAT TEST ANXIETY:

Study Strategies from the Website of Willamette University

It's the morning of the Big Test. In an hour, you'll be taking an exam whose results will count 50 per cent of your final grade. You feel like (a) trying to escape; (b) having a nervous break-down; (c) crying like a baby; (d) all of the above.

If you feel any of the above, you are not alone. You've got test anxiety, a fear of forgetting everything you've learnt and not doing well on a test. How

UNIT 4

can you regain control of yourself? How can you keep calm enough to recall all those names, dates and theorems that are playing hide-and-seek in your brain? Relax. Lots of researchers have examined those questions. Here's a summary of what they've learnt: ten tips for reducing test anxiety today, tomorrow and forever.

Tips for Short-term Relief

- 1_ Sure, you're going to do some last-minute cramming the night before a test. Just don't do it with the aid of quarts of coffee or tea. The reason is that caffeine adds to stress, and when time comes, you won't be able to focus on the job in front of you.
- 2_ For a couple of hours before a test, stay away from food, or, if you must, just sample some. Your digestive system will be competing with your brain for oxygen-rich blood. Better than eating, take a walk to get that blood moving rapidly through your body. Get a good night's sleep.
- 3_ Get comfortable. Wear clothes that you can relax in and forget about. And be prepared. Show up at the test site with all the pencils, pens, erasers, and calculators you think you'll need.
- 4_ Expect to do well. And don't worry yourself into hysterics about how central this one test is to your future plans. Talk to yourself: "It's only an exam." "I can do it." "Stay cool."
- 5_ Don't give a second's thought to that individual sitting next to you who's writing twice as fast as you can think. Concentrate only on your own exam.
- 6_ Pause whenever you need to break the tension. Close your eyes and practice head rolls or other relaxing exercise.

BrE – to practise
AmE – to practice

Tips for Lasting Relief

- 7_ Begin preparing for midterms and finals the first day of class, disciplining yourself to master the material every step of the way. By the time the exams come, you'll be ready and confident. And confidence is one of the major buffers of stress.
- 8_ Try different ways to fix facts in your mind. Make up flash cards. Develop recall techniques such as assigning letters to a series of points you want to remember or associating a word with a fact. Find out what works for you, and use it to create your own data retrieval system in your mind.
- 9_ Establish good study habits. Cramming increases the likelihood of panic. Concentrate on what you do know and try to think of likely questions to be asked.
- 10_ There are tricks to test-taking, and they can be learnt. Multiple-choice and essay tests require different approaches. Practice taking tests, and you'll learn why.

And mind: too little anxiety (apathy) or too much anxiety (panic) are both problematic. A moderate level of anxiety gives energy and improves concentration.

(Adapted from: <http://willamette.edu/offices/lcenter/resources/studystrategies/beattestanxiety.html>)

ACROSS CULTURES

Willamette University – Willamette is a nationally renowned private liberal arts university in Salem, Oregon, USA. Founded in 1842, Willamette is the first university established in the western USA and has become a national leader in sustainability and civic engagement.

Quart, *written abbreviation qt* – a unit for measuring liquid, equal to two pints. In Britain, this is 1,14 litres, and in the USA it is 0,95 litres.

- b) Team up with your friends. One team presents and illustrates with their own examples “Tips for Short-term Relief”, the second team – “Tips for Lasting Relief” suggested on the website of Willamette University. What is your attitude to these recommendations? How do they help to beat test anxiety?

III. Language Track

Phonetics in Context

In the text above, find and reproduce 10 words with the sounds /æ/, /e/ in their contexts. Practice saying them in your own sentences.

Example: *Practice taking tests, and you'll learn why.*

I think practice makes perfect.

Words and Phrases in Context

- From the text above, reproduce the sentences with the following vocabulary items – ‘focus’ and ‘concentrate’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the text above, reproduce the words and word-combinations with the opposite meanings. Illustrate them with your own examples.

Example: *to forget – to recall*

How can you keep calm enough to recall all those names, dates and theorems that are playing hide-and-peek in your brain?

- | | |
|----------------|------------------------------|
| • to keep calm | • to lose control of oneself |
| • to relax | • to move slowly |
| • midterms | • multiple-choice test |
| • to increase | • uncomfortable |
| • panic | • too much |

- From the text above, reproduce the words and phrases which are attributable to the description of effective study strategies to complete the word cloud. Use them to describe your own study strategies.

UNIT 4

recall techniques *to practice taking tests*

ASSOCIATIONS

flash cards *recall techniques*
to try different ways

retrieval system

GOOD STUDY HABITS

recall techniques to practice taking tests



BECOMING A DIGITAL NATIVE

a) Language Search

From the text above, find and reproduce the phrases below to fill in the diagram. Using the sites suggested, find 3 more phrases with these verbs and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about good study strategies in the world of education. Focus on:

- Exam preparation techniques ;
- Concentration techniques;
- Learning styles.

Present your findings to the class and share your experience of applying some of them.

Grammar in Context

- From the text reproduce grammar constructions in bold in contexts and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences.

If you want to report advice, use...

If you want to report negative advice, use...

Go to your First Aid Kit p. 174 for more information

- Read the students' pieces of advice on the notice board and report them to your friends.



Advice about coping during the exam

Read directions and underline significant instructions.
(Gianna Hegarty)

Essay Questions – take a few minutes to organize your thought. Jot them down and start with a summary sentence.
(Rob O'Leary)

First answer the easy questions. Then go back to the more difficult.
(Anna Martin)

When confronted with excess anxiety, break it by doing something unusual: ask a question; get a drink; chew gum; eat a piece of hard candy; sharpen pencil; tense and relax large muscle groups; take several deep, slow breaths.
(Kate Anderson)

Multiple Choice – eliminate the impossible answers, then make as good an intuitive guess as possible.
(Eric Bell)

Don't rush; maintain steady pace.
(Ken Clark)

Advice about coping after the exam

Use the test as a learning tool. After the exam is over, don't torture yourself over mistakes.
(John Mason)

Take a break and take note of how you were tested. Don't vow to study harder. Vow to study smarter.
(Emma Gonzalez)

Review the exam looking for the types of errors.
(Alla Bilych)

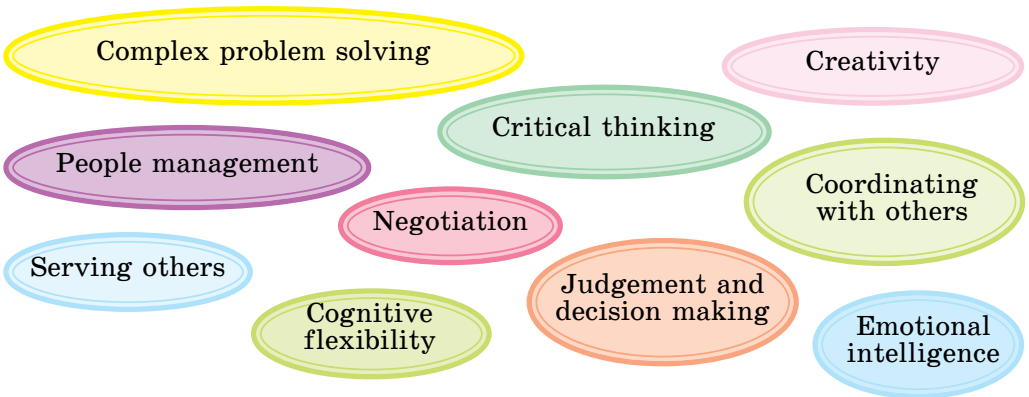
Speaking

Spoken Production

a) Food for Thought

The world of work is changing – and some jobs are changing faster than the others. According to the latest research, soon we'll be as good as the skills we possess. But which skills are they, and how can we make sure we keep pace?

Read the examples of the soft skills heatedly discussed at the World Economic Forum, choose those which seem acceptable for you. How can you prove that you possess them? How can you develop other important soft skills?



Spoken Interaction

b) In pairs, discuss your readiness for the coming future in a form of a game “Look on the Bright Side”.

| Guidelines | Useful Phrases |
|---|--|
| <ul style="list-style-type: none"> • One of you is a ‘pessimist’ who feels negative about the coming future and speaks only about problems. • The other is an ‘optimist’ who looks on the bright side and is able to see the advantages in every situation. Even when something is really wrong, he/she tries to give some good advice to cheer up a pessimist. | <ul style="list-style-type: none"> • Sure, you are going to ... • Better than ..., take ... • Expect to do ... • Don’t worry yourself into hysterics about ... • Talk to yourself: ... • Don’t give a second’s thought to ... • Concentrate only on ... • Begin preparing for ... • Try different ways of ... • Practise ... |

Situation Cards

| | |
|---|---|
| <p>1) On the eve of the big test:</p> <ul style="list-style-type: none"> • You've got test anxiety; • You know how to beat test anxiety. <p>2) On exam day:</p> <ul style="list-style-type: none"> • You've just talked to your classmates who are 'anxiety generators'; • You listen and advise to steer away from them because panic is contagious. | <p>3) After the exam:</p> <ul style="list-style-type: none"> • You torture yourself over mistakes; • You listen and advise to use the exam as a learning tool. <p>4) After the test scores are made public:</p> <ul style="list-style-type: none"> • You've got the impulse to let your test scores serve as a measure of your self-worth; • You advise your friend to resist that impulse explaining that it's only an exam. |
|---|---|

c) In groups, comment on the last lines of Rudyard Kipling's famous poem "If":

... If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And – which is more – you'll be a Man, my son!

d) With the whole class, summarize your answers to this age-old question "Where do you see yourselves in 10 years' time?" in a poster.

Listening

a) Before you listen

You are going to listen to a story on getting an education the hard way.

In three groups, think and decide:

- where the story takes place;
- who the main character of the story is;
- how the character got an education the hard way.

b) While you listen

- Each of the three group, one by one, will listen to one part of the story.
- The groups will get together and arrange the story in the right order.
- In the whole class, listen to the story the 2-nd time to check if you were right.

c) After you listen

With the whole class, role-play a TV show "Live and Learn". Use the guidelines.

- Say life-long learning is for you and why it is important.
- Why life-long learning is especially important in the 21st century.
- Why some people may have to get an education the hard way.
- Give advice to people who are getting an education the hard way.
- Give incidents from your life or from the life of other people which can serve as examples of getting an education the hard way.

Writing

a) Before you write

If you want to get accepted for a position with a company or organization, you will have to go through the interviewing process in which you will be asked a wide variety of questions. The whole point of this exercise is for the interviewers to determine if the applicant has the skills to do the job for which he/she is interviewed and if the interviewee is someone they would like to work with.

- Brainstorm with your friends what questions (ranging from common personal questions to very challenging technical questions) may be asked and how you would answer them.
- Make a list of words and phrases you can use to express your thoughts in an organized and logical way.

b) While you write

How to Write Job Interview Questions

| Content Tips | Language Tips |
|---|---|
| <ul style="list-style-type: none"> • Start your interview with personal questions; • Focus your questions on the essential job functions and required knowledge and skills listed; • Check the candidate’s resume for projects similar to work you need done; • Prepare mostly open-ended questions (those that require more than a yes or no or simple factual answer); • Ask follow-up questions when you need more information. | <ul style="list-style-type: none"> • Tell me about yourself. • What are your strengths? And weaknesses? • Why did you decide to seek a position with ...? • What do you know about our company? • What major challenges have you encountered and how did you deal with them? • What jobs have you enjoyed the most? The least? Why? • Why should we hire you? • Describe an ethical dilemma you resolved in working with groups. • What have I forgotten to ask you? |

Go to your **First Aid Kit** p. 189 for more information

Culture Comparison



Search the Internet and make a Culture comparison

- What issues connected with the coming future worry British and American peers? Are they the same as yours?
- What are your international friends ready to do for their career and workplace success? Are you ready to do the same or different?



At Home: In your WB, write 20 job interview questions about the position you would like to get in the future.

4.3. Can you Appreciate Other People's Talents?

Word Bank

- audio-guide;
- innocent;
- to marvel at something;
- playwright;
- vaudeville;
- melodrama;
- biopic;

Phrase Bank

- to be a frequent visitor to something;
- to be lovingly known as ...;
- artist of promise;
- to pursue one's artistic training;
- to tear down the stereotypes;
- to make something more accessible to somebody;
- to capture life;
- coming-of-age moments;
- to depict somebody in a delicate humorous manner;
- to be filled with pride and joy;
- to do library research;
- to gain popularity;
- to be a resounding success;
- to offer hands-on experience

Communication Box

- It came as a surprise upon me that ...
- I would never have thought that ...
- Wish me luck!
- It struck me as unusual to see...
- ...first thing to-morrow morning

I. Go Ahead!

Look at the pictures and say what leisure activities these teenagers prefer. What do you think they value in them? What other people's talents can you appreciate? Why?



Example: *I think the girl is keen on pictorial art. The masterpiece she is gazing at evokes mixed feelings in her. I believe she is greatly influenced by the mystery that lies behind Mona Lisa's kaleidoscopic eyes. I adore portrait painting and I can't but appreciate Leonardo da Vinci's artistic talent.*

UNIT 4

II. Reading

- a) Read about these people's appreciation of artistic talents and say if you share their opinions.



Kateryna Sokol

Due to my Mom, who adores art, I have been a frequent visitor to picture galleries since childhood. That is why at the very first weekend of my stay in New York as an exchange student, I went to see the Metropolitan Museum of Art, lovingly known as the MoMA.

The audio guide that I rented on the spot provided background, context and information to all the paintings I viewed. I also learned that the pictorial art tradition has never been as strong in the USA as it has been in Europe. According to the commentary, it can be attributed to the United States' relative youngness and possibly its less structured class

society. Throughout its history, the USA has generally imitated and paralleled European art movements. The American representatives from such artistic periods as Impressionism, Cubism, and Avant Garde remain relatively unknown – even to Americans. Most artists of promise in the past chose to leave the US and pursue their artistic training in France or Italy.

It wasn't until the pop art movement in the 1950s and 1960s that the US broke away from the European artistic example. The works of Andy Warhol, Jackson Pollock, Ray Lichtenstein and other members of the pop art movement attempted to tear down the stereotypes that have always existed in the art world and to make art more accessible to the masses.

My most beloved of all American artists was not a “pop” artist at all. This artist is Norman Rockwell. He was best known for his illustrations for the popular magazine “The Saturday Evening Post”. Rockwell captured American life as Americans most wanted to see it: simple, honest and still innocent. Although some people criticized his work for presenting life as happier than it really is, Rockwell said that he painted life as he would like it to be. Many of his illustrations depicted teenagers at coming-of-age moments such as a first kiss, a first date in a delicate humorous manner.

My heart was especially filled with pride and joy at the exhibition of Ukrainian ethnographic applied art which was hosted by the MoMA at that time. The works of art on exhibit included not only those from artists who were born and worked in Ukraine but also from those artists who lived abroad. So, works by Taras Shevchenko, Vasyl Tropinin, Mykola Pymonenko, Oleksandr Murashko, Nikolai Ge presented different art styles and genres. I marvelled, with a kind of gratitude, at some abstract paintings by Kazimir Malevich, who was native Ukrainian. They made me think and see a great deal more than the objects before me. Herein lies the power of art, I believe.

* * *

As a high school student, I am currently doing library research on the history of American drama for my drama class. It came as a surprise upon me that only in the 19th century American playwrights began writing plays for and about Americans in American situations. Most popular were vaudeville shows, melodramas, and light comedies, though after the Civil War (1860–64) more serious and thoughtful dramas began to gain popularity. However, the dramas of this time are mainly forgotten now as are the dramatists that wrote them.

The first really famous American playwright was Eugene O'Neill. He was concerned with the nature of mankind, and began to experiment with the

form and content of the drama in order to better explore his theme. In the 1940s two of the most famous American playwrights – Tennessee Williams and Arthur Miller – wrote their best plays. **I'm proud to say that I've seen Williams' *Cat on a Hot Tin Roof* on Broadway stage** and was greatly impressed both by the plot and the acting.

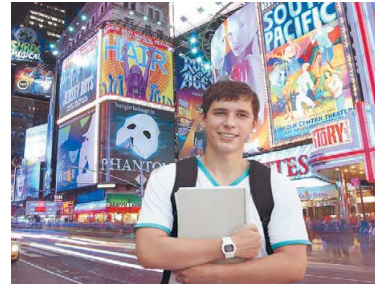
I have also seen *The Phantom of the Opera*, the famous musical from Andrew Lloyd Webber. It happened in London where I went on a study-abroad program a year and a half ago. The performance in Her Majesty's Theatre was absolutely unforgettable! Based on Gaston Leroux's novel of the same name, *Phantom* tells the story of a strange, disfigured man who lives in the bowels of the Paris Opera House. He becomes obsessed with Christine, a chorus girl, and takes it upon himself to further her career at any cost – even if it means murder. I know that the show was a resounding success both in London and New York.

By the way, when digging into the library research on my topic, I came across some really exciting facts about theatre in Eastern Europe, namely, in Ukraine. I would never have thought that the Ukrainian theatrical tradition was rich in names, genres and innovations. The first theatrical acts performed by entertainers known in history as *skomorokhy* could be traced back to the 11th century on the territory of Ukraine. They were followed later by acts of religious drama and festivities of *vertep*, a folk puppet show, for instance, at Christmas. The founder of the classical Ukrainian drama became Ivan Kotlyarevskyi who headed one of the first stationary theatres in the early 19th century. The contemporary artists to this day turn to the experimental searches of Les Kurbas who combined several talents of director, actor, playwright and interpreter of world literature but was repressed during the Stalinist period in the mid 20th century. Thanks to his genius, the works of William Shakespeare, Henrik Ibsen, Friedrich Schiller and Moliere were conceptualized anew on the Ukrainian stage.

All that set me thinking about doing a comparative study of American and Ukrainian drama, at least on a small scale. Okay, I need to talk to my drama teacher about it first thing tomorrow morning.

* * *

My name is Julia Parkan from Canada where I work as a journalist and write film reviews for *The Toronto Star*. This summer, in late June, I happened to be in Scotland where I enjoyed not only the joy of a spectacular Edinburgh in the brilliant summer sunshine but was lucky to attend the 72nd edition of Edinburgh International Film Festival, or EIFF, for short. It is the world's longest continually-running film festival, with a wonderful film programme. In 2018, EIFF showcased 121 new feature films from 48 countries across the globe, more than 600 filmmakers were in attendance to support their films. The range of British cinema was wide and extraordinary – from horror to biopics and comedies – while the rest of the programme hailed from as far as Taiwan, Slovakia, New Zealand and Colombia. Nor did the audience limit themselves to the conventional big flat screen format. We had 3D, 0D (yes, this year there's a film consisting of sound only), big screen TV and



Alex Nilson



Julia Parkan

UNIT 4

radio too – plus a range of public events offering behind-the-scenes secrets and hands-on experience from every level of a film industry.

It struck me as unusual to see two outstanding Scottish short films made by young film makers aged 14-18 and 19-25 as part of Scotland's 2018 Year of Young People celebrations. Winner in the age 14-18 category was *Ghost* directed by Georgia Ayres and Sam McDonald and in the 19-25 age group, *Night's out* made by Li Gong. Brand new names so far, I'm sure the pictures have brought them stardom overnight.

I returned to Canada just in time for another big cultural happening, TIFF this time. It stands for Toronto International Film Festival. As I come from a Ukrainian-Canadian family, I always welcome any good news about culture developments in Ukraine. So you can imagine how happy I was to learn that Ukrainian Film Days were back! On August 29 – September 2nd, for the first time in Canada, the selection of recently produced and classic Ukrainian feature films will be presented at this special event which is a part of Ukrainian National Stand at 43d TIFF. To me, it means five days of Ukrainian film screenings, a list of recently released movies in the Ukrainian language with English subtitles, and informal communication between the events with Ukrainian government, directors and producers. I have already bought a ticket for *Donbass*, a film by Serhiy Loznitsa. Wish me luck!



The Metropolitan Museum of Art

ACROSS CULTURES

The Metropolitan Museum of Art – the most important art museum in the US, in New York City.

Impressionism – a style of painting (used especially in France between 1870 and 1900 by painters such as Monet, Cezanne and Pissarro, which produces effects (especially of light) by use of colour rather than by details of form. The French impressionists painted directly from nature.

Cubism – A 20th century art style in which the subject matter is represented by geometric shapes. Picasso and Braque are the most famous artists connected with cubism.

Avant Garde – the writers, painters, musicians etc. whose work is based on the newest ideas and methods.

Pop Art – a form of modern art which shows common objects from everyday life such as advertisements, articles found round the house etc., rather than the usual subjects of art.



Impressionism



Cubism



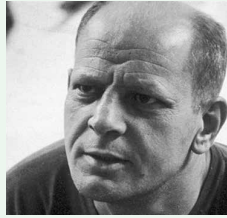
Avant Garde



Pop Art



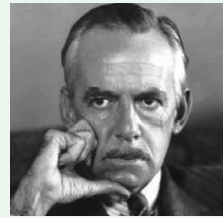
Andy Warhol



Jackson Pollock



Norman Rockwell



Eugene O'Neill

Andy Warhol – a US artist who had an important influence on modern art and music, especially in the 1960s. He is known for his pictures in the pop art style, which were ordinary objects, such as the Campbell's Soup Can, or of famous people, such as Marilyn Monroe.

Jackson Pollock – a US artist known for his very large abstract paintings which are full of colour, a leader of abstract expressionism. He often made them by putting the painting on the floor and then walking around it, letting the paint drip from sticks.

Norman Rockwell – a US magazine artist who drew over 300 covers for the Saturday Evening Post between 1916 and 1963. His pictures, done in a realistic style, were full of warmth and humour and were very popular with most Americans.

Eugene O'Neill – a US writer of plays, who won the Nobel Prize for literature in 1936. His plays include "The Iceman Cometh" and "Long Day's Journey into Night".

Tennessee Williams – a US writer, whose plays are mainly about the emotional problems of people living in the South of the USA.

Arthur Miller – a US writer of plays that deal with political or moral problems. His most famous plays include "The Crucible about the Salem Witchcraft trials in 17th century America" and "Death of a Salesman".

Andrew Lloyd Webber – an English composer and impresario of musical theatre. Several of his musicals have run for more than a decade both in the West End (London) and on Broadway (New York City).

Henrik Ibsen – a Norwegian dramatist and poet of the 19th century, the most important theatrical figure of his generation, whose plays completely changed the main current of European dramatic literature.



Tennessee Williams



Arthur Miller



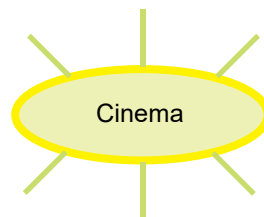
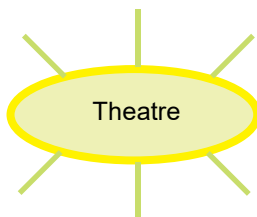
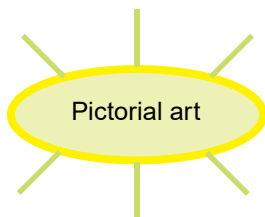
**Andrew Lloyd
Webber**



Henrik Ibsen

- artist of promise;
- to tear down the stereotypes;
- to make something more accessible to somebody;
- to capture life;
- to depict somebody in a delicate humorous manner;
- to be filled with pride and joy;
- to gain popularity;
- to be a resounding success.

- From the texts above, reproduce the words and word-combinations which may be attributable to the description of works of art in the following content areas:



Make your own sentences with them.

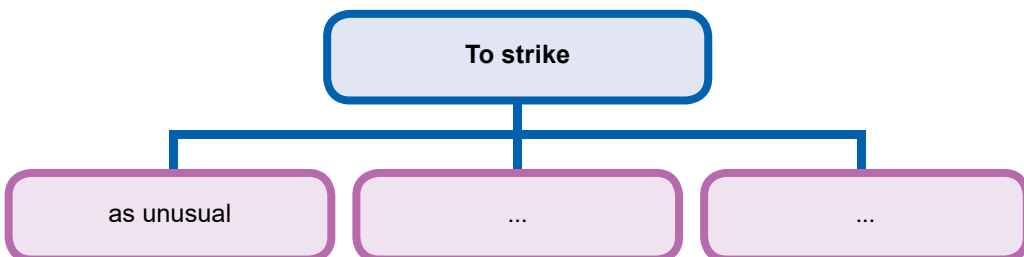
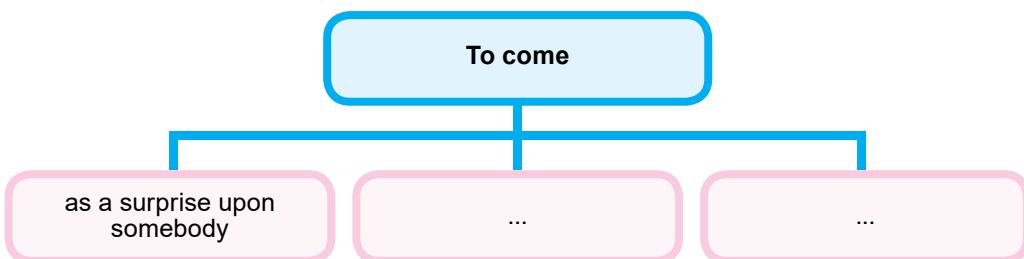


BECOMING A DIGITAL NATIVE

a) Language Search

From the texts above, find and reproduce the phrases below to fill in the diagram. Using the sites suggested find 3 more phrases with these verbs and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



UNIT 4

b) Information Search

Search the Internet and find some information about British and American art, theatre and cinema. Focus on:

- the latest trends;
- renowned artists / actors / directors;
- famous works of art in different forms of art.

Grammar in Context

- From the texts above, reproduce the grammar constructions in bold in contexts and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences:
 - *If you want to report speech with a reporting verb in the present, use....*
 - *If you want to report another person's words some time after he/she said them, use...*

Go to your First Aid Kit p. 174 for more information



- Report the words of:

- a) Kateryna Sokol about her favourite artist;
- b) Alex Nilson about the famous musical from Andrew Lloyd Webber;
- c) Julia Parkan about her impressions of two film festivals she attended.

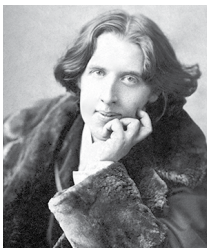
IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

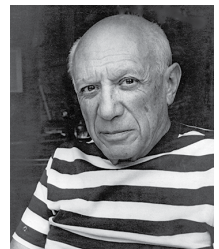
Read what great people said about art. Think and decide what role art can play in your life.



Oscar Wilde

"When one loves one's art, no service seems too hard".

Oscar Wilde



Pablo Picasso

"We all know that art is not truth. Art is a lie that makes us realise truth, at least the truth that is given us to understand".

Pablo Picasso

Spoken Interaction

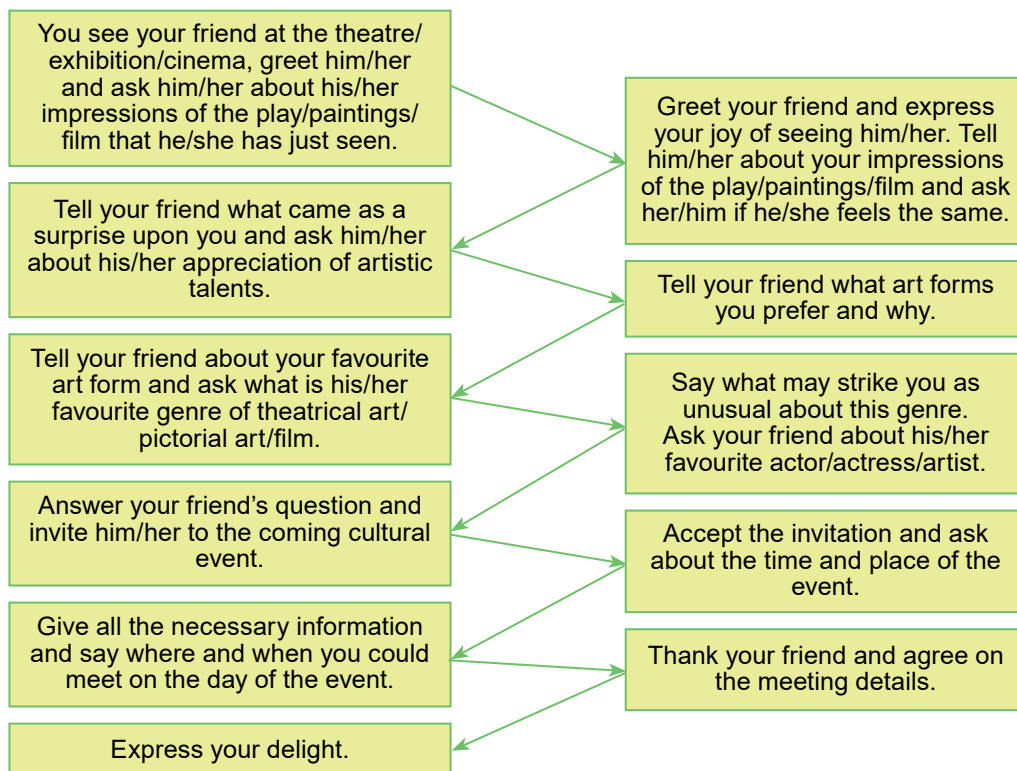
- b) In pairs, talk about your appreciation of artistic talents completing the dialogue. Use the phrases below.

Useful phrases:

- It came as a surprise upon me that ...
- I would never have thought that ...

- It struck me as unusual to see ...
- ... managed to tear down the stereotypes.
- ... made art/theatre/cinema more accessible to ...
- ... captured life.
- ... depicted ... in a delicate humorous manner;
- My heart is filled with pride and joy when ...
- ... gained world-wide popularity.
- ... was a resounding success.

Talking about Appreciation of Artistic Talents



- c) In groups, read Edvard Munch's words about his painting and decide if different forms of art can help you to express yourself. If so, how can it happen?

"My art has its roots in thinking about the discrepancies between myself and life."

Edvard Munch, a Norwegian symbolist painter

Listening

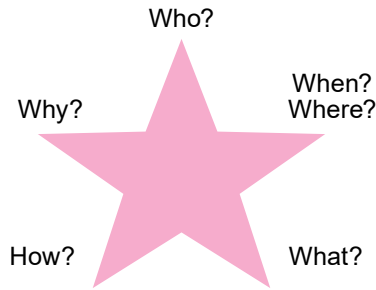
a) Before you listen

You are going to listen to the conversation of two American fellow-students talking about their drama club. Group up with your friends and discuss what skills or abilities a person should have to become an actor / actress.

UNIT 4

b) While you listen

Listen to the conversation and answer the question at the star points.



c) After you listen

In groups, discuss the truth of the following statements:

- *To be able to perform in a play, one should have not only a gift but a great desire.*
- *Participation in drama helps a person to express themselves.*
- *Drama classes at school add much to schoolchildren's education.*

d) Imagine you are talking to some members of an American school drama club. With the whole class, discuss the ways they have their rehearsals, costumes and set design. Compare them with good practices in the Ukrainian educational setting.

Writing



Work in groups and design a creative project “Ukraine has got Talents”.

1. Choose the format for your project (a poster, a TV show, a slide presentation etc).
2. Find the necessary information about artistically talented Ukrainians and their job descriptions.
3. Collect diagrams, schemes, tables, photos, pictures, quotes and other illustrative materials to make your project attractive.
4. Think of an interesting way of presentation your project.
5. Evaluate your friends' projects, using the evaluation card below.

Evaluation Card

| Write | Group 1 | Group 2 | Group 3 |
|--|---------|---------|---------|
| 1. If the information was sufficient and convincing. | | | |
| 2. If the illustrative material was suitable and essential. | | | |
| 3. If the format of the project was unusual and interesting. | | | |
| 4. If the presentation was successful. | | | |

Culture Comparison



Search the Internet and make a Culture comparison

Find some information about the greatest talents in the English speaking countries and compare them with Ukrainian ones.

4.4. Developing Integrated Skills

I. Suppose a charitable fund announced that it would donate 1 000 000 hryvnias to support a start-up company. Group up with your friend and come up with your ideas on such items.

Item I

- What start-up company do you want to set up?
- What marketplace need or problem do you want to address?

Item II

- What jobs will you create in your start-up company?
- Whom will you employ for these jobs?

Item III

- What will be your main developmental priority?
- How will the start-up grow?

II. Look at the photos below. Pair up with your friend and discuss the ways to get ready for the coming future. Say if these ways may work for you.



III. You are going to have a time slot for informal communication as a part of Ukrainian National Stand at 43rd Toronto International Film Festival. Team up with your friends.

Team 1 will be young Ukrainians, the members of the cinema club who know much about Ukrainian cinematography and are ready to answer the visitors'

UNIT 4

question.

Team 2 will play the parts of TIFF visitors who are ready to bombard you with all sorts of questions.

The information chart below will help the teams to focus on the questions and answers.

| | |
|--|--|
| <p style="text-align: center;">CYBORGS</p> <p style="text-align: center;">КІБОРГИ / KIBORHY</p> <p style="text-align: center;">Feature / War drama Completed / Ukraine / 110 min / 2017</p> <p>It is a story of a several -week -long military duty in September 2014. A group of military volunteers comes to Donetsk Airport for the first time - the Airport has been held by Ukrainians for more than four months of war.</p> | <p style="text-align: center;">CHRYSANTHEMUMS TIME</p> <p style="text-align: center;">ЧАС ХРИЗАНТЕМ / CHAS KHRYZANTEM</p> <p style="text-align: center;">Feature / Drama Completed / Ukraine / 70 min / 2017</p> <p>After losing a close person, Olga is left alone with her grief. With no one to share the loss with, she buys a car and goes on a journey around Kyiv and its surroundings. On her way she meets people who have lost themselves: some through constant lies, others because of a bad choice. Olga helps some of them but leaves the others in their swamp. At the time of chrysanthemums, she has to reconsider her life and loss to go on living.</p> |
| <p style="text-align: center;">FALLING</p> <p style="text-align: center;">СТРИМГОЛОВ / STRIMGOLOV</p> <p style="text-align: center;">Feature / Drama Completed / Ukraine / 105 min / 2017</p> <p>A story about the post -revolutionary generation of young Ukrainian people looking for their place in a modern Ukraine. It follows two bewildered people who meet at a crucial moment of their existence and experience few days of happiness together.</p> | <p style="text-align: center;">SKY</p> <p style="text-align: center;">НЕБО / NEBO</p> <p style="text-align: center;">Feature / Family film Completed / Ukraine / 95 min / 2017</p> <p>Darko is an ordinary Kyiv boy. He meets Ayshe a Crimean-Tatar girl who had moved with her family from Crimea to Kyiv. It is hard for Ayshe to get used to her new life in the big city, as she misses her house on the Black Sea shore. Darko promises Ayshe to build a glider, so they could fly to Crimea. Darko and his friends start building the glider, so they can climb into the sky where all children's dreams materialize.</p> |

TARAS. RETURN**ТАРАС. ПОВЕРНЕННЯ /
TARAS. POVERNENNYA**

Feature / Drama Completed
/ Ukraine, Kazakhstan / 120
min / 2017

The film focuses on the last 3 months of exile of Taras Shevchenko in Kazakhstan. That summer, the poet, exiled for military service in the tsarist Russian army, receives a message from friends in St. Petersburg: he is personally pardoned by Tsar Alexander II. However, the military leadership of Novopetrovsk Fort is in no hurry to tell Taras about this and to issue a decree of dismissal. Moreover, a secret agent from Petersburg tries to do everything for poet not to leave Novopetrovsk.

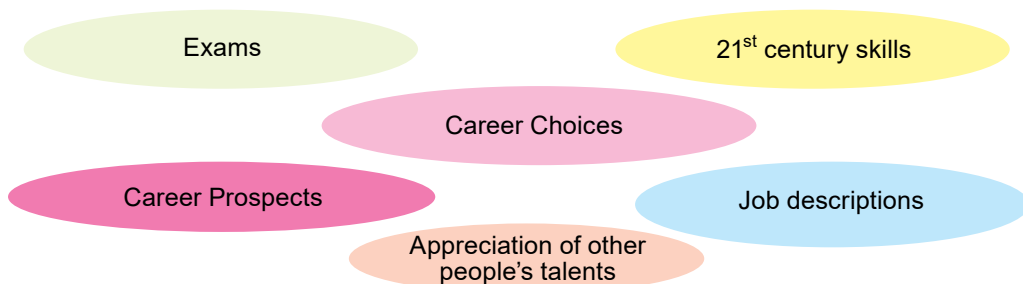
WHEN THE TREES FALL**КОЛИ ПАДАЮТЬ ДЕРЕВА /
KOLY PADAYUT'DEREVA**

Feature / Coming of age, drama
Completed / Ukraine, Poland / 88
min / 2018

The story unfolds in a Ukrainian provincial setting, and focuses on a five year old little rebellious girl Vitka with her teenage cousin Larysa and her boyfriend, the young criminal Scar. After her father dies Larysa's future is unsure. She wants a complete control over her life, but she is condemned by the village's entire community for her love to Scar. Her grandmother, who sacrificed her love for someone "different" – a young gypsy – for traditional values, is only concerned with what people will say and Larysa's mother is too psychologically weak to support her daughter. Larysa and Scar plan to escape from the criminal life, the life of banal devastation misery and their relatives together.

(Adapted from: http://qrcgcustomers.s3-eu-west-1.amazonaws.com/account2900674/556610_3.pdf?0.6837042586876323)

IV. With the whole class, make a mini-project "Great Expectations: What future has in store for us". Think and discuss the following aspects.



Make a list of expectations and present them to the whole class giving reasons. Good luck to you!

4.5. Your Test Pack

A. Use of English

I. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). There is an example at the beginning (0).

There is one pupil in my class who is very good 0 at painting. Wherever we go, Alex takes his sketch book with him as he enjoys 1 drawing everything he finds interesting. 2 most of all he is excited – painting landscapes. Alex paints 3 nature and succeeds 4 finding an unusual composition and colour scheme. I can't 5 admiring many of his works and suggest 6 some of them at our local picture gallery. If Alex practises painting 7, he 8 develop his own style.

| | A | B | C | D |
|----------|---------|------------|-------------|------------|
| 0 | in | on | at | with |
| 1 | drew | to draw | drawing | drawings |
| 2 | But | Because | That is why | And |
| 3 | to | from | of | about |
| 4 | on | of | at | in |
| 5 | take | give | help | make |
| 6 | exhibit | exhibiting | exhibited | to exhibit |
| 7 | further | farther | later | earlier |
| 8 | must | has to | may | mustn't |

II. Read the sentences and fill in the right word-form.

| | |
|--|-----------|
| 1. Most of my students have the <u>ambition</u> to advance in their career. | AMBITIOUS |
| 2. They want to achieve ... and security for themselves and their future family. | SUCCEED |
| 3. Lack of ambition generally results in lack of | ACHIEVE |
| 4. Ambition must be based on some | REALISTIC |
| 5. You need to realize that achieving success requires | COMMITTED |
| 6. To be successful at all costs, however, should not be the ... role in life. | LEADER |
| 7. Do not abandon | HOPELESS |
| 8. ... self-esteem is another landmark on your journey to success. | GAIN |
| 9. One of the main factors that ... your level of self-esteem is self-understanding. | AFFECTIVE |
| 10. Success ... the prepared mind. | FAVOURITE |

B. Reading

Read the article and put the paragraphs in the correct order.

A Thus, in 2016 for one open vacancy claims only one candidate. In addition, work of software developer is well paid: average salary here is about 15 thousand UAH.

- B** The TOP 10 of the most prestigious professions also included bankers, doctors, pilots and astronauts, engineers in various fields, as well as economists and financial officials.
- C** As is known, as high-prestige are those professions which have not only a good salary, but also a high public status, are respected in the community and have influence.
- D** But still more often prestige of the profession is determined precisely by its payment.
- E** These data were obtained by results of interview of 1770 respondents in August of this year.
- F** Despite considerable competition (8 specialist for the vacancy in Kiev), the position of the head is desirable for the Ukrainians.
- G** The prestige of the profession, on the one hand, depends on the degree of responsibility and complexity, but on the other – on the great demand for specialists in the labor market, which in turn depends on the macroeconomic situation in the region and the socio-political situation.
- H** On the second place in the rating of the most prestigious professions – top management. Expressly the senior officers and managers have overtaken by one position of lawyers, prosecutors and defense lawyers.
- I** According to a survey, conducted by the experts of the portal HeadHunter, now in Ukraine the most prestigious is the profession of IT-specialist, because it is extremely IT specialists demand in the domestic labour market.
- J** According to 18% of the respondents to be a businessman – is also not less prestigious. On the fifth place in the ranking were the architectural engineers.

https://acf.ua/eng/news_galuz/top-10-high-prestige-professions-in-ukraine#

C. Listening

Listen to the information about one style of Ukrainian art and correct the mistakes in the statements given.

Statements

1. The Petrykivka style was originated in the south of Ukraine.
2. Styles of painting similar to that of Petrykivka were once called “Surrealism”.
3. This style was founded in the 19th century by a group of Ukrainian Cosacks.
4. People with poetic gift settled down in Petrykivka.
5. Early decorative paintings in Petrykivka were easel paintings.
6. The folk poetic interpretation of the peasants’ life was and is at the basis of the Petrykivka painting.
7. Birds and animals are the most popular motifs of the paintings.
8. The main colours of the Petrykivka style are red, orange and dark blue.
9. The village of Petrykivka is the only place which is known for its paintings.
10. The local styles of other places differ in basic elements.
11. Art critics say that the Petrykivka style has much to do with primitive art.

D. Writing

To sum up what you’ve learned in this unit, write an essay “Great expectations”.



Unit 5

MY GLOBAL AWARENESS

In this unit, you will learn how:

- to describe Canada's nature and culture;
- to talk about best practices in Australia's education;
- to discuss New Zealand's specials;
- to integrate your skills on the topic;
- to check the level of knowledge and skills on the topic, getting ready for independent testing.



UNIT 5: MY GLOBAL AWARENESS

5.1. How do You Envisage Your Canada Trip?

Word Bank

- criterion (criteria)
- to be recognized by somebody /something
- to designate
- to rival something / somebody
- ice field
- polar region
- wilderness
- abundant wildlife
- snow-capped
- human endeavour
- site preservation fund

Phrase Bank

- to fall into categories
- to promote heritage conservation worldwide
- to make somebody's day by something
- to get one's name from ...
- to get more feel of something
- to play a major role in something

Communication Box

- It's a dream for many to ...
- It's a must-see for ...
- Don't miss a chance of ...

I. Go Ahead!

Look at the map of Canada and say how varied the country's territory looks to you. Compare it to that of Ukraine.



Example: *I think Canada has much to offer, both geographically and culturally. In my opinion, there is a lot to see and do there. Everybody can set their priorities and allow enough time to achieve them.*

II. Reading

- a) Read the UNESCO information about two groups of world heritage sites in Canada and make a list of their characteristics.

WORLD HERITAGE SITES IN CANADA



Kluane National Park

The world heritage sites rank with the likes of the pyramids in Egypt, the Galapagos Islands and the ancient city of Damascus in Syria. They have been recognized by the UNESCO, which by 2010 had carefully reviewed and designated only 911 such in the world.

The sites fall into two categories: natural and cultural. Natural sites *can be considered*, with no exaggeration, to be outstanding examples of major stages in the earth's evolution. Among them Kluane National Park in the Yukon comes first. It is known for some of the world's largest ice fields

outside polar regions and a spectacular range of mountain environments. This rugged and magnificent wilderness covers 22, 015 sq km in the southwest corner of the Yukon. Kluane got its name from the Southern Tutchone word for "lake with many fish". Two thirds of the park is glacier with interspersed bits of valleys, glacial lakes, alpine forests, meadows and tundra. Canada's highest mountain, Mt Logan (5949 m), and the second highest, Mt St. Elias (5488 m), tower there.

Another natural site of signature attraction, Nahanni National Park, is found in the Northwest Territories, with nearly 5000 square kilometers of wilderness. It includes the South Nahanni watershed and canyon system, tundra-capped mountains, caves and the magnificent 90-metre Virginia Falls, twice the height of Niagara Falls. It's a dream for many to take a once-in-a-lifetime river trip, with hot springs and abundant wildlife along the way.

The cultural sites involve human **endeavour**. They include, in particular, Gros Morne National Park, Newfoundland. It *must be seen* for its scenic varied geography: fjords that rival Scandinavia's, the majestic barren lands, sandy beaches, mountain hiking trails. The site has 4500 years of human occupation, from the Stone Age to visits by French and Basque whalers, Jacques Cartier, and Captain James Cook.

BrE – endeavour
AmE – endeavor



Nahanni National Park



**Gros Morne National Park,
Newfoundland**

If you want to get yet more feel of the dim past, don't miss a chance of going to another must-see, L'Anse aux Meadows National Historic Park, Newfoundland, since it is the sight of the oldest known European settlement in the New World. The remains of the settlement created by Vikings from Scandinavia and Greenland, replicas of sod buildings almost transport you back in time. The Vikings led by Leif Eriksson, son of Erik the Red, built their own boats, sailed all over the North Atlantic, landed here, constructed houses, fed themselves, and they were practically all just 20-something years old. Also captivating is the story of the Norwegian explorer Helge Ingstad, who discovered the site in 1960, ending years of searching: a local inhabitant, George Decker, made Ingstad's day by pointing out the mounds of the terrain.



L'Anse aux Meadows National Historic Park, Newfoundland

Canada played a major role in setting up the World Heritage Convention, which outlines how sites are chosen, sets up a site preservation fund for 123 member states, and promotes heritage conservation world-wide.

ACROSS CULTURES: CANADA



World Heritage Convention

World Heritage Convention – (the) convention concerning the protection of the world cultural and natural heritage; it was adopted by the UNESCO General Conference in Paris in 1972. The World Heritage Convention aims to promote cooperation among nations to protect heritage around the world that is of such outstanding universal value that its conservation is important for current and future generations. It is intended that, unlike the seven wonders of the ancient world, properties on the World Heritage List *should be conserved* for all time.

Yukon – (the) territory in Northwest Canada, which was the site of the Klondike gold rush in the 1890s.

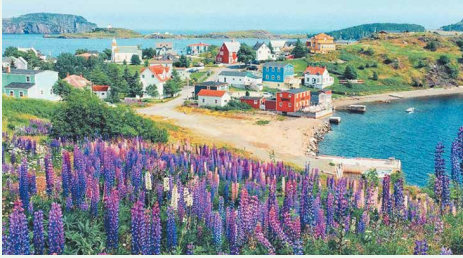
Niagara Falls – (the) very large waterfalls on the border between Canada and the US, popular with tourists and used to supply electricity.



Yukon



Niagara Falls



Newfoundland

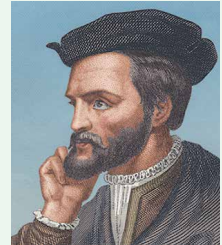


Tutchone

Newfoundland – a province of eastern Canada consisting of the island of Newfoundland and the coast of Labrador.

Tutchone – (the) a first nation people numbering several thousand, are among the most numerous of the more than 7200 Yukon natives of Indian heritage.

Jacques Cartier (1491–1557) – a French explorer of Breton origin who claimed what is now Canada for France. He was the first European to describe and map the Gulf of Saint Lawrence and the shores of the Saint Lawrence River, which he named “The Country of Canadas”, after the Iroquois names for the two big settlements he saw at Stadacona (Quebec City) and at Hochelaga (Montreal Island).



Jacques Cartier



Captain James Cook

Captain James Cook (1728–1779) – a British explorer, navigator and cartographer, ultimately rising to the rank of Captain in the Royal Navy. Cook made detailed maps of Newfoundland prior to making three voyages to the Pacific Ocean.

Erik the Red – Erik Thorvaldsson (950 – 1003 A.D), known as **Erik the Red**, is remembered in medieval Icelandic saga sources as having founded the first Nordic settlement in Greenland. ‘The Red’ most likely refers to his hair color. Leif Ericson, the famous Icelandic explorer, is Erik’s son.



Erik the Red



For inquisitive learners: to know more use the sites:

- <https://whc.unesco.org/en/statesparties/CA>
- https://en.wikipedia.org/wiki/List_of_World_Heritage_sites_in_Canada
- <https://www.canadianaffair.com/blog/complete-guide-canadas-unesco-world-heritage-sites/>

- b) Read the text “World Heritage Sites in Canada” again and fill in the chart with Canada’s natural and cultural sites mentioned. Say what makes them attractive to people.

| Natural sites | Cultural sites |
|--------------------------|----------------|
| Kluane National Park ... | |

III. Language Track

Phonetics in Context

- In the text above, find and reproduce numbers in context according to the pattern. Practise saying them in your own sentences.

Pattern: 22,015 sq km – twenty-two thousand and fifteen square kilometers. Kluane National Park covers nearly twenty-two thousand and fifteen square kilometers in the southwest corner of the Yukon.

Words and Phrases in Context

- From the text above, reproduce the sentences with the following vocabulary items – ‘site’ and ‘sight’ in context. Using an electronic dictionary, analyse the difference in their meanings and use them in your own context.
- From the text above, reproduce the verbs from which the following nouns are formed and make up your sentences with them.

Example: *recognition* – to recognise

Canada’s world heritage sites are recognized by the UNESCO.

- | | |
|---------------|---------------|
| • review | • designation |
| • involvement | • outline |
| • inclusion | • promotion |
| • transport | • discovery |

- In the text above, find and reproduce the sentences with the following words and phrases. Add 2–3 logically connected sentences to develop the idea in context.

Example: *human endeavour*

The cultural sites involve human endeavour. They include, in particular, Gros Morne National Park, Newfoundland. I think it is a must-see for its scenic varied geography: fjords that rival Scandinavia’s, the majestic barren lands, sandy beaches, mountain hiking trails.

- major stages of the earth’s evolution
- mountain environments
- magnificent wilderness
- abundant wildlife
- captivating story
- to fall into categories

UNIT 5

- to promote heritage conservation worldwide
- to play a major role in something
- to designate
- to rival something/somebody



BECOMING A DIGITAL NATIVE

a) Language Search

In the text above, find and reproduce the phrasal verbs below to fill in the diagram. Using the sites suggested, find 3 more phrasal verbs with this verb with different meanings and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
- <https://www.fluentu.com/blog/english/english-phrasal-verbs/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find information about some world heritage sites. Focus on:

- where they are located;
- to what category they belong ;
- why they are recognized by the UNESCO.

Present your findings to the class and comment on the possible impressions you might get of them.

Grammar in Context

- From the text and the “Across Cultures” section above, reproduce the grammar constructions in bold in contexts and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences.

Relative clauses can be defining or non-defining.

– If you want to form the passive with a modal, use ...

Go to your First Aid Kit p. 175 for more information

- Read the guidelines for protecting the environment (p. 140) and complete the following memo for responsible travelers, using the passive with modals.



GUIDELINES FOR PROTECTING THE ENVIRONMENT

Treat Canada's forests and native wildlife with respect. Damaging or taking plants is illegal in most parts of the country.

Remove rubbish. Litter is unsightly and can encourage disease. Rather than burying or burning, carry out what you carry in.

Keep streams and lakes pure by cleaning away from water source.

Where possible, use portable fuel stoves. Keep open fires small, use only dead wood and make sure the fire is out by dousing it with water and checking the ashes before leaving.

Keep to tracks where possible. Get permission before crossing private land and move carefully around livestock.

A Memo for Responsible Travellers

Example: Environment *must be protected*.

Canada's forests

Rubbish

Streams and lakes... .

Portable fuel stoves... .

Open fires

Permission

Go to your WB for more exercises

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Read the selection criteria and explain what kinds of heritage, the UNESCO authorities think, have to be protected in Canada and around the world.

SELECTION CRITERIA

Until the end of 2004, there were six criteria for cultural heritage and four criteria for natural heritage. In 2005, this was modified so that there is only one set of ten criteria. Nominated sites must be of "outstanding universal value" and meet at least one of the ten criteria.

Cultural criteria

- "represents a masterpiece of human creative genius";
- "exhibits an important interchange of human values, over a span of time, or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning, or landscape design";
- "bears a unique or exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared";
- "is an outstanding example of a type of building, architectural, or technological ensemble or landscape which illustrates a significant stage in human history";
- "is an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture, or human interaction

UNIT 5

with the environment especially when it has become vulnerable under the impact of irreversible change”;

- “is directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance”.

Natural criteria

- “contains superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance”;
- “is an outstanding example representing major stages of Earth’s history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features”;
- “is an outstanding example representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems, and communities of plants and animals”;
- “contains the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation”.

(Adapted from the Internet source: <https://whc.unesco.org/en/criteria/>)

Spoken Interaction

b) In pairs, discuss with your friends possible sightseeing activities in Canada. Use the pattern.

Pattern:

A: Hi, ... ! It’s good to see you. I missed you terribly while you were touring ... How was it?

B: It was a dream come true:

A: No wonder,

B: It is said that

A: Wow, that sounds really good. ... And did you by any chance visit ...?

B: Do you mean ...? I spent ... and visited

A: It’s a nice place to see and to get a taste of

B: Did you know that ...?

A: That’s incredible! How on earth did you ...?

B: I was told that ... For instance,

A: The world we live in! There is so much to wonder about in Canada. It’s not surprising that

B: Exactly.

c) Compile a questionnaire and use it to find out how your friends promote heritage conservation Ukraine-wide. Use the word list below.

1. Public recognition.
2. Cataloguing.
3. Fund raising.
4. Wildlife preservation.
5. Limited human occupation.

In groups, discuss the collected data and come up with your ideas as to new challenges of nature protection in Ukraine.

Listening

a) Before you listen

You are going to listen to two Canadians talking about Canada's places of interest. Brainstorm what they might find attractive about the natural and cultural sites in Canada.

b) While you listen

Listen to the conversation and correct the errors in the statements given below.

1. Dorothy was touring north.
2. Darren thinks that Ontario is the least visited region in the country.
3. Buffalo is a popular honeymoon attraction.
4. The well-known George Bernard Shaw Festival takes place in Toronto.
5. Lots of historical places in Canada have names associated with natural sounds.
6. Manitoba has the longest place-name in the country.
7. Canada has too much history.

c) After you listen

According to Darren, there is so much to wonder about in Canada.

In groups, read the following Canadian quotes and say what geographical and cultural information about the country they can reveal.

Canadians... have no south of which they can speak warmly.

Priit J. Vesilind, National Geographic

When I'm in Canada, I feel this is what the world should be like.

Jane Fonda

Canada has never been a melting-pot; more like a tossed salad.

Arnold Edinborough

Canadians have been so busy explaining to the Americans that we aren't British, and to the British that we aren't Americans that we haven't had time to become Canadians.

Helen Gordon McPherson

Canada is an interesting place – the rest of the world thinks so, even if Canadians don't.

Terence M. Green

UNIT 5

I am a Canadian, free to speak without fear, free to worship in my own way, free to stand for what I think right, free to oppose what I believe wrong, or free to choose those who shall govern my country. This heritage of freedom I pledge to uphold for myself and all mankind.

*John Diefenbaker
(From the Canadian Bill of Rights, July 1, 1960.)*

Writing

a) Before you write

If you want to present information concerning the progress which has been made on a nature protection project, write an informative report.

- In groups, brainstorm with your friends what facts your essay should contain.
- Make a list of words and phrases you can use in your report to sound informative.

b) While you write

How to Write an Informative Report

| Content tips | Language tips |
|---|--|
| Paragraph 1: State the purpose and content of your report. | The purpose of this report is to outline ... As requested, this is a report regarding ... The information below summarises the events which took place ... |
| Paragraphs 2–3–4: Present various aspects of the subject under suitable headings. | In addition, ... However, ... (Un)fortunately, ... |
| Final paragraph: Summarise all points mentioned before. | I am pleased to announce ... It must be pointed out ... On the whole, it would be fair to conclude ... |

Go to your **First Aid Kit** p. 190 for a Sample of an Informative Report

Culture Comparison



Search the Internet and make a Culture comparison

Cover the following points:

- What differences and similarities can you spot in the history and geography of Canada and Ukraine?
- What world heritage sites can be found in Ukraine? Have you been to any of them? How well are they preserved?
- What do you know about Ukrainian diaspora in Canada?



At Home: In your WB, write an informative report on Canadian Ukrainians to the historical society.

5.2. How About a Bit of Career Counselling from Australia?

Word Bank

- (un)biased
- exposure to something
- personal growth
- intercultural experience
- education environment
- academic commitment
- career attainment
- to supplement something with something
- to immerse oneself into something
- host school

Phrase Bank

- to offer a transformational learning experience
- to offer a globally recognized qualification
- to work in today's global marketplace
- to recruit directly from university
- to employ overseas students
- to seize an opportunity
- to develop independence / maturity
- to see issues from different perspectives
- to gain something at an affordable price
- to take an active part in one's own education
- to become an exchange student
- to keep a personal blog of something
- to open somebody's eyes to something
- to be a daunting prospect

Communication Box

- Our primary goal is...
- Right from the start...
- This ensures...

I. Go Ahead!

Look at the picture of Australian teenagers and say what educational opportunities they are considering for their near future. What are your options?



Example: *I believe these teenagers are considering different options for higher education. Some like Australian universities, others prefer studying overseas. I would rather become an exchange student.*

II. Reading

- a) Read the following pieces of information about studying in Australia and overseas and say what benefits and challenges they emphasize for prospective Australian and international students. Which of the educational opportunities described look most / least attractive to you?

I.**STUDYING IN AUSTRALIA**

Studying in Australia *offers* international students more than academic achievement and a globally recognized qualification. It is a once-in-a-lifetime experience through which a student can develop independence, maturity, an understanding of other cultures, and the ability to see issues from different perspectives.

Study in Australia better *prepares* a student to work in today's global marketplace. This is why several foreign companies recruit directly from Australian universities

and vocational institutes. Many international organisations and companies employ overseas students with Australian qualifications because their exposure to the outside world gives them greater independence and maturity. With international trade barriers disappearing, great opportunities exist for those with the skills, experience and knowledge to seize them.

In Australia, international students can gain this experience in a safe, friendly environment and at an affordable cost. IDP gives students unbiased, comprehensive information to help them choose the right course, the right institution and the right location for their individual professional and personal needs.

Education in Australia

Australia is the third most popular study destination in the English-speaking world, with more than 200,000 international students in Australian institutions across all education sectors: higher education, vocational education and training, English Language colleges and schools.

The Australian government invests billions of dollars each year in developing Australian education and in university research. Best Australian institutions – Australian National University, University of Melbourne, University of Sydney, etc. – *made* it a point long ago to have an international focus within their courses and activities. They exchange staff with institutions overseas, participate in international forums, and have partnerships and joint projects with overseas institutions and international research centers.

Australia's universities *have made* important breakthroughs in modern technology and science while Australia's vocational training system, which is based on industry standards, is used as a model for other Asia-Pacific countries.

There are universities in all major Australian cities and throughout regional areas of the country ranging in size from around 3,000 students to



50,000 students. About 20 percent of students enrolled in Australian universities are from overseas.

Many international students also study in vocational education and training colleges and institutes across Australia. These institutes offer qualifications that *are recognized* in the workplace.

International students in Australia also study English language through courses offered by private organizations, universities and governments; in foundation courses to prepare them for university study; and within Australian schools.

The Australian Government ensures the quality of Australian institutions and courses in a number of ways. Institutions must be accredited and courses offered to international students must be approved and listed on CRICOS. Qualifications offered to students must fit the Australian Qualifications Framework.

Australian institutions develop the creative, analytical and lateral thinking skills of students, and encourage individuality. The Australian education system also encourages responsibility and maturity in students. Students take an active part in their own education and *are expected* to supplement classroom studies with independent study in libraries, at home and in teams with other students.



II.

WELCOME TO THE WONDERFUL WORLD OF WEP STUDENT EXCHANGE!

Study overseas in more than 20 countries with World Education Program (WEP) Australia. Our international student exchange programs offer you a transformational learning experience hand-in-hand with unsurpassed quality of support and attention to every student and family.

Opportunities to live and study overseas are available to all Australian secondary students who enjoy a challenge and are willing to completely immerse themselves into day-to-day life in another country. These outstanding educational programs offer you the experience of a lifetime and promote understanding and peace between people from different cultures.

New Support Platform for WEP Students

Our primary goal at WEP Australia is to provide as much support for our overseas exchange students as possible. We *are* currently *rolling out* a new support website for our students to interact with each other and to easily connect with WEP staff. After completion of the student orientation programme, our exchange students *will be provided* with the facility to keep a personal blog of their travel experiences, participate in a forum with other students and much more stuff like that.

Student Exchange

Becoming an exchange student is an exciting way to enhance your life by living in another country. Being an exchange student does not require your family to host a student in your house while you are away.

Student exchange with WEP Australia can open your eyes to the opportunities and wonders of the world. Support *is provided* to students throughout the entirety of their programs. Right from the start, when we first receive an enquiry, all the way to program completion, WEP answers questions from students and parents, maintains contact with students while they are overseas, and facilitates communication between our international partner organisations, coordinators, host families, host schools and exchange students. This ensures you *will have* the best possible student exchange experience.

All over the world, WEP host families are interviewed and screened to ensure they *will provide* safe and caring home environments for our exchange students. Your host family will select you, will be welcoming and probably impatient for your arrival, and *will be interested* in learning about you and your life in Australia. Before you depart from Australia, you *will also be advised* about the host school that has accepted you. Students and teachers in host country schools are always interested in hearing about life from our unique part of the world. If you choose a non-English speaking country, you will have the fantastic opportunity to learn a new language and speak it every day. While this can be a daunting prospect initially, the long term benefits of being able to speak another language will stay with you for the rest of your life.

ACROSS CULTURES: AUSTRALIA



IDP – Education Australia is Australia’s leading international education and development organization. IDP is an independent, not-for-profit organization that represents more than 1,000 Australian institutions including universities,

TAFE and vocational education institutes, business and special studies colleges, English language colleges, and schools. IDP has been helping international students for more than 30 years. It has some 70 offices globally with activities in 50 countries. Trained counsellors provide support and advice to students in local languages.

TAFE (pronounced /teɪf/) – In Australia, **technical and further education** institutions provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System / Australian Qualifications Framework / Australian Quality Training Framework. Fields covered include hospitality, tourism, construction, engineering, secretarial skills, visual arts, information technology and community work.



Individual TAFE institutions (usually with many campuses) are known as either colleges or institutes, depending on the state or territory. TAFE colleges are owned, operated and financed by the various state and territory governments. This is in contrast to the higher education sector, whose funding is predominantly the domain of the Commonwealth government and whose universities are predominantly owned by the state governments.



WEP Australia – World Education Program Australia Ltd is an independent, incorporated, not-for-profit Australian student exchange organisation registered with the education departments in QLD, NSW and VIC. Formed in 2001 in cooperation with WEP International, (which now has offices in Brussels, Turin, Milan, Lyon, Paris and Rosario), WEP Australia has enabled thousands of students to open a door to a rewarding and successful future through education abroad.

CRICOS – the Commonwealth Register of Institutions and Courses for Overseas Students.



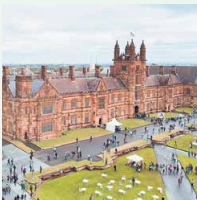
Australian National University – commonly abbreviated to **ANU**, is a public teaching and research university located in Canberra. The University was established by an act of the Parliament of Australia and came into being on 7 February 1947, with the legislated purpose of conducting and promoting research in Australia. The University is governed

by a 15-member council. ANU is a member of several university alliances and cooperative networks, including the Group of Eight (Australian universities), the Association of Pacific Rim Universities, the Association of Universities for Research in Astronomy and the International Alliance of Research Universities. ANU includes five Nobel laureates among its staff and alumni.

University of Melbourne – informally Melbourne Uni, Unimelb, UOM or just Melbourne, is a public university located in Melbourne, Victoria. Founded in 1853, it is the second oldest university in Australia and the oldest in Victoria. The main campus is located in Parkville, an inner suburb just north of the Melbourne CBD. The university also has several other campuses located across Victoria.



Melbourne is ranked among the top universities in Australia and the world. The university has over 35,000 students, who are supported by nearly 7,200 staff members. In 2008, it introduced the controversial Melbourne Model, a combination of various practices from American and European universities, aimed at consistency with the European Union's Bologna process and international relevance and standing for its degrees.



University of Sydney – informally **Sydney University** or **Usyd**, is a university located in Sydney, Australia. It is the oldest university in Australia, having been established in 1850. As of 2009, the university had 47,775 students, making it the second largest in Australia.

The main campus is centered on large Oxbridge-inspired grounds which spread across the suburbs of Camperdown and Darlington on the south-western outskirts of the Sydney Central Business District. In addition, the university encompasses a number of small special-purpose satellite campuses obtained from other organisations over the past 20 years, including the Sydney Conservatorium of Music and the Sydney College of the Arts.



For inquisitive learners: to know more use the sites:

- https://www.internationalstudent.com/study_australia/
- <https://www.topuniversities.com/student-info/student-finance/how-much-does-it-cost-study-australia>
- <https://www.idp.com/australia/about-australia/study-in-australia/>

b) Read the extracts again and find the information for the following chart.

| | Study in Australia | Study overseas |
|--------------------------|--------------------|----------------|
| Personal growth | | |
| Intercultural experience | | |
| Education environment | | |
| Academic commitment | | |
| Career attainment | | |

Summarize the information and say how much these educational benefits are important for you and your friends.

III. Language Track

Phonetics in Context

In the texts above, find and reproduce 10 words with the sounds /w/, /v/ in their contexts. Practise saying them in your own sentences.

Example: /w/ *qualification*

Studying in Australia offers international students a globally recognized qualification.

Words and Phrases in Context

- **From the texts above, reproduce the sentences with the following vocabulary items – ‘staff’ and ‘stuff’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.**
- **Match the beginnings and the endings of the expressions below. From the texts above, reproduce the sentences with them. Illustrate the expressions with your own examples.**

Example: *Studying in Australia offers international students a globally recognized qualification.*

| | |
|------------------|---|
| 1 to offer ... | A ... commitment |
| 2 to employ ... | B ... an opportunity |
| 3 to recruit ... | C ... a globally recognized qualification |
| 4 exposure ... | D ... directly from university |
| 5 to seize ... | E ... exchange |
| 6 to work ... | F ... overseas students |
| 7 academic ... | G ... in today’s global marketplace |
| 8 student ... | H ... to the outside world |

- From the texts above, reproduce the words and phrases which are attributable to the description of different opportunities for international students to complete the word cloud. Use them to describe education in Ukraine from an international perspective.

academic achievement
a globally recognized qualification
independence
maturity
an understanding of other cultures
exposure to the outside world
affordable cost



BECOMING A DIGITAL NATIVE

a) Language Search

In the texts above, find and reproduce the word-combinations with the verb below to fill in the diagram. Using the links suggested, find 3 synonyms for this verb and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/synonyms-antonyms.htm>
- <https://www.fluentu.com/blog/english/>
- <https://en.oxforddictionaries.com/english>



b) Information Search

Search the Internet and find some information about typical behaviour patterns of teenagers in England and the USA. Focus on:

- their behaviour code at school;
- their behaviour with parents and adults;
- their behaviour with each other.

Present your findings to the class and comment on the differences and similarities in your American and English peers' behaviour.

Grammar in Context

- From the texts above, reproduce the grammar constructions in bold in contexts and interpret their meanings.



“When I decided to study in Australia, the first thing I did was to contact IDP and to seek information about different program availability. I was counselled by very professional staff and the information provided by them has given me the confidence to study in Australia. IDP has an office in Sydney which was very convenient for me. If I have any questions to ask, I know IDP will always be there for me when I need help.”

Kin Fai Wong from Hong Kong

Spoken Interaction

b) In pairs, study the following chart about student exchange experiences in Australia and interpret the survey data.

| Survey Item | % Full Year | % Fall Semester | % Spring Semester | % Summer | % Total |
|---|-------------|-----------------|-------------------|----------|---------|
| Personal Development | | | | | |
| Increased self-confidence | 98% | 95% | 96% | 97% | 96% |
| Served as a catalyst for increased maturity | 98% | 97% | 97% | 95% | 97% |
| Has had a lasting impact on world view | 97% | 95% | 94% | 92% | 95% |
| Academic Commitment | | | | | |
| Enhanced interest in academic study | 81% | 80% | 79% | 84% | 80% |
| Influenced subsequent educational experiences | 91% | 85% | 86% | 84% | 87% |
| Reinforced commitment to foreign language study | 88% | 83% | 85% | 90% | 86% |
| Intercultural Development | | | | | |
| Helped me better understand my own cultural values and biases | 99% | 97% | 97% | 95% | 98% |
| Influenced me to seek out a greater diversity of friends | 94% | 88% | 89% | 86% | 90% |
| Continues to influence interactions with people from different cultures | 97% | 93% | 92% | 92% | 94% |
| Career development | | | | | |
| Acquired skill sets that influenced career path | 82% | 73% | 74% | 71% | 76% |

c) In groups, answer these how-questions about Australia-bound education:

1. **How** do Australian universities ensure their students' personal growth?
2. **How** can overseas students benefit from their intercultural experiences?
3. **How** can an exchange student see issues from different perspectives in the Australian education environment?
4. **How** would you reveal your academic commitment if you were an international student in Australia?
5. **How** would you try to develop maturity if studying abroad?
6. **How** can study abroad influence a student's career attainment?
7. **How** can classroom studies be supplemented with independent study in the Australian academic setting?
8. **How** should you immerse yourself into into day-to-day life in another country?

d) With the whole class, summarize your ideas in a poster "One who goes far, knows much".

Listening

a) Before you listen

You are going to listen to two Australian high school students, Alan and Denise, talking about going international after graduation. Brainstorm what reasons they might give for or against studying abroad.

b) While you listen

- In two groups, listen to one part of the dialogue "Connecting People" (Group 1 – Alan's lines; Group 2 – Denise's lines).
- Get together and restore the content of the dialogue.
- With the whole class, listen to the dialogue "Connecting People" for the second time to check if you were right.

c) After you listen

In groups, talk about your plans after graduation. Cover the following points for discussion:

- benefits of entering a Ukrainian university;
- benefits of studying abroad;
- importance of connecting people through exchange programmes.

Writing

a) Before you write

If you want to present the findings of research concerning reactions to an education programme, write a survey report which can be published in a career counselling brochure.

- In groups, brainstorm what questions school-leavers could be asked about the benefits of different education programmes.
- Make a list of words and phrases you can use to analyse the survey data.

b) While you write

How to Write a Survey Report

| Content tips | Language tips |
|---|---|
| <p>Begin with stating: the purpose of the report; the content of the report.</p> | <p>The aim of this report is to examine the results of a survey in which ... The report outlines the results of a survey conducted to determine the opinion of ... The data included in this report was gathered by means of a questionnaire ...</p> |
| <p>Continue with presenting: all information collected on the topic in detail in the form of facts under suitable headings; generalizations.</p> | <p>... per cent of the people questioned agree / claim / state that ... A large proportion of those aware of ... were of the opinion that ... This is highlighted by the fact that two out of five stated that ... This indicates / suggests / implies that ...</p> |
| <p>End with: summarizing the points mentioned above; adding your recommendations or suggestions.</p> | <p>In conclusion, the survey vividly shows ... On the basis of the findings, it would seem that ... The results of the survey reveal / demonstrate that ... Our recommendation, therefore, is that ...</p> |

Go to p. 191 for a Sample of a Survey Report

Culture Comparison



Search the Internet and make a Culture comparison

- Are there any international students hosted in Ukrainian universities? If so, from what countries?
- How can you become an exchange student?



At Home: Conduct a survey “Student Exchange Opportunities for Ukrainians”. In your WB, write a survey report about your findings.

5.3. What's On Your Agenda in New Zealand?

Word Bank

- agenda
- outdoor exploration
- maritime climate
- show-dusted mountains
- glacial valleys
- rainforests
- dunelands
- volcanic plateau
- major travel crossroads
- adrenaline-pumping
- bungee jumping
- adrenaline-pumping
- canoe/kayak adventure
- cruise-ship wreck
- (non-) thrill seeker

Phrase Bank

- to hope for emotional awakening
- to give the question some serious thought
- to come down under
- to reveal a view of ...to sb.
- to think of one's priorities
- to get first-hand experiences
- to do marine-mammal watching
- to be of paramount importance

Communication Box

- It is worth ...
- In your mind's eye...
- Apart from...
- It's a great way to ...
- You are sure to ...
- ..., just to be on the safe side.

I. Go Ahead!

Look at the pictures and guess where these films could have been shot. Say what you can learn from them about this part of the world.



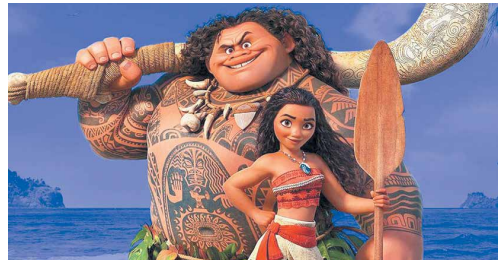
The Lord of the Rings



King Kong



The Chronicles of Narnia



Moana

Example: *I have seen the cartoon "Moana". I think it is based on the Maori culture myth, so the scene is laid in New Zealand. Judging by the film, New Zealand has one of the most varied and spectacular series of landscapes in the world.*

II. Reading

- a) Read the guide book entry “Destination New Zealand” about a prospective trip to New Zealand and match the photos to the proper parts of the text.



DESTINATION NEW ZEALAND

How do you envisage your New Zealand trip? It is worth giving the question some serious thought in your holiday planning. Are you hoping for emotional awakening in some wide open spaces, with walking and bush camping high on your agenda? Or in your mind’s eye, is *New Zealand* all about staying in luxury accommodation and getting acquainted with the finest museums and shops? Perhaps, a combination of all the above?

All things are possible here. There is a lot to see and do, so think of your priorities and allow enough time to achieve them.

When to go?

The warmer months between November and April are ideal for outdoor exploration of New Zealand’s unique scenery. If you are a snow bunny, visit when the white stuff is thick on the ground over winter – June to August. New Zealand is in the Roaring Forties and so has a prevailing wind blowing over it from west to east year-round. Remember that the country has a maritime climate, meaning the weather can change very quickly.

Where to go?

New Zealand has one of the most varied and spectacular series of landscape in the world, ranging from snow-dusted mountains and glacial valleys to rainforests, dunelands and an otherworldly volcanic plateau.

If, until now, your travels in New Zealand have been about small towns and the great outdoors, stop in *Wellington* (or Welly, for short). Compact and walkable, it is surprisingly scenic and full of institutions integral to its role of the perfect capital city. Apart from Wellington’s importance as the seat of government, it’s a major travel crossroads between the North and South Islands.

New Zealand's largest outer island is Steward Island, or *Rakiura* as its Maori name which means "Land of Glowing Skies". It is only 40 km from the underside of the South Island, and you will be rewarded with a warm welcome from the kiwis as it's one of the few places where you can spot these shy, nearly blind, flightless birds in the wild.

How to go?

A small plane or a helicopter will take you on a sightseeing trip (called 'flightseeing' by the locals) all over New Zealand. It's a great way to see *Mt (Mount) Cook*, the Bay of Islands, *Tongariro National Park* and the southern fjords. A hot-air balloon will reveal for you the most breath-taking views of *the Southern Alps* and contrasting Canterbury plains.

BrE – kilometre
AmE – kilometer

Tramping (that's Kiwi-speak for hiking) is a fine way to get first-hand experiences within New Zealand's natural beauty. There are thousands of kilometres of tracks leading to *Lake Waikaremoana* or *the Tasman Sea* coast. One of the most popular tracks – the so-called nine Great Walks – is actually a river trip. If you've got your heart set on it, you are sure to enjoy this 145 km, five-day canoe or kayak adventure down *the Whanganui River*.

What to do?

For non-thrill seekers, guided walks, scenic flights and cruises open up the outdoors of the country while various adrenaline-pumping activities will be highly appreciated by those who favour an element of risk. Such risk is underlined in adventure sports, particularly bungee jumping, marine-mammal watching, and scuba diving.

BrE – bungee jumping
AmE – bungee jumping

Bungee jumping off the Kawarau Bridge prompts a heady adrenaline rush, but behind the scenes action could hardly be more organized, with jumper safety obviously of paramount importance.

The main attraction on the northeast coast of the South Island is whale watching, and depending on the season you may see migrating blue whales, humpback whales and southern right whales. Other mammals – including fur seals and dusky dolphins – are pretty much year-round residents. Swimming with dolphins, and seals is also possible in Kaikoura. When in Gisborne, you can even swim with sharks, though with a protective cage as a chaperone – just to be on the safe side.

The best scuba diving in New Zealand can be experienced near the Poor Knights Islands, off the east coast of the North Island, which were rated by *the great Jacques Cousteau* among the top 10 diving spots in the world. The Marlborough Sounds have some interesting dives, too, including *the Mikhail Lermontov*, the largest diveable cruise-ship wreck in the world.

What to see?

If cramming cultural activities, extreme sports, business opportunities, multicultural dining and a vibrant music scene into day and night are your thing, then Auckland is your kind of place. It makes it easy to enjoy all that's on offer, and deserves its reputation as the "true" capital of the country, though it lost its official capital status to Wellington long ago.

In 1840, New Zealand's first governor named the settlement after his commanding officer *George Eden* (Lord Auckland). Since the beginning of the 20th century Auckland has been New Zealand's fastest-growing city and its main industrial centre. Auckland, both a region and a metropolis, was self-proclaimed as the City of Sails.

For many, the highlight of a visit to Auckland is the impossible to miss Sky Tower: at 328 m it is the tallest structure in the southern hemisphere.

Squeeze in the viewing of the Auckland Art Gallery before boarding a ferry to Devonport for a walk up one or two extinct volcanoes. Or, take a bus to Kelly Tarlton's Antarctic Encounter & Underwater World where the biggest attraction is the permanent winter wonderland which includes a walk through a replica of Scott's 1911 Antarctic hut.

What to eat?

New Zealand is a culinary adventure for the hungry traveller. The Maori *hangi* is an unusual method of cooking food in the ground over hot river stones. Potatoes, *kumara* (sweet potato), carrots, pumpkin, onion, corn, cabbage, poultry, meat and fish are thrown in together and steamed until tender, taking on some of the flavor of the earth. *Hangi* is a feature of almost any formal Maori occasion.

Roast lamb or *hogget* is a popular choice for a family meal. The classic vegetable accompaniments are roasted potatoes, kumara, greens and pumpkin. To visitors, lamb eaten in New Zealand can be a revelation – there is something about eating food in the place it's produced.

Kiwi fruit takes pride of place on top of the egg white and sugar dessert known as pavlova. This sweet meringue cake is too good to be missed. And so is New Zealand!

ACROSS CULTURES: NEW ZEALAND



Roaring Forties – the ocean between 40 and 50 south, known for very strong winds

Maori – the original peoples of New Zealand, now only a small part of the Population.

Kiwi-speak – (informal) New Zealand's variant of the English Language which was developed under a strong influence of the Maori languages.





Bush



Mt Cook



Bay of Islands

Bush – heavily-forested areas in New Zealand.

Mt Cook – the highest mountain in Australasia (3755 m). Known to Maoris as Aoraki (Cloud Piercer), the tent-shaped Mt Cook was named after James Cook (1728–1779), an English explorer of the coasts of Australia and New Zealand.

Bay of Islands – (the) one of New Zealand’s most worthy attractions famed for its stunning coastal scenery, 150 or so islands and sailing destination.

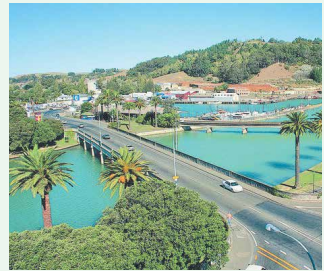
Tongariro National Park – New Zealand’s first national park, established in 1887. The park’s three peaks were a gift to New Zealand from the local Maori tribe, who saw it as the only way to preserve an area of spiritual significance. The name Tongariro originally covered the three mountains of the park and comes from *tonga* (south wind) and *riro* (carried away).



Tongariro National Park



Kaikoura



Gisborne

Kaikoura – a town located north of Christchurch and a mecca for wildlife enthusiasts.



Gisborne – New Zealand’s most easterly city. The Maori name for the area, *Tairawhiti*, means ‘the coast upon which the sun shines across the water’. Surfing there is almost a mandatory activity.

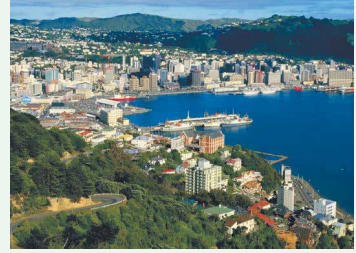
Jacques Cousteau (1910–) – a French explorer of the sea, writer, broadcaster, and maker of films about life under water. He also invented scuba diving.



Scott Robert



Marlborough Sounds



Wellington

Scott, Robert Falcon (1868–1912) – an officer in the British Navy who led two journeys to the Antarctic, and died while returning from the South Pole during the second one; he is often called Scott of the Antarctic.

Marlborough Sounds – the gateway to the South Island which features many delightful bays, islands, coves and waterways. Parts of the Sounds are now included in the Marlborough Sounds Maritime Park.

Wellington – the capital city of New Zealand, on the North Island, the country's third largest city and a main port.



For inquisitive learners: to know more use the sites:

- https://en.wikipedia.org/wiki/New_Zealand
- <https://www.newzealand.com/int/>
- <https://www.britannica.com/place/New-Zealand>

b) Read the guide book entry “Destination New Zealand” again and fill in the chart for the following geographical features of New Zealand. Speak about the one you'd like to explore if you had a chance.

| | For thrill seekers | For non-thrill seekers |
|---------------------|--------------------|------------------------|
| Climate | | |
| Land | | |
| Sea | | |
| Air | | |
| Outdoor exploration | | |
| City exploration | | |

VI. Language Track

Phonetics in Context

In the text above, find and reproduce 10 words with the sounds /ʌ/, /aɪ/ and /aʊ/ in their contexts. Practise saying them in your own sentences.

Example: /ʌ/ bungy jumping

No doubt, bungy jumping is an adrenaline-pumping activity.

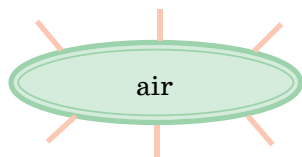
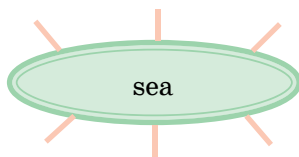
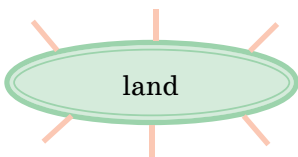
Words and Phrases in Context

- From the text above, reproduce the sentences with the following vocabulary items – ‘scenery and ‘scene’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- Fill in the chart with the right forms of the words. From the text above, reproduce the sentences with the forms you have come across. Use other forms in your own contexts.

Example: *exploration* – The warmest months between November and April are ideal for outdoor exploration.

| Nouns | Verbs | Adjectives | Adverbs |
|-------------------|-------------------|-------------------|---------------------|
| | <i>to explore</i> | | |
| <i>experience</i> | | | |
| | | <i>luxurious</i> | |
| | <i>to reveal</i> | | |
| | | | <i>surprisingly</i> |
| | | <i>protective</i> | |
| | <i>to seek</i> | | |
| <i>resident</i> | | | |
| | | | <i>actually</i> |
| | | <i>protective</i> | |

- From the text above, reproduce the words and word-combinations which may be attributable to the description of a prospective trip to New Zealand in the following content areas:



Make up your own sentences with them.



BECOMING A DIGITAL NATIVE

a) Language Search

In the texts above, find and reproduce the word-combinations with the verb below to fill in the diagram. Using the links suggested, find 3 more word-combinations with this verb and give examples to show how to use them in your own contexts.

- <https://www.englishclub.com/vocabulary/>
- <https://www.fluentu.com/blog/english/>
- <https://en.oxforddictionaries.com/english>

To take

pride of something

...

...

b) Information Search

Search the Internet and find some information about the New Zealand attractions in these photos.



Mt Cook



**Regatta Day
at Ngaruawahia,
near Hamilton**



**International
Antarctic Centre,
Christchurch**

Grammar in Context

- From the text above, reproduce the grammar constructions in bold in contexts and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences:
If you want to talk about people, use ... article before their names.
If you want to talk about places, use ...

Go to your **First Aid Kit** p. 176 for more information

- Read the legend “The Story of Aoraki” and put in *‘the’* where necessary.
Say what the story can help you understand about New Zealand’s history.

THE STORY OF AORAKI

... Mt Cook, ... New Zealand’s highest mountain, is called Aoraki by ... Maori. According to ... legend, which explains how ... mountain’s name came about, Aoraki and his three brothers were... sons of Rakinui, ... Sky Father. They were on a voyage around Papatuanuku, ... Earth Mother, when their canoe was stranded after striking a reef in ... ocean. Aoraki and his brothers climbed on ... top side of their canoe. ... cold south wind hit them, froze them, and turned them into ... stone. ... legend says their canoe became ... New Zealand’s South Island which was then called Te Waka o Aoraki. Aoraki, ... tallest of ...brothers, gave his name to ... highest peak. His brothers and members of his crew became ...mountains of ... Southern Alps.

Go to your **WB** for more exercises

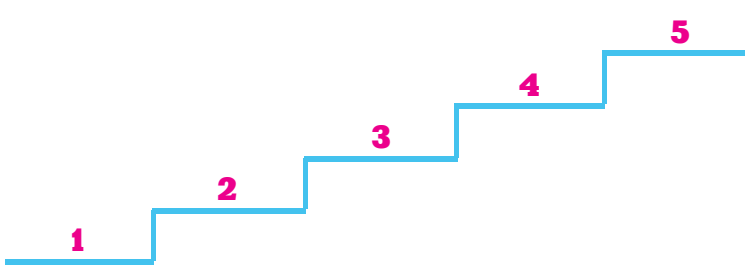
VII. Communication Track

Speaking

Spoken Production

a) Food for Thought

“All things are possible here”, the guide book claims about New Zealand. Think of your priorities for your New Zealand trip and rank them 1–5 in order of importance in the diagram below. Account for your choice.



Spoken Interaction

b) In pairs, ask and answer these questions about New Zealand. Use the phrases below.

1. What images spring to mind when you hear the country New Zealand?
2. What is New Zealand famous for?
3. What do you know about New Zealand’s history?
4. What would you do if you could spend one week in New Zealand?
5. What do you know about different people who live in New Zealand?
6. What things about New Zealand do you think New Zealanders are proud of?
7. What do you know about nature in New Zealand?
8. What would you like to ask a New Zealander about New Zealand?

Useful phrases:

- It is worth ...
- In your mind’s eye...
- Apart from...
- It’s a great way to ...
- You are sure to ...
- ..., just to be on the safe side.

c) In groups, read the following Maori words and find their meanings in the guide book entry and the “Across Cultures” section above. Use them to describe Maori culture.

| | |
|---------------|-------------------|
| <i>hogget</i> | <i>Tairawhiti</i> |
| <i>hangi</i> | <i>Aoraki</i> |
| <i>tonga</i> | <i>kumara</i> |
| <i>riro</i> | <i>Rakiura</i> |

Listening

a) Before you listen

You are going to listen to three people giving their opinions on New Zealand. Group up with your classmates and summarise your ideas about New Zealand’s geography, history and society.

b) While you listen

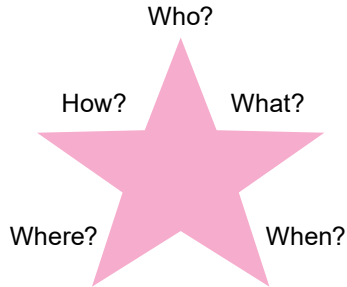
Listen to three answers to the question “So, what do you think of New Zealand?” and say which of them may belong to:

- a geographer;
- a sociologist;
- a historian.

Give your reasons and supporting details.

c) After you listen

In pairs, discuss your possible answers to the same question, using the star-technique.



d) With the whole class, design a creative project “New Zealand’ Profile” in terms of its past, present and future. Use the acrostic format.

N _____

E _____

W _____

Z _____

E _____

A _____

L _____

A _____

N _____

D _____

Writing

a) Before you write

If you want to present your impressions of a trip, write a report about your travel experiences. It is a formal or informal piece of writing that can be found in newspapers or magazines in article form, or part of a letter to a friend.

- Brainstorm what information about your travel experiences you want your readers to know.
- Make a list of words and phrases you’ll use writing a report to stir your reader’s imagination.

b) While you write

How to Write a Report about Your Travel Experiences

| Content tips | Language tips |
|---|---|
| <p>In the introduction:</p> <ul style="list-style-type: none"> state the topic of your report; give information about the trip, dates and people involved. | <ul style="list-style-type: none"> Last ... I went to ... As I had given some serious thought to my holiday planning ... I set my own agenda which included ... |
| <p>In the main body:</p> <ul style="list-style-type: none"> present all information in chronological order; use sub-headings. | <ul style="list-style-type: none"> First of all ... Then ... After that ... At the end of ... On the last evening of ... The next morning ... |
| <p>In the concluding part:</p> <ul style="list-style-type: none"> summarise your points; refer to your feelings, moods or consequences. | <ul style="list-style-type: none"> I had a wonderful time and I want ... Looking back, it's obvious I should have ... But on the whole ... |

Culture Comparison



Search the Internet and make a Culture comparison

- Which of New Zealand's geographic features are similar to those in Ukraine?
- What sightseeing opportunities are there in your home place? How can you characterize them?



At Home: In your WB, write a report about your travel experiences which you could have built up during your imaginary trip to New Zealand.

5.4. Developing Integrated Skills

1. Suppose the World Heritage Convention announced that it would have another round of review and designating sites to be conserved for all time. Group up with your classmates and come up with your ideas on places of such outstanding universal value in Ukraine.

- Specify the title, naming two exceptionally significant places in Ukraine to be nominated as:
 - a world heritage natural site;
 - a world heritage cultural site.
- Find your classmates with the same preferences, collect information and photos to meet at least one of the selection criteria (see p. 140).
- Design a poster proposal to the UNESCO and present your project to the class.



II. Look at the photos below. Pair up with a classmate and discuss the advantages of having an international student community in Ukrainian universities. Say how you could contribute to it culturally / academically / athletically.



III. Suppose you are going to take part in the international student party at a university of your choice where there are exchange students from New Zealand.

- Read the following Maori culture myth.
- Team up with your classmates and prepare to role-play the story in public as a present for the exchange students from New Zealand.
- Act it out in front of the class.

...AND THEN ALONG CAME MAUI

A long time after the creation of the world there lived the demigod Maui who was exceptionally clever and strong. One day Maui went out fishing with his five brothers. The brothers paddled their canoes far out to sea, where Maui took out his magic fish-hook, tied it to a strong rope and dropped it over



| | A | B | C | D |
|----|---------|------------------|------------------|------------------|
| 0 | were | are | may | should |
| 1 | can | could | was able | have been able |
| 2 | had had | have had | had | have |
| 3 | a | an | the | – (zero article) |
| 4 | a | an | the | – (zero article) |
| 5 | able | can | could | must |
| 6 | needed | like | need | needs |
| 7 | too | to | at | from |
| 8 | allowed | must | can | will |
| 9 | can | are permitted to | are allowed to | ought to |
| 10 | a | the | – (zero article) | an |

II. Read the sentences and fill in the right word-forms.

| | |
|---|----------------|
| 1. The World Heritage sites in Canada have been ... by the UNESCO. | RECOGNITION |
| 2. Canada played a ... role in setting up the World Heritage Convention. | MAJORITY |
| 3. Studying in Australia offers international students more than academic achievement and a ... recognized qualification. | GLOBE |
| 4. Australia's universities have made important breakthroughs in modern technology and | SCIENTIFICALLY |
| 5. Student exchange with WEP Australia can open your eyes to the opportunities and ...s of the world. | WONDERFUL |
| 6. New Zealand is in the ... Forties. | ROAR |
| 7. Tramping is Kiwi-... for hiking. | SPOKEN |
| 8. Bungy jumping off the Kawarau Bridge ...s a heady adrenaline rush. | PROMPTER |
| 9. What's the ... of going international? | USELESS |
| 10. It has given me a good chance to see the world from a ... perspective. | DIFFER |

B. Reading

Read the first part of story written by Laura Crockett, an international student from the USA, about her cross-cultural experience in New Zealand and put the sentences in the correct order.

- A** The friendliness of the driver is indicative of the atmosphere here in New Zealand.
- B** My very first interaction with a Kiwi in New Zealand was pleasant and set the tone for the rest of my visit.
- C** I had been anticipating my arrival in New Zealand for months.

UNIT 5

- D** The Kiwi bus driver drove ten university students to our hostels, and did not make me pay even though I had forgotten to fill out the required form for requesting airport pick up.
- E** This allows American visitors to feel comfortable in familiar environment that is a little more relaxed and welcoming.
- F** The culture of New Zealand displays many similarities to the culture of the United States.
- G** The culture of New Zealand displays many similarities to the culture of the United States.
- H** Over the past month of immersing myself in Kiwi culture, the minimal cultural differences here have allowed me to realize that I am growing and changing as a person.

C. Listening

Listen to the continuation of the international student's story and mark the following statements true or false.

1. Laura doesn't study hard in New Zealand. _____
2. She has come to study business there. _____
3. Academic English in New Zealand is identical to that in the USA. _____
4. Most students do their personal best in New Zealand. _____
5. New Zealanders pay much attention to sport. _____
6. Laura has overcome her fear of talking to strangers. _____
7. The student did bungy jumping back in the USA. _____
8. Laura's NZ experience helps her to develop. _____
9. The girl finds New Zealanders very sociable. _____
10. Laura is satisfied with her international experience.

D. Writing

To sum up what you've learned in this unit, write an essay "My Global Awareness".

YOUR FIRST AID KIT

Grammar in Use

UNIT 1

1.1. Relative clauses can be defining and non-defining

a) To identify which member of a group the sentence talks about use a defining relative clause.

Example: *The problems which Ukrainian youth face are various.*

b) If you want to give additional information about the noun it refers to, use a non-defining relative clause. It is usually separated from the rest of the sentence by commas.

Example: *The results of the poll, which was conducted in 2017, are evident.*

c) You can leave out object relative pronouns in defining relative clause as well as 'when'.

Example: *That's the right that young people have. / That's the right the young people have.*

d) You cannot leave out relative pronouns in a non-defining relative clause as well as 'whose', 'where'.

Example: *That's the politician, who talks too often.*

1.2. Conditional Sentences

The First Conditional

To talk about something that is likely to happen in the future as a result of an action or situation, use the 1-st conditional:

If + Present Simple + will

Example: *If your manners are good, you won't hurt anybody.*

Don't Forget!

- You can also use *be going to, the Future Continuous, Future Perfect, Imperative, can, could, may, might, ought to* and *must* in the main clause.

Example: *You ought to respect your friend, if you want to be his/her real friend.*

The Second Conditional

To talk about unlikely future events or imaginary or improbable situations in the present, use the Second Conditional:

If + Past Simple + would + infinitive without to

Example: *If I talked to my parents, they would understand me.*

You can use *was* or *were* in the *if clause* after I / he / she / it.

Example: *If I had a chance, I would join my friends.*

You can use *if I were you* to give advice.

Example: *If I were you, I would be friendly with your younger brother.*

YOUR FIRST AID KIT

You can also use *could/might + infinitive without to* and *would / could / might / + be + ing form* in the main clause.

Example: *If I had more time, I could socialize with all my friends.*

The Third Conditional

If you want to talk about:

- possible events in the past that didn't happen;
- regrets or criticism,

Use the third conditional with *if + Past Perfect + would('d) + have + Past Participle*.

Examples: *If many families had balanced a healthy lifestyle with other demands life threw at them, obesity wouldn't have been on the increase during the last decade. (Possible events that didn't happen).*

If I had proven that easy, we'd all have become effortlessly fit and healthy. (Regret).

Don't Forget!

- In the main clause you can also use *could / might + have + Past Participle*.

Example: *If we had had more time, we could have got more physically active long ago.*

- Don't use *would have* in the *if clause*.

Example: *If I had been more tolerant, we could get along with him.*

1.3. Reflexive pronouns

1) When the subject and object of a sentence refer to the same people or things use a reflexive pronoun.

Example: *I've done my job and I'm pleased with myself.*

Don't forget!

| Subject pronouns | Reflexive pronouns |
|------------------|--|
| I | myself |
| You | yourself (if the subject is singular) yourselves (if the subject is plural) |
| He She | himself herself |
| It | itself |
| We | ourselves |
| They | themselves |

2) *By + a reflexive pronoun* means 'alone' or without help.

Example: *Nobody helped me, I did it all by myself.*

3) *Be + a reflexive pronoun* means 'behave in the usual way'.

Example: Don't worry, just be yourself.

Reciprocal Pronouns

- Use reciprocal pronoun when the subject and the object of a sentence refer to the same people and these people have a two-way relationship. Use 'each other' when the subject is two people.

Example: *We often help each other.*

- Use either ‘one another’ or ‘each other’ when the subject is more than two people.

Example: *Our family is big and when we do the spring cleaning we help one another.*

UNIT 2

2.1. Linking words

1. If you want to describe events / process / in the order they happened use linking words:

| | | |
|---------|-----------------|--------------------|
| first | before | afterwards |
| second | after that | shortly |
| then | in the meantime | by the time |
| now | finally | previously |
| at last | while | subsequently |
| once | earlier | simultaneously |
| next | meanwhile | first and foremost |
| when | before that | last but not least |
| later | at last | beforehand |

Example: *First boil potatoes and then peel them.*

2. If you want to focus on time, use adverbs of time which answer the question “when?” and usually modify verbs.

| | | | |
|------------|------------|------------|----------|
| recently | eventually | next | then |
| lately | finally | previously | today |
| afterwards | just | now | tomorrow |

Example: *Previously we bakes a flat bread for our pizza.*

2.2.

- If you want to check information you believe to be true or comment on a situation, use question tags.

Example: *Apples are your favourite, aren't they?*

Don't forget!

- If the verb in the statement is affirmative, the verb in the question tag is negative.

Example: *You like tea, don't you?*

- If the verb in the statement is negative, the verb in the question tag is affirmative.

Example: *You don't like fettering food, do you?*

- Notice the question tag for “I am”

Example: *I am a messy eater, aren't you?*

- In the question tag, only use pronouns.

Example: *Your mum bakes tasty pies, doesn't she?*

- When the subject of the sentence is ‘this’ or ‘that’, the subject of the question tag is ‘it’.

Example: *This is the tastiest salad, isn't it?*

UNIT 3

3.1. State Verbs

- State verbs are verbs, which describe a state rather than an action and therefore do not normally have continuous tenses. These include:

a) verbs which express likes and dislikes: *like, love, hate, enjoy, prefer, adore.*

Example: *I love my country.*

b) verbs of the senses: *see, hear, smell, taste, feel, look.*

Example: *Everyone can see how the new reforms are developing.*

c) verbs of the reception: *know, believe, understand, realise, remember, forget, notice, recognize, think, see.*

Example: *I know Ukraine will be a prosperous country some day.*

d) some other verbs such as: *be, contain, include, belong, fit, need, matter, cost, mean, own, want, have, require, wish, appear* etc.

Example: *Ukraine owns many mineral resources.*

- Some of the above verbs are used in continuous tenses when they describe actions and not states.

Example: *I am thinking about the plan (= am considering) or
The country is appearing in a new role nowadays (= is taking part).*

3.2. Participles used as adjectives

1. Participles used as adjectives are adjectives that end with **-ing** or **-ed**. They usually describe feelings or reactions. The two forms have different meanings.

Example: *A: This discovery is amazing!*

B: Agreed. I was amazed by its uniqueness.

2. Participles used as adjectives that end with **-ing** describe someone or something that causes a feeling or reaction.

Example: *Unfortunately, the results of the experiment are disappointing.*

3. Participles used as adjectives that end with **-ed** describe someone who experiences a feeling or action.

Example: *I'm really interested in science and technology.*

Remember!

Common pairs of participles used as adjectives.

| -ed- | -ing- | -ed- | -ing- |
|-------------|--------------|-------------|--------------|
| amazed | amazing | fascinated | fascinating |
| amused | amusing | frightened | frightening |
| annoyed | annoying | inspired | inspiring |
| astonished | astonishing | interested | interesting |
| bored | boring | pleased | pleasing |
| confused | confusing | satisfied | satisfying |
| depressed | depressing | surprised | surprising |
| disgusted | disgusting | tired | tiring |
| embarrassed | embarrassing | | |
| excited | exciting | | |

3.3.

1. You can form adjectives with the help of prefixes. The meaning of the new word depends on the prefix that has been used.

Prefixes:

Inter- international
multi- multinational
pre- prehistoric
super- supernatural
in- independent

il- (before 'l') illogical
im- (before 'm', 'p') immortal
ir- (before 'r') irresistible
um- unbelievable

2. a) You can form adjectives from nouns:

-ous fame – famous **-ful** beauty – beautiful
-al culture – cultural **-less** (without) fruit – fruitless
-ic fantasy – fantastic **-y** health – healthy
-ive expense – expensive **-ly** friend – friendly

b) Verbs:

able like – likeable **ible** resist – resistible **ive** act – active

3. We can form compound adjectives in a number of ways:

- adjective/adverb + past participle
an old-fashioned idea
- adjective/adverb + 'ing' form
a long-term route
- noun + adjective
a brand-new route
a worldwide reputation

UNIT 4

4.1. Reporting Verbs

It is not necessary to report all the words a person says: some verbs are used to provide a summary instead.

a) Some reporting verbs take the infinitive: *ask, advise, invite, encourage, persuade, offer, promise, refuse, remind, warn.*

Example: *My teacher advised me to follow in my father's footsteps and become a doctor.*

b) Some reporting verbs take the gerund: *apologise for, admit to, complain about, insist on, suggest, thank someone for.*

Example: *My sister apologized for losing my umbrella.*

c) Some reporting verbs are followed by + that + complement clause: *add, agree, announce, boast, claim, complain, insist, reply, respond, say, state, suggest.*

Example: *My mother suggests that if I really want to teach, I shouldn't let the small salary change my mind.*

4.2. Reporting Orders, Requests and Advice

- You can report orders, requests and advice with a reporting verb + infinitive with *to*. These reporting verbs all need an object.
- If you want to report instructions and orders, use the reporting verb *tell*:

Example: *The examiner said, "Concentrate only on your own exam."*
The examiner told me to concentrate only on my exam.

- If you want to report requests, use the reporting verb *ask*:

Example: *My Mum said, "Please get a good night's sleep before the exam."*
My Mum asked me to get a good night's sleep before the exam.

- Don't change some verb forms:

| | | |
|--|---|--------------------------------------|
| <i>Past Perfect</i> | = | <i>Past Perfect</i> |
| <i>Past Perfect Continuous</i> | = | <i>Past Perfect Continuous</i> |
| <i>Modal verbs could, should, would, mustn't</i> | = | <i>could, should, would, mustn't</i> |

Example: Rockwell said, "I paint life as I *would* like it to be".
Rockwell said that he painted life as he would like it to be.

UNIT 5

5.1. The Passive with Modals

- If you want to form the passive with a modal, use *modal+be+past participle*.

Example: *Polluting nature should be stopped.*

- If you want to express present ability, use *can* with the passive.

Example: *Natural sites can be considered outstanding examples of major stages in the earth's evolution.*

- If you want to express past ability, use *could* with the passive.

Example: *Kluane couldn't be visited by tourists last month because of severe weather conditions.*

- If you want to express future possibility, use *could, may* and *might* with the passive.

Example: More sites *may be reviewed* by the UNESCO next year.

- If you want to express advisability or necessity, use *should, ought to, had better, have (got) to* and *must* with the passive.

Examples: *Both natural and cultural sites should be protected.* (advisability)
Funding has to be applied for in advance. (necessity)

5.2. Overview of Tense Forms: Present Simple, Past Simple, Future Simple, Present Perfect (Active and Passive)

If you want to talk about facts and regular actions in the present, use **the Present Simple** (Active / Passive).

Examples: *Studying in Australia offers international students a globally recognized qualification.* (Active)
Support is provided to students throughout the entirety of their programs. (Passive)

If you want to talk about past actions and situations, use **the Past Simple** (active/passive).

Examples: *Best Australian institutions made it a point long ago to have an international focus within their courses and activities.* (Active)
After completion of the student orientation program, the exchange student was provided with all the facilities imaginable. (Passive)

If you want to talk about offers and promises, use **the future simple** (active/passive).

Examples: *The long-term benefits of being able to speak another language will stay with you for the rest of your life.* (Active)

Your host family will be interested in learning about you and your life in Australia. (Passive)

If you want to talk about past actions with present results, use **the Present Perfect**.

Examples: *Australia's universities have made an important breakthrough in modern technology and science.* (Active)

Australia's vocational training system has been borrowed as a model for other Asia-Pacific countries. (Passive)

5.3. Articles: People and Places

Articles: People

- Use zero article before the names of particular people.

Example: *Maui was a typical Polynesian hero.*

- Use **a/an** before a person's name if you don't know the person yourself.

Example: *There's a Dr Schmitz on the phone. Do you want to talk to him?* (=I haven't heard of him before.)

- Use **a/an** or zero article with a name to mean that someone else has or does not have the particular excellent qualities of the person named.

Example: *Maui was a Prometheus in Maori mythology.*

- Use **a/an** to refer to a painting by a famous artist.

Example: *I bet it's a Van Gogh.*

- Use **the**:

- when there are two people with the same name and you want to specify which one you are talking about;

Example: *That's not the Katherine Mansfield I went to school with.*

- when you want to emphasise that a person is the one that everyone probably knows;

Example: *Do they mean the Paul McCartney, or someone else?*

- with an adjective to describe a person or their job;

Example: *the Aboriginal writer Sally Morgan*

- when you talk about a family as a whole

Example: *The Robinsons are touring New Zealand at the moment.*

Articles: Places

- Use **the** when you know that there is only one of a particular thing.

Example: *the North Pole*

- Use zero article with the names of continents and most countries.

Examples: *Australia New Zealand Canada*

- Use **the** with oceans, seas, rivers, geographical regions.

Examples: *the Pacific the Tasman Sea the South Island*

- Use **the** when a phrase or adjective such as **first / best / right / wrong / only** identifies which place you are talking about.

Example: *The beach is the only place to be on a hot summer's day.*

Vocabulary

Aa

abroad (*n*) / ə'brɔ:d / за кордоном
abundant (*adj*) / ə'bʌndənt / рясний
acceptable (*adj*) / ək'septəbl / загальноприйнятний
access (*n*) / 'ækses / доступ
accurate (*adj*) / 'ækjərət / точний
achieve (*v*) / ə'tʃi:v / досягати
achievement (*n*) / ə'tʃi:vmənt / досягнення
actually (*adv*) / 'æktʃuəli / фактично
add (*v*) / əd / додавати
adult (*n*) / 'ædʌlt / дорослий
advancement (*n*) / əd'vɑ:ns.mənt / просування
advantage (*n*) / əd'vɑ:ntɪdʒ / перевага
adventurous (*adj*) / əd'ventʃərəs / той, хто любить пригоди
advisory (*adj*) / əd'vaɪzəri / дорадчий, консультативний
affair (*n*) / ə'feə(r) / справа
affect (*v*) / ə'fekt / впливати
affirmative (*adj*) / ə'fɜ:mətɪv / стверджувальний
affordable (*adj*) / ə'fɔ:dəbl / доступний
agency (*n*) / 'eɪdʒənsi / агентство
agenda (*n*) / ə'dʒendə / порядок денний
alder (*n*) / 'ɔ:ldə / вільха
alliance (*n*) / ə'laɪəns / союз
alpine (*adj*) / 'ælpaɪn / альпійський, високогірний
alternative (*v*) / ə'l'tɜ:nətɪv / альтернативний
ancient (*adj*) / 'eɪnfənt / давній
annexation (*n*) / ənek'seɪʃn / анексія
announce (*v*) / ə'naʊns / оголошувати
annual (*adj*) / 'ænjʊəl / щорічний
apologise (*v*) / ə'pɒlədʒaɪz / вибачатися
appetizing (*adj*) / 'æpɪtaɪzɪŋ / апетитний
applause (*n*) / ə'plɔ:z / оплески
applied science / ə'praɪd / прикладна наука
appreciate (*v*) / ə'pri:ʃiət / цінувати
appropriate (*adj*) / ə'prəʊpɪət / відповідний
architecture (*n*) / 'ɑ:kɪtektʃə / архітектура
argue (*v*) / 'ɑ:gju: / сперечатися

arrogant (*adj*) / 'ærəgənt / надмінний
aspiration (*n*) / ,æspɪ'reɪʃən / прагнення, намагання
assimilate (*v*) / ə'sɪmɪleɪt / засвоювати
assistance (*n*) / ə'sɪstəns / допомога
assurance (*n*) / ə'ʃʊ:rəns / запевнення, гарантія
attainment (*n*) / ə'teɪnmənt / досягнення
attitude (*n*) / 'ætɪtju:d / ставлення
attractive (*adj*) / ə'træktɪv / привабливий
attributable (*adj*) / ə'trɪbjʊtəbl / приписуваний
audio-visual (*adj*) / ,ɔ:diəʊ'vɪʒuəl / аудіо-візуальний
author (*n*) / 'ɔ:θə(r) / автор
automate (*v*) / 'ɔ:təmeɪt / автоматизувати
available (*adj*) / ə'veɪləbl / доступний
average (*adj*) / 'ævərɪdʒ / середній
avoid (*v*) / ə'vɔɪd / уникати
award (*n*) / ə'wɔ:d / нагорода
awkward (*adj*) / 'ɔ:kwəd / незграбний

Bb

background (*n*) / 'bækgraʊnd / походження, фон
badger (*n*) / 'bædʒə / борсук
bake (*v*) / beɪk / пекти
bare necessity / beə nə'sesɪti / перша необхідність
barn (*n*) / bɑ:n / сарай
beech (*n*) / bi:tʃ / бук
beef (*n*) / bi:f / яловичина
behave (*v*) / bi'heɪv / поводитися
belong (*v*) / bi'lɒŋ / належати
benefit (*v, n*) / 'benɪfɪt / вигода, приносити вигоду
blind (*adj*) / blaɪnd / сліпий
blood sausage / blʌd 'sɒsɪdʒ / кров'яна ковбаса

YOUR FIRST AID KIT

boast (*v, n*) / bəʊst / хвалитися, похвала
boil (*v*) / bɔɪl / варити
border (*v, n*) / 'bɔ:də(r) / межувати, кордон
boiling (*adj*) / 'bɔ:ɪŋ / нудний
bother (*v*) / 'bɒðə(r) / непокоїти, турбуватися
bottom (*n*) / 'bɒtəm / дно, підніжжя гори
brain drain / breɪn dreɪn / відтік мізків
breakthrough (*n*) / 'breɪkθru: / прорив
breathtaking (*adj*) / 'breθ'teɪkɪŋ / захоплюючий
brief (*adj*) / brɪ:f / короткий, стислий
brilliant (*adj*) / 'brɪljənt / блискучий
broaden (*v*) / 'brɔ:dən / розширювати
budget (*n*) / 'bʌdʒɪt / бюджет
bully (*v*) / 'bʊli / дражнитися
bun (*n*) / bʌn / здобна булка
burning (*adj*) / 'bɜ:nɪŋ / дуже важливий

Cc

candy (*n*) / 'kændi / цукерка
captivating (*adj*) / 'kæptɪveɪt / захоплюючий
catching (*adj*) / 'kætʃɪŋ / захоплюючий
cave (*n*) / keɪv / печера
cellar (*n*) / 'selə / льох
ceramics (*n*) / sɪ'ræmɪks / кераміка, гончарство
cereals (*n*) / 'sɪəriəls / крупа
challenge (*n*) / 'tʃælɪndʒ / виклик
chaotic (*adj*) / keɪ'ɒtɪk / хаотичний
charitable (*adj*) / 'tʃærɪtəbl / благодійний
cheerful (*adj*) / 'tʃɪəfl / бадьорий
chemical (*adj*) / 'kemɪkl / хімічний
chew (*v*) / tʃu: / жувати
chop (*n*) / tʃɒp / відбивна
cinnamon (*n*) / 'sɪnəməŋ / кориця
civic (*adj*) / 'sɪvɪk / громадянський
claim (*v*) / kleɪm / стверджувати
clay (*n*) / kleɪ / глина
coach potato (*n*) / kəʊtʃ pə'teɪtəʊ / телеман
colleague (*n*) / 'kɒli:ɡ / колега
commitment (*n*) / kə'mɪtmənt / зобов'язання

common (*adj*) / 'kɒmən / загальний
compare (*v*) / kəm'peə(r) / порівнювати
conceal (*v*) / kən'si:l / приховувати
condemn (*v*) / kən'dem / засуджувати
confess (*v*) / kən'fes / зізнаватися, визнавати
confidence (*n*) / 'kɒnfɪdəns / впевненість
consequences (*n*) / 'kɒn.sɪkwəns / наслідки
consequently (*adv*) / 'kɒnsɪkwəntli / як наслідок, отже
consider (*v*) / kən'sɪdə(r) / вважати
consumer (*n*) / kən'sju:mə(r) / споживач
content (*n*) / 'kɒntent / зміст
contribute (*v*) / kən'trɪbjʊ:t / робити внесок
convenient (*adj*) / kən'vi:niənt / зручний
convey (*v*) / kən'veɪ / переконувати
convincing (*adj*) / kən'vɪnsɪŋ / переконливий
cooperation (*n*) / kəʊpə.rə'eɪʃən / співпраця
corruption (*n*) / kə'rʌpʃən / корупція, розбещеність
cough (*v, n*) / kɒf / кашляти, кашель
create (*v*) / kri'eɪt / створювати
criterion (*n*) / kraɪ'tɪəriən / критерій
cross-cultural communication міжкультурне спілкування
crossroads (*n*) / 'krɒsrəʊdz / перехрестя
crucial (*adj*) / 'kru:ʃl / вирішальний
cuisine (*n*) / kwɪ'zi:n / національна кухня
cure (*v*) / kjʊə(r) / лікувати
curiosity (*n*) / ,kjʊəri'ɒsɪti / цікавість, допитливість
current (*adj*) / 'kʌrənt / нинішній, поточний
custard (*n*) / 'kʌstəd / підлива

Dd

damage (*v, n*) / 'dæmɪdʒ / шкодити, шкода
decentralisation (*n*) / ,di:sentr(ə)lɪ'zeɪʃ(ə)n / децентралізація
decline (*n*) / di'klaɪn / пониження
deed (*n*) / di:d / вчинок

deer (*n*) / diər / олень
defend (*v*) / di'fend / захищати
delicious (*adj*) / di'liʃəs / смачний
delight (*n*) / di'laɪt / насолода
demand (*v, n*) / di'mɑ:nd / вимагати, вимога
deploy a mission розгорнути місію
designate (*v*) / 'deziɡneɪt /
 призначати, позначати
desirable (*adj*) / di'zaɪərəbl / бажаний
deck (*n*) / dek / палуба корабля
desperate (*adj*) / 'desprət /
 відчайдушний
despite (*adv*) / di'spaɪt / не дивлячись на
dessert (*n*) / di'zɜ:t / десерт
destination (*n*) / ,destɪ'neɪʃən / місце призначення
destruction (*n*) / di'strʌkʃn /
 руйнування
determine (*v*) / di'tɜ:mɪn / визначати
devoted (*adj*) / di'veʊtɪd / відданий
diary (*n*) / 'daɪəri / щоденник
dignity (*n*) / 'dɪɡnɪti / гідність
disappear (*v*) / ,dɪsə'piə(r) / зникати
disarmament (*n*) / di'sɑ:mənt /
 роззброєння
disaster (*n*) / di'zɑ:stə(r) / катастрофа
disease (*n*) / di'zi:z / хвороба
disorder (*n*) / di'sɔ:də / безлад
distribute (*v*) / di'strɪbjʊ:t /
 розподіляти
disturb (*v*) / di'stɜ:b / турбувати
dive (*v*) / daɪv / пірнати
diverse (*adj*) / daɪ'vɜ:s /
 різноманітний
divide (*v*) / di'vaɪd / ділити
domestic (*adj*) / də'mestɪk / домашній
doubt (*v, n*) / daʊt / сумніватися, сумнів
download information
 завантажувати інформацію
drag away відтягувати
drugs (*n*) / drʌɡ / наркотики
dry (*adj*) / draɪ / сухий
dull (*adj*) / dʌl / нудний
dustbin (*n*) / 'dʌstbɪn / бак для сміття
duty (*n*) / 'dju:ti / обов'язок

Ee

eco-club (*n*) / i:kəʊ klʌb / екологічний клуб
edge (*n*) / edʒ / край
education (*n*) / ,edʒu'keɪʃn / освіта
eggplant (*n*) / 'egplɑ:nt / баклажан

embroider (*v*) / ɪm'brɔɪdə /
 вишивати
emerald (*n, adj*) / 'emərəld /
 смарагд, смарагдовий
emotional (*adj*) / i'məʊʃənl /
 емоційний
emphasize (*v*) / 'emfəsaɪz /
 наголошувати
employ (*v*) / ɪm'plɔɪ / наймати на роботу
enchancing (*adj*) / ɪn'tʃɑ:ntɪŋ /
 чарівний
endangered species / ɪn'deɪn.
 dʒəd 'spi:ʃi:z / види, що заходяться під загрозою вимирання
endeavour (*n*) / en'devə /
 старання
enhance (*v*) / ɪn'hɑ:ns /
 посилювати
enjoy (*v*) / ɪn'dʒɔɪ /
 насолоджуватися
enough (*adv*) / i'nʌf / достатньо
entertainment (*n*) / ,entə'teɪnmənt /
 розваги
enthusiastic (*adj*) / ɪn'θju:zɪ'æstɪk /
 сповнений ентузіазму
entry (*n*) / 'entri / вступ
environment (*n*) / ɪn'vaɪrənmənt /
 наколишне середовище
envisage (*v*) / ɪn'vɪzɪdʒ / уявляти, передбачати
epoch (*n*) / 'i:pɒk / епоха
equality (*n*) / i'kwɒləti / рівність
era (*n*) / 'iərə / ера
essential (*adj*) / i'senʃl /
 важливий, значущий
establish (*v*) / ɪ'stæblɪʃ /
 встановлювати
ethnic (*adj*) / 'eθnɪk / етнічний
evaluate (*v*) / i'veljueɪt /
 оцінювати
event (*n*) / i'vent / подія
everlasting (*adj*) / ,evə'la:stɪŋ /
 вічний
evidently (*adv*) / 'evɪdəntli /
 очевидно
exchange (*v*) / ɪks'tʃeɪndʒ /
 обмінюватися
exclamatory (*adj*) / eks'klæmətəri /
 окличний
exhibition (*n*) / ,eksɪ'bɪʃn /
 виставка
exist (*v*) / ɪɡ'zɪst / існувати
expectation (*n*) / ,ekspek'teɪʃn /
 очікування
experience (*n*) / ɪk'spɪəriəns / досвід

YOUR FIRST AID KIT

explore (*v*) / ɪk'splɔ:(r) / дослідувати-ся, вивчати
expose (*v*) / ɪk'spəʊz / виставляти, розголошувати
exposure (*n*) / ɪk'spəʊzə(r) / виставляння, розголошення
external (*adj*) / ɪk'stɜ:nəl / зовнішній
extremely (*adv*) / ɪk'stri:mli / надзвичайно

Ff

facilitate (*v*) / fə'sɪlɪteɪt / полегшувати, сприяти
fair (*n*) / feə(r) / ярмарок
familiarize (*v*) / fə'mɪliəraɪz / ознайомлюватися
fascinating (*adj*) / 'fæsɪneɪtɪŋ / чарівний
fattening (*n*) / 'fætənɪŋ / відгодівля
fault (*n*) / fɔ:lt / вада, дефект
favourable (*adj*) / 'feɪvərəbl / сприятливий
fear (*v, n*) / fiə(r) / боятися, страх
feature (*n*) / 'fi:tʃə(r) / характерна риса
financial (*adj*) / faɪ'nænʃl / фінансовий
fizzy drinks газовані напої
flavour (*n*) / 'fleɪvə(r) / присмак
flour (*n*) / 'flaʊə(r) / борошно
flourish (*v*) / 'flaʊrɪʃ / процвітати
flower-studded (*adj*) / 'flaʊə(r) 'stʌdɪd / вкритий квітами
fluency (*n*) / 'flu:ənt / вільність, плавність мови
foam (*n*) / fəʊm / піна
folk (*adj*) / fəʊk / народний
folklore (*n*) / 'fəʊklɔ:(r) / фольклор
freedom of conscience свобода совісті
fuel (*n*) / 'fju:əl / паливо
furthermore (*adv*) / 'fɜ:ðə'mɔ:(r) / більше того

Gg

garlic (*n*) / 'gɑ:lk / часник
gateway (*n*) / 'geɪtweɪ / підхід
gaze (*v, n*) / geɪz / пильно дивитися, пильний погляд
generation (*n*) / ,dʒenə'reɪʃn / покоління
generous (*adj*) / 'dʒenərəs / щедрий
genre (*n*) / 'ʒɑ:nə / жанр

gift (*n*) / ɡɪft / дар
glacial (*adj*) / 'ɡleɪʃəl / крижаний
global (*adj*) / 'ɡləʊbl / глобальний
glorify (*v*) / 'ɡlɔ:rɪfaɪ / прославляти
glue (*v, n*) / glu: / клеїти, клей
goal (*n*) / ɡəʊl / мета
gobble (*v*) / 'ɡɒbl / ковтати великими ковтками
good-hearted (*adj*) / ɡʊd hɑ:tɪd / добросердечний
gorgeous (*adj*) / 'ɡɔ:dʒəs / чудовий
government (*n*) / 'ɡʌvənmənt / уряд
gradually (*adv*) / 'ɡrædʒuəli / поступово
grapes (*n*) / ɡreɪp / виноград
gratitude (*n*) / 'ɡrætɪtju:d / вдячність
gravy (*n*) / 'ɡreɪvi / м'ясний соус (шкідлива)
growth (*n*) / ɡrəʊθ / ріст
grumble (*v*) / 'ɡrʌmbl / нарікати
guarantee (*v*) / ,ɡærən'ti: / гарантувати
guide (*n*) / ɡaɪd / провідник, гід

Hh

hamburger (*n*) / 'hæm,bɜ:ɡər / гамбургер
handmade (*adj*) / ,hænd'meɪd / ручної роботи
harmful (*adj*) / 'hɑ:mfl / шкідливий
headache (*n*) / 'hedeɪk / головний біль
healthcare reform медична реформа
heated (*adj*) / 'hi:tɪd / підігрітий
hectic (*adj*) / 'hektɪk / суєтливий
hedge (*n*) / hedʒ / жива огорожа
height (*n*) / haɪt / висота
herbs (*n*) / hɜ:bz / лікарські трави
heritage (*n*) / 'herɪtɪdʒ / спадщина
hesitate (*v*) / 'hezɪteɪt / вагатися
highlight (*n*) / 'haɪlaɪt / основний момент
hike (*n*) / haɪk / похід
honeymoon (*n*) / 'hʌnɪmu:n / медовий місяць
honour (*n*) / 'ɒnə(r) / честь
hook (*n*) / hʊk / гачок
horizon (*n*) / hɔ:'raɪzən / горизонт
hospitable (*adj*) / hɒs'pɪtəbl / гостинний

hospitality (*n*) / ˌhɒspɪˈtæləti /
гостинність
host (*n*) / hɒst / хазяїн
hostel (*n*) / ˈhɒstəl / гуртожиток
house-cleaning (*n*) генеральне
прибирання вдома
household chores домашні справи
housewife (*n*) / ˈhaʊswaɪf /
hue (*n*) / hjuː / відтінок
human (*adj*) / ˈhjuːmən / людський
humanitarian (*adj*) / hjuːˈmæn.iˈteə.
rɪ.ən / гуманітарний
hurt (*v*) / hɜːt / заподіяти шкоду,
пошкодити
hustle and bustle / ˈhʌsl̩ ənd ˈbʌsl̩ /
суєта та суєта

Ii

idle (*adj*) / ˈaɪdl̩ / лінивий
image (*n*) / ˈɪmɪdʒ / образ
immediately (*adv*) / ɪˈmiːdiətli / одразу
immerse (*v*) / ɪˈmɜːs / поринати
implement (*v*) / ˈɪmplɪment /
запроваджувати
impressive (*adj*) / ɪmˈpresɪv / вража-
ючий
imprison (*v*) / ɪmˈprɪzən / ув'язнювати
improbable (*adj*) / ɪmˈprɒbəbl̩ /
неймовірний
improve (*v*) / ɪmˈpruːv / покращувати
incident (*n*) / ɪnˈsɪdənt / випадок,
інцидент
inclination (*n*) / ɪnˈklɪneɪʃən / схильність
include (*v*) / ɪnˈkluːd / містити в собі
incomparable (*adj*) / ɪnˈkɒmpərəbl̩ /
незрівнянний
increase (*v*) / ɪnˈkriːs / збільшувати
indignant (*adj*) / ɪnˈdɪgnənt / обурений
inevitable (*adj*) / ɪnˈevɪtəbl̩ / невідво-
ротний
infer (*v*) / ɪnˈfɜːr / заключати
inhabitant (*n*) / ɪnˈhæbɪtənt / мешка-
нець
initiate (*v*) / ɪˈnɪʃieɪt / ініціювати
innocent (*adj*) / ɪnˈɒsənt / невинний
innovative (*adj*) / ɪnˈɒvətɪv / іннова-
ційний
inquisitive (*adj*) / ɪnˈkwɪzɪtɪv /
допитливий
insane (*adj*) / ɪnˈseɪn / божевільний
insist (*v*) / ɪnˈsɪst / наполягати
insomnia (*n*) / ɪnˈsɒmniə / безсоння
integral (*adj*) / ɪnˈtɪɡrəl / істотний,
невід'ємний

intention (*n*) / ɪnˈtenʃən / намір
intercultural (*adj*) / ɪntəˈkʌltʃərəl /
міжкультурний
interfere (*v*) / ɪntəˈfɪə / заважати
internal (*adj*) / ɪnˈtɜːnl̩ / внутріш-
ній
interpret (*v*) / ɪnˈtɜːprɪt / інтер-
претувати
interrupt (*v*) / ɪntəˈrʌpt / пере-
ривати
intervention (*n*) / ɪntəˈvenʃən /
втручання
interweave (*v*) / ɪntəˈwiːv /
переплітати
intriguing (*adj*) / ɪnˈtriːɡɪŋ /
інтригуючий
introductory (*adj*) / ɪntrəˈdʌktəri /
вступ
involve (*v*) / ɪnˈvɒlv / залучати
irresistible (*adj*) / ɪrɪˈzɪstəbl̩ /
непереможний
issue (*n*) / ˈɪʃuː / випуск, розділ

Jj

jam (*n*) / dʒæm / джем
jealous (*adj*) / ˈdʒeləs / ревнивий
jewelry (*n*) / ˈdʒuːəlri /
дорогоцінності
join (*v*) / dʒɔɪn / приєднуватися
joint (*adj*) / dʒɔɪnt / спільний
joke (*n*) / dʒəʊk / жарт
jolly (*adj*) / ˈdʒɒli / веселий
journalist (*n*) / ˈdʒɜːnəlɪst / жур-
наліст
journey (*n*) / ˈdʒɜːni / подорож
judge (*v, n*) / dʒʌdʒ / засуджува-
ти, суддя
jug (*n*) / dʒʌɡ / кухоль
juice (*n*) / dʒuːs / сік
just (*adj*) / dʒʌst / справедливий
justify (*v*) / ˈdʒʌstɪfaɪ / виправдо-
вувати

Kk

keepsake (*n*) / ˈkiːpsəɪk / сувенір
на згадку
key factors ключові фактори
knight (*n*) / naɪt / лицар
knit (*v*) / nɪt / в'язати
knock (*v, n*) / nɒk / стукати, стук
knowledge (*n*) / ˈnɒlɪdʒ / знання

Ll

labour (*n*) / 'leɪbə(r) / праця
labour market ринок праці
lack (*v, n*) / læk / не вистачати, нестача
lad (*n*) / læd / хлопець
lamb (*n*) / læm / ягня
landscape (*n*) / 'lændskeɪp / пейзаж
launch campaign розпочати кампанію
laureate (*n*) / 'ləʊrɪət / лауреат
law (*n*) / lɔː / закон
leadership (*n*) / 'liːdəʃɪp / лідерство
lean (*adj*) / liːn / пісний
legend (*n*) / 'ledʒənd / легенда
leisure (*n*) / 'leɪʒə / дозвілля
length (*n*) / leŋθ / довжина
level (*n*) / 'levl / рівень
link (*v, n*) / lɪŋk / з'єднувати, ланка
litter (*n*) / 'lɪtə / сміття
loan (*n*) / ləʊn / позика
local (*adj*) / 'ləʊkl / місцевий
long-term (*adj*) / lɒŋ tɜːm / довготривалий
loyalty (*n*) / 'lɔɪəlti / вірність, відданість
luck (*n*) / lʌk / вдача
luxurious (*adj*) / lʌg'zʊəriəs / розкішний

Mm

magazine (*n*) / 'mæɡə'ziːn / журнал
magnificent (*adj*) / mæɡ'nɪfɪsənt / чудовий
maintain (*v*) / meɪn'teɪn / підтримувати, зберігати
majestic (*adj*) / mə'dʒestɪk / величний
major (*adj*) / 'meɪdʒə(r) / головний
majority (*n*) / mə'dʒɔrəti / більшість
mammal (*n*) / 'mæməl / ссавець
maritime (*adj*) / 'mærɪtaɪn / морський
marketplace (*n*) / 'mɑːkɪtpleɪs / ринок
masterpiece (*n*) / 'mɑːstəpiːs / шедевр
maternity (*n*) / mə'tjʊənti / зрілість
meadow (*n*) / 'medəʊ / луг
measure (*v, n*) / 'meʒə(r) / міряти, міра
membership (*n*) / 'membəʃɪp / членство
memorable (*adj*) / 'memərəbl / пам'ятний
mental (*adj*) / 'mentl / розумовий
merchant (*n*) / 'mɜːtʃənt / купець
mess (*n*) / mes / безлад

microwave (*n*) / 'maɪkrəweɪv / мікрохвильова піч
might (*n*) / maɪt / міць, могутність
military (*n*) / 'mɪlətri / воєнний
minced (*adj*) / mɪnst / молотий
mint (*n*) / mɪnt / м'ята
miraculous (*adj*) / mɪ'rækjʊləs / дивовижний
mismatched clothes одяг, різний по стилю
miss (*v*) / mɪs / скучити
modern (*adj*) / 'mɒdn / сучасний
modest (*adj*) / 'mɒdɪst / скромний
mutual (*adj*) / 'mjʊːtʃʊəl / взаємний
mystery (*n*) / 'mɪstəri / загадка
myth (*n*) / mɪθ / міф

Nn

nasty (*adj*) / 'nɑːsti / неприємний
nature (*n*) / 'neɪtʃə(r) / природа
neat (*adj*) / niːt / охайний
need (*v, n*) / niːd / потребувати, потреба
needlework (*n*) / 'niːdlwɜːk / шиття, рукоділля
neglect (*v*) / nɪ'ɡlekt / нехтувати
negotiations (*n*) / nə'ɡəʊʃi'eɪʃən / переговори
nervous (*adj*) / 'nɜːvəs / нервовий
network (*n*) / 'netwɜːk / мережа
newlyweds (*n*) / 'njuːliweds / молодята
nickname (*n*) / 'nɪ.nɪm / кличка
noodles (*n*) / 'nuːdlz / локшина
noticeable (*adj*) / 'nəʊtɪsəbl / помітний
notorious (*adj*) / nəʊ'tɔːriəs / загальновідомий
nowadays (*adv*) / 'nəʊədeɪz / в наш час
numerous (*adj*) / 'njuːmərəs / багаточисельний
nut (*n*) / nʌt / горіх
nutritious (*n*) / 'njuː'trɪʃəs / поживний

Oo

oats (*n*) / əʊts / овес
obesity (*n*) / ə'biːsɪti / ожиріння
observation (*n*) / ɒbzə'veɪʃn / спостереження
observe (*v*) / əb'zɜːv / спостерігати

obtain (*v*) / əb'teɪn / одержувати, здобувати
obvious (*adj*) / 'ɒbvɪəs / очевидний
occasionally (*adv*) / ə'keɪzənəli / зрідка, іноді
осциру (*v*) / 'ɒkjuraɪ / займати
occur (*v*) / ə'kʌ:(r) / з'являтися
offer (*v, n*) / 'ɒfə(r) / пропонувати, пропозиція
official (*adj*) / ə'fɪʃl / офіційний
oil (*n*) / oɪl / соняшникове масло, нафта
on the contrary навпаки
ongoing (*adj*) / 'ɒŋɡəʊɪŋ / безперервний, тривалий
onion (*n*) / 'ɒnjən / цибуля
opportunity (*n*) / ,ɒpə'tju:nəti / можливість
opposite (*adj*) / 'ɒpəzɪt / протилежний
option (*n*) / 'ɒpʃn / вибір
otherwise (*adv*) / 'ɒðəwaɪz / інакше
outer space зовнішній простір, космос
outing (*n*) / 'aʊtɪŋ / вихід на природу
outline (*n*) / 'aʊtlaɪn / план
outlook (*n*) / 'aʊtlʊk / кругозір
outskirt (*n*) / 'aʊtskɜ:t / околиця
outward signs зовнішні ознаки
oven (*n*) / 'ɒvn / духова піч
overcome (*v*) / ,əʊvə'kʌm / долати
oversea students закордонні студенти
overuse (*v*) / ,əʊvə'ju:z / зловживати

Pp

pancake (*n*) / 'pæŋkeɪk / млинець
paramount (*adj*) / 'pærəmaʊnt / першочерговий
part and parcel невід'ємна частина
passionate (*adj*) / 'pæsənət / пристрасний
path (*n*) / pɑ:θ / стежка
peaceful (*adj*) / 'pi:sfl / мирний
peanut butter арахісове масло
peasant (*adj, n*) / 'pezənt / селянський, селянин
pediatrician (*n*) / ,pɪdiə'trɪʃən / педіатр
peers (*n*) / pɪəz / однолітки
peninsula (*n*) / pə'nɪnsjələ / півострів
permission (*n*) / pə'mɪʃn / дозвіл
persistence (*n*) / pə'sɪstəns / наполегливість

picturesque (*adj*) / ,pɪktʃər'esk / мальовничий
pity (*v, n*) / 'pɪti / жаліти, жалість
politician (*n*) / ,pɒlə'tɪʃn / політик
poll (*n*) / pəʊl / опитування
populate (*v*) / 'pɒpjəleɪt / населяти
portray (*v*) / pɔ:'treɪ / зобразити
potter (*n*) / 'pɒtə / гончар
poultry (*n*) / 'pəʊltri / птиця (для приготування)
praise (*v, n*) / preɪz / хвалити, похвала
preceding (*n*) / pri:'si:dɪŋ / попередній
precise (*adj*) / pri:'saɪs / точний
preference (*n*) / 'prefrəns / перевага
preserve (*v, n*) / pri:'zɜ:v / зберігати; заповідник
pressure (*n*) / 'preʃə / тиск
priority (*n*) / praɪ'ɒrəti / пріоритет
privacy (*n*) / 'prɪvəsi / особисте життя
privatising (*n*) / 'praɪvətəɪzɪŋ / приватизація
profound (*adj*) / prə'faʊnd / глибокий, багатосторонній
promising (*adj*) / 'prɒmɪsɪŋ / перспективний
promote (*v*) / prə'məʊt / забезпечувати, сприяти, стимулювати
prompt (*n*) / prɒmpt / підказка
pros and cons переваги та недоліки
prospective (*adj*) / prə'spektɪv / очікуваний, майбутній
prosperity (*n*) / prɒs'perɪti / процвітання
provide (*v*) / prə'vaɪd / забезпечувати
psychologist (*n*) / saɪ'kɒlədʒɪst / психолог
pumpkin (*n*) / 'pʌmpkɪn / гарбуз
purchase (*v, n*) / 'pɜ:tʃəs / купувати, покупка
pure (*adj*) / pjʊə(r) / чистий
purpose (*n*) / 'pɜ:pəs / мета

Qq

qualification (*n*) / ,kwɒlɪfɪ'keɪʃn / кваліфікація
quality (*n*) / 'kwɒləti / якість
quarrel (*v, n*) / 'kwɒrəl / сварити, сварка

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queer (*adj*) / kwɪə / дивний, дивакуватий
queue (*n*) / kjuː / черга
quiet (*adj*) / 'kwaɪət / спокійний, тихий
quote (*v, n*) / kwəʊt / цитувати, цитата

Rr

random (*adj*) / 'rændəm / випадковий
readiness (*n*) / 'rednəs / готовність
ready-made (*adj*) / 'redimeɪd / готовий
reason (*n*) / 'riːzn / причина
recipe (*n*) / 'resipi / рецепт
recognise (*v*) / 'rekəɡnaɪz / впізнавати
recruit (*v*) / rɪ'kruːt / наймати
reduce (*v*) / rɪ'djuːs / понижувати
referee (*n*) / ,refə'riː / суддя спортивних змагань
refugees (*n*) / ,refjuː'dziː / біженці
regret (*v, n*) / rɪ'ɡret / жалкувати, жаль
regular (*adj*) / 'regjələ(r) / регулярний
reinforce (*v*) / ,riːm'fɔːs / посилювати
relationship (*n*) / rɪ'leɪʃnʃɪp / відносини
reliable (*adj*) / rɪ'laɪəbl̩ / надійний
relief (*n*) / rɪ'liːf / полегшення
remain (*v*) / rɪ'meɪn / залишатися
remnants (*n*) / 'remnənts / залишки
renew (*v*) / rɪ'njuː / відновлювати
renowned (*adj*) / rɪ'naʊnd / славетний, відомий
replace (*v*) / rɪ'pleɪs / замінювати
representative (*n*) / ,reprɪ'zentətɪv / представник
reputation (*n*) / ,repju'teɪʃn / репутація
request (*v, n*) / rɪ'kwɛst / звертатися за проханням, прохання
requirement (*n*) / rɪ'kwaɪəmənt / вимога
reserve (*n*) / rɪ'zɜːv / заповідник
resolve conflicts вирішувати конфлікти
resource (*n*) / rɪ'sɔːs / ресурс
respectful (*adj*) / rɪ'spektfəl / поважний
response (*n*) / rɪ'spɒns / відповідь
responsibility (*n*) / rɪ'spɒnsə'bɪləti / відповідальність
restore (*v*) / rɪ'stɔː(r) / відновлювати
revolt (*v*) / rɪ'vəʊlt / повставати
reward (*n*) / rɪ'wɔːd / нагорода
rice (*n*) / raɪs / рис
right (*n*) / raɪt / право
rival (*n*) / 'raɪvl / суперник
roast (*v*) / rəʊst / смажити
role-model (*n*) / rəʊl'mɒdl / приклад
rope (*n*) / rəʊp / мотузка

route (*n*) / ruːt / маршрут
rubbish (*n*) / 'rʌbɪʃ / сміття
rule (*v, n*) / ruːl / правити, правило
run the house займатися господарством

Ss

sack (*n*) / sæk / мішок
satisfy (*v*) / 'sætɪsfaɪ / задовольняти
schedule (*n*) / 'ʃedjuːl / розклад, розпорядок
scholarship (*n*) / 'skɒləʃɪp / стипендія
search (*v, n*) / sɜːtʃ / шукати, пошук
seed (*n*) / siːd / насіння
seize (*v*) / siːz / захоплювати, схопити
selfish (*adj*) / 'selfɪʃ / егоїстичний
sensitive (*adj*) / 'sensətɪv / чутливий
separate (*v*) / 'seprət / відділяти
settlement (*n*) / 'setlmənt / поселення
share (*v, n*) / ʃeə(r) / ділитися, доля
sight (*n*) / saɪt / вид, погляд
sights (*n*) / saɪt / визначні місця
significant (*adj*) / sɪɡ'nɪfɪkənt / важливий, значний
similarity (*n*) / ,sɪmɪ'lærɪti / подібність
simultaneously (*adv*) / ,sɪml'teɪnəsli / одночасно
skip (*v*) / skɪp / пропускати
slippers (*n*) / 'slɪpəz / тапочки
slogan (*n*) / 'sləʊɡən / лозунг
snack (*n*) / snæk / перекус
snow-capped (*adj*) / snəʊ kæpt / засніжений
socialize (*v*) / 'səʊʃəlaɪz / спілкуватися
society (*n*) / sə'saɪəti / суспільство
source (*n*) / sɔːs / джерело
spacecraft (*n*) / 'speɪskraːft / космічний корабель
sparkle (*v*) / 'spɑːkl̩ / сяяти
spectacular (*adj*) / spek'tækjʊlə(r) / видовищний
speech (*n*) / spiːtʃ / промова
spin (*v*) / spɪn / крутити
spiritual (*adj*) / 'spɪrɪtʃuəl / духовний

spit (*v*) / spɪt / плювати
spiteful (*adj*) / spɑɪtʃʊl/ злобний
stabilize (*v*) / 'steɪblaɪz / стабілізувати
starch (*n*) / stɑ:tʃ / крохмаль
state owned enterprises державна установа
stick to (*v*) / stɪk / дотримуватися чогось
stomach (*n*) / 'stʌmək / шлунок
stream (*n*) / stri:m / потік
strengthen (*v*) / 'streŋθən / посилювати
stuffed grapes фаршироване листя винограду
substances (*n*) / 'sʌbstənsɪz / речовини
summarize (*v*) / 'sʌməraɪz / підсумовувати
supplement (*v*) / 'sʌplɪmənt / доповнювати
supply (*v*) / sə'plaɪ / забезпечувати
supreme court верховний суд
surpass (*v*) / sə'pɑ:s / перевершувати
surrounding (*n*) / sə'raʊndɪŋ / оточення
survey (*n*) / 'sɜ:veɪ / опитування
survival skills навички виживання
survive (*v*) / sə'vaɪv / виживати
swear (*v*) / sweə(r) / клястися
sympathy (*n*) / 'sɪmpəθi / співчуття

Tt

takeaway food / 'teɪk ə weɪ fu:d/ їжа з собою
technology (*n*) / tek'nɒlədʒi / технологія
temptation (*n*) / temp'teɪ.ʃən / спокуса
territorial integrity територіальна цілісність
though (*adv*) / ðəʊ / хоча
threat (*n*) / θret / погроза
thrill (*v, n*) / θrɪl / захоплюватися, захоплення
throughout (*adv*) / θru:'aʊt / скрізь, усюди
tinned (*adj*) / tɪnd / консервований
tiresome (*adj*) / 'taɪəsəm / надокучливий, стомлюючий
title (*n*) / 'taɪtl / заголовок
tolerance (*n*) / 'tɒlərəns / терпіння
tongue (*n*) / tʌŋ / язик
tough (*adj*) / tʌf / міцний
trade (*v, n*) / treɪd / торгувати, торгівля
trail (*n*) / treɪl / маршрут, шлях
transmission (*n*) / træn'zɪmɪʃən / передача

transparent (*adj*) / træn'spærənt / прозорий
treasure (*n*) / 'treʒə / скарб
treat (*n*) / tri:t / задоволення
trend (*n*) / trend / напрям
triumphant (*adj*) / traɪ'ɪmfənt / триумфальний
trumpet (*n*) / 'trʌmpɪt / труба (муз. інструмент)
twice (*adv*) / twaɪs / двічі

Uu

ugly (*adj*) / 'ʌɡli / страшний, огидний
underline (*v*) / ,ʌndə'laɪn / підкреслювати
undertake (*v*) / ,ʌndə'teɪk / починати, братися
unique (*adj*) / ju'ni:k / унікальний
unity (*n*) / 'ju:nɪti / єдність
universal (*adj*) / ju:'nɪvɜ:səl / загальноприйнятий
unpredictable (*adj*) / ,ʌnpri'dɪktəbl̩ / непередбачуваний
unsurpassed (*adj*) / ,ʌnsə'pɑ:st / неперевершений
upgrade (*v*) / ʌp'ɡreɪd / підвищувати
uphold (*v*) / ʌp'həʊld / підтримувати, захищати
upload (*v*) / ʌp'ləʊd / завантажувати (інформацію)
up-to-date (*adj*) / ʌp tə deɪt/ сучасний
urgent (*adj*) / 'ɜ:dʒənt / терміновий
utensils (*n*) / ju:'tensɪlz / посуд, приладдя
utility (*n*) / ju:'tɪlɪti / вигода, користь

Vv

vague (*adj*) / veɪɡ / невиразний
valley (*n*) / 'væli / долина
values (*n*) / 'vælju:z / цінності
vegetarian (*n, adj*) / ,vedʒɪ'teəriən / вегетаріанець, вегетаріанський
version (*n*) / 'vɜ:ʃn / версія
view (*n*) / vju: / вид
viewpoint (*n*) / 'vju:pɔɪnt / точка зору
village (*n*) / 'vɪlɪdʒ / село
violate (*v*) / 'vaɪəleɪt / порушувати

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violence (*n*) / 'vaɪələns / жорстокість, насилля
virtue (*n*) / 'vɜːtjuː / гідність, достойність
visa-free regime безвізовий режим
vital (*adj*) / 'vaɪtl / життєвий
vivid (*adj*) / 'vɪvɪd / яскравий
vocational (*adj*) / vəʊ'keɪʃənəl / професійний
vocational education професійно-технічна освіта
voice (*n, v*) / vɔɪs / голос
volcano (*n*) / vɒl'keɪnəʊ / вулкан
voluntary (*adj*) / 'vɒləntəri / добровільний
voyage (*n*) / 'vɔɪdʒ / морська подорож
vulnerable (*adj*) / 'vʌlnərəbl / беззахисний

Ww

wages (*n*) / weɪdʒ / заробітна плата
waitress (*n*) / 'weɪtrəs / офіціант
walnuts (*n*) / 'wɔːlnʌts / грецькі горіхи
warn (*v*) / wɔːn / попереджувати
waste (*n*) / weɪst / відходи (промислові)
wave (*n*) / weɪv / хвиля
weakness (*n*) / 'wiːknəs / слабкість
wealthy (*adj*) / 'welθi / заможний
wedding (*n*) / 'wedɪŋ / весілля
weight (*v, n*) / weɪt / вага, зважувати
welcome (*v*) / 'welkəm / ласкаво просимо
well (*n*) / wel / колодязь
well-balanced /wel 'bælənst / добре збалансований
well-being (*n*) / ,wel 'biːɪŋ / добробут
whale (*n*) / weɪl / кит
wheel (*n*) / wiːl / колесо
wholesome (*adj*) / 'həʊlsəm / повноцінний

width (*n*) / wɪðθ / ширина
wife (*n*) / waɪf / дружина
wild (*adj*) / waɪld / дикий
wildlife (*n*) / 'waɪldlaɪf / дика природа
willfully (*adv*) / 'wɪlfəl / з доброї волі
willingly (*adv*) / 'wɪlɪŋli / із задоволенням
wind mill (*n*) / wɪndmɪl / повітряний млин
wine (*n*) / waɪn / вино
winner (*n*) / 'wɪnə(r) / переможець
wise (*v*) / waɪz / мудрий
witness (*v*) / 'wɪtnəs / бути свідком
wonder (*n*) / 'wʌndə(r) / чудо
wonderland (*n*) / 'wʌndələnd / країна чудес
wooden (*adj*) / 'wʊdn / дерев'яний
workforce (*n*) / 'wɜːkfɔːs / робоча сила
worry (*v, n*) / 'wʌrɪ / хвилюватися, хвилювання
worship (*v*) / 'wɜːʃɪp / обожнювати

Yy

yawn (*v*) / jɔːn / позіхати
yoghurt (*n*) / 'jɒɡət / йогурт
youth (*n, adj*) / juːθ / молодь, молодий

Zz

zeal (*n*) / ziːl / завзятість
zero (*n*) / 'ziərəʊ / нуль
zone (*n*) / zəʊn / зона

Writing samples

1.1. A Sample of an Opinion Essay

Some people believe that young Ukrainians have a lot of rights and fully enjoy them. Others disagree and claim that Ukrainian youth have more duties than rights.

In my opinion we have both rights and duties and it's up to us to use them this or that way. Out personality dictates the choice in any particular situation.

I love the country I live in and when Euromaidan took place for me there was no other choice that to join it. I was a student, just a beginner, but I thought, if it isn't me who supports the country and does something, who will?

Furthermore, when the war conflict in the East of Ukraine occurred I was one of the first volunteers to help our soldiers there.

Contrary to what people may believe, I considered it to be my duty and I'm dead sure that I'm right. Many of my friends followed me and we set up our own volunteer centre. Nobody makes us address people and ask for assistance. We bring clothes, food and equipment to Ukrainian soldiers in the East and feel happy when we see how glad they are to get what we've brought. It makes us realize that we are doing a very important job.

All things considered, I believe we are on the right way of enjoying our rights and performing duties, because it makes is happy. Choose yours!

1.2. A Sample of Advice-Seeking Letter

Dear Editor,

Never in my wildest dreams have I ever thought that I would be writing to someone for advice. But I have a situation for which I need help and there is no one I can turn to. So I'm writing to you in hope you can give me some help.

The problem is I like sport and try to have as many physical activities as I can. But my family's lifestyle can hardly be described as a healthy one. Take our last summer vacation. We spent it near the river: lying in the sun for hours, eating to our hearts content, taking long sleeps. We didn't play any sport as dad said it was too hot. When I asked dad to go boating and then diving from the boat in the middle of the river, he got angry with me. He said that vacation is not for sport, but I don't think so. For me summer and sport are inseparable.

What should I do? Should I spend my summer holidays with friends? I think my family won't understand me. It would be great if you give me a piece of advice.

I hope to hear from you soon and I would like to thank you for your time.

Sincerely yours,

Alex.

2.2. A Sample of a Descriptive Paragraph

How to Describe your Food Preferences

I'd like to describe my preferences in food. As all members of my family are fond of sports we prefer high-calorie food. Meat is my firm favourite, because I think it gives me energy for my sport activities. My mum usually serves meat with vegetables, that's why it is easily assimilated. Though I eat meat and vegetables every day I don't put on weight and this is what I like most. If you want to keep fit try this food.

2.1. A Sample of a Recipe

| | | |
|---|---|---|
| Ukrainian |  | BORSCH |
| <p>Borshch has had a special and important place on the daily menu of the Ukrainian people for many years. It is usually served as a first course for dinner. It tastes best when served with pampushkas (small round buns) and garlic.</p> | | |
|  <p>Ingredients</p> <ul style="list-style-type: none"> ● 2 litres water ● 300 g beef ● 300 g shredded cabbage ● 2 shredded carrots ● 1 beetroot cut into thin strips ● 3 – 4 potatoes cut into thin strips ● 1 chopped onion ● 1/2 cup beans ● 1 stick of celery (sliced) ● sunflower oil ● 1 tablespoon tomato sauce ● dill, parsley, salt, sugar, pepper (to taste) | <p>Steps</p> <ol style="list-style-type: none"> 1 Put meat into a large saucepan. Add water and bring to the boil over a medium-high heat. Turn heat to low. Simmer for about 40 minutes. 2 Add potato, cabbage and simmer for 10 more minutes. 3 Add pre-cooked beans. 4 Put onion, carrot, celery and beetroot into a frying pan. Add sunflower oil and brown for 5 minutes. Add tomato sauce. Stir the mix into the saucepan. 5 Add salt, sugar and pepper to taste. <p>Serve the borsch hot and with sour cream. Sprinkle it with dill and/or parsley, and don't forget the pampushkas and garlic.</p> <p style="text-align: center;">Bon Appétit!</p> |     |

3.1. A Sample of a News Report

The 20th Ukraine-EU Summit took place on July 9, 2018 in Brussels. The representatives of more than 30 countries participated in the Summit.

After the Summit Donald Tusk, president of the European Council, Jean Claude Juncker, president of the European Commission and petro Poroshenko, president of Ukraine issued the final statement.

Donald Tusk and Jean Claude Juncker reaffirmed their support and support of Europe of Ukrainian integration with the European Union. European leaders once more condemned Russian ongoing aggression in the eastern part of Ukraine and demanded Russia to stop its unacceptable actions against Ukraine. The presidents also agreed on the importance of supporting the most vulnerable people in East of Ukraine. They welcomed the reform process in Ukraine and expressed their beliefs on its successful continuation.

3.2. A Sample Notice**Sample Notice for Joining a Scientific Society**

- Are you interested in science and technology?
- Have you any ambitions for scientific research?
- Do you want to realize your scientific dream?
- Then you are the right person for our scientific society.
- We open the doors for you every Saturday at 10 o'clock, 17 Maidan Myru.
- Be aware and do join us.

4.1. A Sample of a Resume

| | |
|--------------------------------------|---|
| Personal data | <i>Robert Valens 321 E. Canto St. Jacksonville, FL 54321 (123)555-4555 robert.valens@gmail.com</i> |
| Education | <i>[2018–2022] Townson State University, Townson, Maryland Bachelors of Arts, International Studies and Political Science</i> |
| Work experience | <i>[September 2022–June 2023] E.J. Krause&Assoc. Bethesda, Maryland Marketing Manager</i> |
| Activities | <i>Four and a half year Member Townson State Rugby Football Club (TSRFC) Volunteer Assistant Couch of TSRFC after graduation</i> |
| International experience | <i>Worked in Scotland, traveled to Hong Kong, China, and throughout Europe</i> |
| Languages and computer skills | <i>Basic knowledge of Russian and Ukrainian. Proficient in all MS Office applications. Extensive knowledge of the Internet</i> |
| References | <i>Available upon request</i> |

4.2. A Sample of Job Interview Questions

These are twenty five of the most commonly asked questions at a job interview.

1. Tell me about yourself.
2. What are your strengths? And weaknesses?
3. Why did you decide to seek a position with this company?
4. What do you know about our company?
5. What is your ideal job?
6. How would you describe yourself?
7. In what ways do you think you can make a contribution to our company?
8. What major challenges have you encountered and how did you deal with them?
9. How well do you work under pressure?
10. What motivates you to put forth your greatest effort?
11. What have you learnt from some of the jobs you have held (if any)?
12. What do you see yourself doing five years from now?
13. Why did you leave your previous job (if any)?
14. What jobs have you enjoyed the most? The least? Why?
15. In what kind of a work environment are you most comfortable?
16. Why should we hire you?
17. What have you learnt from your mistakes?
18. What two or three accomplishments have given you the most satisfaction? Why?
19. What are your expectations from this job?
20. What would be the first thing you would do if hired?
21. What are your hobbies?
22. Do you prefer to work by yourself or with others?
23. What salary are you expecting?
24. Describe an ethical dilemma you resolved in working with groups?
25. What have I forgotten to ask?

4.3. A Sample of a Job Description

Graphic Artist

Function of work: To create illustrative drawings, charts, graphs, posters, models, tables, slides, diagrams, or a variety of other visual materials.

Level of work: Journeyman*

Job distinctions: Differs from the Medical Graphic Artist by absence of responsibility for creating medical illustrations or exhibits. Differs from the Graphic Designer in that Graphic Designers are concerned chiefly with the technical design and display of visual material as a part of the printing process and may not necessarily require artistic ability.

Examples of work:

- Consults with clients, editors and printers to determine needs
- Determines most effective graphic design
- Designs and executes technical illustrations, art work for slides, maps, charts, schematics**, decals*** etc.
- Creates original illustrations for company publications
- Prepares layout of body copy, headlines and artwork for printing of booklets, manuals and bulletins
- Retouches**** and reproduces photographs
- May supervise student artists

Minimum qualifications: Two years of verifiable experience or training in the graphic arts involving the designing, drawing, painting, inking or layout of graphs, charts, technical illustrations, certificates, posters, signs or related artwork.

Substitutions: College coursework in drawing, painting, layout and design will substitute for the required experience on the basis of nine semester hours for one year of experience.

Notes: **journeyman* – A person who has served an apprenticeship at a trade; ** *schematics* – forms of design; *** *decals* – pictures or designs on specially prepared paper for transfer to some other medium; *****retouches* – makes corrections or adds more detail to something, usually a picture.

5.1. A Sample of an Informative Report

To: Dr. Davis, Head of the International Student Exchange Program
From: Lisa Dunford, post-graduate student
Subject: Canadian Identity
Date: December, 2, 2010

As requested, this is a report concerning the subject of Canadian identity which is to be included into the orientation kit for international students.

Canada is a land of new beginning, both for the native population and for generations of immigrants from more than 150 countries. Early settlers gave Canada its name. It is a strange name for such a vast territory – the word “Kanata” in the Iroquois Indian language means ‘village’. The Indians and Inuit have lived in Canada for thousands of years. The Vikings sailed across the Atlantic Ocean and settled in Newfoundland over a thousand years ago. They were the first Europeans to settle in North America.

Canada’s population is over 31 mln. There are about 554,000 native Indians, 41,000 Inuits, 210,000 Metis (of mixed aboriginal and European ancestry). About 35% of Canadians are of British origin; about 20% are French descendants. The third largest ethnic group is German. Other major groups are Italian, Chinese, Ukrainian, Dutch, Greek, Polish and Scandinavian.

Multi-ethnic Canadian population is like a tossed salad, each ‘ingredient’ preserving their cultures and contributing to Canadian identity.

5.2. A Sample of a Survey Report

The Benefits of Study Abroad

New Study Confirms Significant Gains. «It will change your life. You'll come back a new person.» For years, the benefits of study abroad have been described in these words. Everyone in the study abroad field believed it could greatly impact a student's life, but the exact long-term benefits were unknown – until now.

The first large-scale survey to explore the long-term impact of study abroad on a student's personal, professional, and academic life shows that study abroad positively and unequivocally influences the career path, world-view, and self-confidence of students.

The Institute for the **International Education of Students (IES)** surveyed alumni from all IES study abroad programs from 1950 to 2009. Regardless of where students studied and for how long, the data from the more than 3,400 respondents (a 23 percent response rate) shows that studying abroad is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience.

Personal Growth. When asked about personal growth, 97 percent said studying abroad served as a catalyst for increased maturity, 96 percent reported increased self-confidence, 89 percent said that it enabled them to tolerate ambiguity, and 95 percent stated that it has had a lasting impact on their world view.

Findings also show that study abroad leads to long-lasting friendships with other U.S. students and still impacts current relationships. More than half the respondents are still in contact with U.S. friends met while studying abroad, and 73 percent said the experience continues to influence the decisions they make in their family life.

Intercultural Development. Study abroad educators often assert that one of the goals of study abroad is to train future global leaders to be more effective, respectful of other cultures and political and economic systems, and willing to take a stand for the world's welfare, not just what benefits a specific country. The survey findings indicate that study abroad is succeeding in its mission.

When questioned about intercultural development, 98 percent of respondents said that study abroad helped them to better understand their own cultural values and biases, and 82 percent replied that study abroad contributed to their developing a more sophisticated way of looking at the world.

Education and Career Attainment. When questioned about academic pursuits, 87 percent of respondents said that study abroad influenced subsequent educational experiences, 63 percent said that it influenced their decision to expand or change academic majors, and 64 percent reported that it influenced their decision to attend graduate school. Nearly half of all respondents have engaged in international work or volunteerism since studying abroad.

A Lifetime of Benefits. Few other experiences in life have proven to net such a positive and sustainable impact. With study abroad offering so many life-changing and enduring academic, career, intercultural, personal, and social benefits, students should carefully consider studying abroad when searching for a college and during their collegiate career. Students should question potential colleges about the study abroad programs they offer and find out how competitive the application process is and if grades and financial aid transfer. In addition, colleges, parents, and employers should encourage and enable students to study abroad.

Audioscripts

UNIT 1.

1.1

Young People – Old Problems?

Today it is fashionable to speak about young people's problems, especially teenage problems. A few years ago alcohol, fights, killings and other kinds of violence were more problems for adults than for young people.

But teenagers today have a lot more to worry about than their parents ever did. In their opinion, the world is becoming a very scary place. Violence, teen pregnancies, Aids cases, drugs are increasing. Official reports admit, that for many children from poor families all the problems mentioned are associated with poverty in the families. We can't deny that some families really have a low income, but I believe there is one reason. In almost all families both mother and father work full time, approximately 40 hours per week. Since parents usually don't arrive home from work until after 5 p.m., children are left unattended for several hours. Many psychologists believe this time left alone is the cause of many problems. I'm with them on that. Teenagers feel lonely and neglected and want their parents to hear them out. They need to feel cared for – the feeling that they are important for their mum and dad, so that the parents are interested in them, worry about them. Children like to talk about what's happening in their lives, who's doing what. They often seek for advice or the answers to the questions that worry them. If they can't get what they need badly now they will try to find it elsewhere, not always good and positive. Statistics shows that half of teenagers have an experience with drugs, alcohol and sex in their school years. Unfortunately, teenagers who have drug or alcohol addiction almost never believe that these things are often combined with family and school problems.

What has gone wrong? Some specialists explain that the changes of our society, the system of our life force young people to choose their own life-style. On the one hand, our society agrees that 15-17-year-old people are old enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. I believe this misunderstanding, confusion of teenage worries produce the problems. From my point of view, young people are well-aware of their rights, but suffer from our indifference to their problems and the ways they see the world. They want to know if they are on the right way performing their duties. My experience shows that many teenagers get upset and depressed when they can't cope with their problems themselves. Lack of confidence and indecision make them choose the wrong way out.

No doubt, the teen's problems will increase in this changing world. And it's not enough to know their rights, duties and concerns. They should feel that they are not alone, they are cared for.

1.2.

On Tolerance

It was a dull winter afternoon. I was waiting for Carol, but she was hopelessly late. The weather didn't encourage a long walk, so I dropped into a little cafe. Though it was practically empty, the only table, from which I could see the bus stop where Carol would appear, was occupied. A tall fellow of approximately my age was sitting there reading a pocket-size book.

– Can I take this seat?

– Yeah, sure. – The fellow glanced at me and went on reading.

I paid for some doughnuts the cafe was famous for and sat down at the table. I was looking through the window and thinking about a recent argument with Carol. She was really angry with me. saying that I was the worst person to be out with as I always bullied somebody, got into fights, and always managed to hurt someone's feelings or worse. «She's right,» I said to myself, «I don't care much about others. But I do care for Carol and I don't want to hurt her feelings. That's why I'll try to be nice, polite, and tolerant of people. Carol says a lot of these clever words as she is going to be a journalist. She has got a lot of ideas on human rights, tolerance and equality, peace making and preventing conflicts. If she ever manages to put all her ideas into action the world would be better I bet.»

Absorbed in my thoughts, I hadn't noticed when the waitress brought me my doughnuts. A plate of them, hot and steaming, was already on the table and ...the fellow in front of me was already tasting one of them. He didn't even stop reading. An absent-minded bookworm... At any other time, I wouldn't have forgiven a person who was asking for trouble. But I'd promised to be nice to people. So I pretended I hadn't seen anything and took a doughnut for myself. The fellow glanced at me with surprise and took another one. Well, that beats everything! My fist was about to start its journey towards his chewing mouth when I remembered Carol's words: «Sometimes people behave in a way you don't like because they have some reason for it.» OK, he may be hungry and can't afford to buy them. But he might have at least asked!

Boiling inside, but with my face cool, I kept eating my doughnuts. The tall fellow with the stony face was doing the same. He'd forgotten about his book and tried to eat as fast as possible. His eyes were full of anger and despair. My look was tough and concentrated: «I have promised to avoid conflicts and I won't give in.» It was he who lost the game. Muttering something and calling me names, he rushed out of the cafe.

I'd just finished the last cake when the waitress put a plate full of hot doughnuts and a cocktail in front of me. 'I'm so sorry!' she said. 'I kept you waiting a long time. Have this cocktail for free and thank you for your patience and understanding.»

1.3.

Spring House Cleaning

As I was growing up in North Missouri one of the annual spring rituals was cleaning the house from top to bottom and inside out. The house didn't look dirty to me, but Mom said there was winter dirt everywhere, the floors and woodwork needed to be renewed and there was smoke on the curtains from the wood stove.

Action started in the bedroom. Every closet was emptied of clothes and “junk”. All the clothes were hung on the clothesline outdoors. The mattresses and coil springs under them were removed from the bed, taken outside where the mattresses were beaten on both sides to remove the dust and the coil springs washed – one spring at a time. With all the furniture out, if wiping it down could not clean the wallpaper, new paper was put on over the bold.

Mother and her sister always worked together in these cleaning endeavors and were expert paperhangers. Paste used to stick the paper to the walls was made from flour and water. Newspapers were laid down on the floor in another room where the wallpaper rolls were cut to the right lengths and then pasted. After the new paper was in place, the woodwork was attacked. Sometimes soap and water did the job while in other years it was necessary to apply new varnish. Occasionally the floors needed a new coat of varnish. That

meant different sleeping arrangements had to be made until the varnish dried. Make shift beds were set up in the living or dining room. If it was very warm outside we sometimes slept on the front porch. I thought that was the most fun.

After the bedrooms, the living room and dining room were tackled. Down came the curtains to be washed, starched and hung on the curtain stretchers to dry. The windows were washed inside and out. How those windows did shine after all that work. The lace curtains looked so beautiful and fresh when hung over those sparkling panes. The carpets were taken outside, flung over the clothesline and strenuously beaten with a wire rug beater to remove all the dust and grime.

No room was left untouched. In the kitchen the cabinets were emptied, new shelf paper applied to the shelves, all the dishes washed, dried and put back in. The linoleum was scrubbed and waxed. If it was badly worn a new one was purchased to replace it. Back in the early depression days I remember when there was no money to buy a new floor covering for the kitchen. Mother and her sister bought some gray paint and applied it to the old floor. To brighten it up a couple of sponges were dipped alternately in red and blue paint and dabbed over the gray paint. Voila! A new floor.

This spring cleaning ritual took from a week to ten days to complete depending on how much wallpaper and paint had to be applied. When our house was finished, for the next week we went every day to my aunt's house where the same steps were taken to make her house bright and shine.

I have often wondered why spring house cleaning has gone from modern housekeeping. It was a lot of work but it was such a good feeling to smell all that fresh paint and to know that everything was sparkling for another year.

1.5.

It was a dull winter afternoon. I was waiting for Carol, but she was hopelessly late. The weather didn't encourage a long walk, so I dropped into a little cafe. Though it was practically empty, the only table, from which I could see the bus stop where Carol would appear, was occupied. A tall fellow of approximately my age was sitting there reading a pocket-size book. – Can I take this seat? – Yeah, sure. – The fellow glanced at me and went on reading.

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UNIT 2.

2.1.

In the kitchen in the Stewart's home on Thanksgiving morning. Philip is drinking coffee.

Ellen: OK, Philip. This is your third cup of coffee. We should get to work, or we won't be finished by dinner time.

Philip: I guess we must.

Ellen: We must.

Philip: OK. The beginning of my famous Thanksgiving dish. One apple. Two apples. Three apples. Four apples.

Ellen: Come on, Philip! Get busy with your famous dish. There's much more to be done.

Philip: Now, the ingredients. What goes into my dish besides apples? Ah, yes. Flour, sugar, butter. Butter, nice and cold and hard. OK, here are the walnuts. Last but not least, the reason my dish is famous—cinnamon. Cinnamon... Ellen, where's the cinnamon?

Ellen: If there is any cinnamon, it's in the cabinet with the salt and pepper.

Philip: Salt, pepper, dill weed, garlic powder, cinnamon. Ellen?

Ellen: Yes, Philip.

Philip: Is it possible that we forgot to buy cinnamon?

Ellen: Yes, it is possible that we forgot to buy cinnamon.

Philip: Well, how can I make my famous dish without cinnamon?

[Robbie enters]

Robbie: Good morning.

Ellen: Oh, hi, Robbie. Good morning.

Philip: Good morning. Robbie. Can you do me a favour?

Robbie: Sure, Dad. What?

Philip: Remember my dish on Thanksgiving? What do you love about it?

Robbie: The apples?

Philip: No. The ssssss...

Robbie: Cinnamon!

Philip: Right. We don't have any cinnamon.

Robbie: I'll go down to Henry's grocery. He's always open. I'll get some for you.

Philip: That's my boy!

Ellen: Oh, put your heavy jacket on, Robbie. It's cold outside.

Robbie: Alexandra might call. Tell her I'll call her right back.

Ellen: OK.

Philip: Thanks, Son.

2.2. Dialogue

Woman: As always, a member of our audience has brought in 3 items from their kitchen cupboard, and our excellent chef has 15 minutes to

prepare something appetising for that person to eat. So let's welcome our guest for today, come on down, Nigel.

Woman: Welcome, Nigel! You are from Bradford, aren't you? Tell us a bit about yourself.

Nigel: Yes, I am! I'm a builder by trade, and a bit traditional when it comes to food. It's either 'meat and two veg' and out for a curry with the lads! The wife keeps wanting me to try something sushi and all that new Japanese stuff, but it's not for me!

Chef: Ah, a true Yorkshire man, through and through! You know my father-in-law was from Yorkshire, and he liked his Roast Beef and Yorkshire Pudding. If it wasn't on the table for Sunday lunch he was not a happy man! He never wanted to try anything else. He didn't want to even sample pizza, or Chinese food, nothing! He wouldn't even have spaghetti bolognese. He would always say «Away with your foreign food, give me real British meat!»

Nigel: Absolutely! Although I do like to try other things, in my opinion there's nothing better than meat and veg with thick gravy! Ohh! Lovely!

Woman: Well, you two could sit and talk all day, couldn't you? But that's not why we're here! Let's get on with the show. Nigel, could you show us what you have brought for us today?

Nigel: Well, there's a bit of a personal story behind each of the things I've brought today! I decided to bring my favourite food, and the favourite foods of my wife, and our little girl.

Chef: Oh dear, I'm already getting nervous! Where's your wife from? Is she from Yorkshire too?

Nigel: No, she's Scottish.

Chef: Oh no! Please don't tell me you've brought a haggis!

Nigel: Not this time! That's not really the kind of thing you have laying round in the kitchen! No, the wife gave me some porridge oats. We don't eat it nowadays, but she said she loved it as a little girl! She said her Grandma used to make the best porridge ever, but since Granny died, she hasn't wanted to even taste it! So, she asked me if I could bring in some porridge oats, since she has such precious memories of her Gran.

Chef: Hrrrn! I need to start thinking! Porridge isn't that popular today, is it? Don't know why. It's a very healthy way to start the day! But everyone's in such a hurry now, no one stops to cook breakfast anymore. I don't think my kids even know what porridge tastes like!

Nigel: Mine neither! So my little girl asked me to bring in her favourite food – I don't know if you're going to like this! It's a packet of crisps, salt and vinegar flavour!

Chef: Yes, you're right, so far I'm not liking it! I hope you've been nice to me, Nigel! What did you bring me?

Nigel: Well, I enjoy desserts! For me, the pudding is the best part of the meal. So I brought you some custard! No meal would be complete without pudding and custard!

Chef: (Not very happy) Thank you, Nigel!

Woman: Well, Henry, I don't know what you're going to do with all of this, but you have 15 minutes to make a meal fit for a king! On your marks, get set, GO!

2.3. A Funny Story

Long time ago, a merchant travelled many days, weeks, and months to sell his wares. One day he arrived at the court of a great Emperor. The emperor

liked his goods and the trading was going well when the Emperor noticed a large sack that was standing apart from the others. The Emperor asked what was in it.

‘Nothing special’, replied the merchant. ‘It is simply something I use in my cooking’.

‘What is it called?’ asked the Emperor.

‘Onions, Your Majesty’.

‘I have never heard of onions!’ Are they tasty? How do you cook them?

‘In that case, may I offer to cook Your Majesty a meal with onions?’ said the merchant.

The meal was delicious. It was meat served with fried onions, green salad with fresh onions and stuffed onions with vegetables and minced meat.

When the meal was over, the Emperor exclaimed that this was the most delicious food he had ever had and said he would buy all the onions. ‘You will not be disappointed. I will fill your sack instead with the most valuable treasures that I have’, said the Emperor.

And, indeed, when the merchant opened his sack on his way home, he found in it gold, rubies, diamonds and other precious articles, which he had never seen before.

When he arrived home, the word spread about his good fortune in the faraway land and another merchant decided to try his luck. He too travelled a long time to the same court and, during the trading with the same Emperor, he put one sack apart. Sure enough the Emperor asked about the contents of the sack and the merchant said:

‘Nothing special, it is something I use in my cooking’.

‘What is it called?’

‘Garlic, Your Majesty’

‘Garlic? I have never heard of garlic!’ said the Emperor. Evidently, there were no spices in his country.

In that case, may I offer to cook Your Majesty a meal with garlic?

The merchant cooked a stew with vegetables and garlic, baked meat with garlic and grapes inside. The dishes smell so good that all the people in the Emperor’s court have their mouths watered.

When this meal was over, the Emperor exclaimed that this was the most delicious food he had ever had and that he would buy all the garlic. ‘You will not be disappointed. I’ll fill your sack instead with the most valuable treasure that I have’, said the Emperor.

When the merchant opened his sack on the way home, he found it full of onions. Was it a joke? No, for the Emperor’s country onions were really the most valuable treasure.

2.5.

Speaker 1

How Have Eating Habits Changed?

Once few people outside Japan had heard of sashimi or sushi. However, Japanese food has joined other ethnic foods, such as Chinese and Mexican, to become a common meal for many in the US and one of the favourite dishes in Ukraine.

Why are people showing more interest in Japanese food? One reason is that some people are increasingly concerned about the food they eat. They are avoiding fast food, such as McDonald’s hamburgers and Kentucky Fried Chicken and junk foods, such as potato chips and candy. Often these foods are fattening and not good for a person’s health. Japanese food, however, contains only small amount of oil and fat. Fresh food, not canned or frozen food, is used. The result is that Japanese food is often rich in vitamins and

minerals and low in calories, and it is regarded as a healthy food. Thus, Japanese food and ingredients are being chosen more often by those people who are watching what they eat.

Speaker 2

You can hear people say that Barbecues are synonyms with American cuisine. I think if it isn't a synonym, but it is definitely a tradition which has a long history.

The greatest American barbecue is on July, 4 when the country celebrates the day back in 1776 when Americans won their independence from Great Britain. On that day every town has its local parade, the bands play, children march, flags wave and millions of ice-cream cones disappear down dry throats. Then comes the barbecue, where as many friends and relatives as possible gather for the occasion.

Almost any sort of meat can be barbecued. Hot dogs, hamburgers, steaks and chicken are the most popular, though fancy kebabs, marinated shrimp or salmon steaks maybe on the menu, depending on the company.

There are as many different kinds of barbecue sauce – spicy, extra onions, no onions, and so on – as there are types of barbecue grills. Some families have their own special recipes, which they are very proud of.

There are no eating limits on this day. Everybody forgets about healthy lifestyles and enjoys every minute of the great meal.

Inevitably, after the barbecue there will be stories on how many hamburgers have been eaten, how many chickens, how much barbecue sauce. Everyone feels a bit ashamed of such a display of overindulgence. But it can be guaranteed that by the next time, all Americans will be out there grilling away once again, loving every minute of it.

Speaker 3

Ukrainian cuisine is worth talking about, because equally with traditional dishes you may enjoy ethnic food like French, Italian, Chinese or Japanese. Some places have their own specialty, while others focus on the traditional Ukrainian menu.

If you are hungry you'll definitely choose Velyka Lozhka, or Puzata Kha-ta, because the choice of food is traditional there. They serve dishes that you might normally eat at home: borsch, chops, holubtsi (cabbage rolls), potato, buckwheat porridge, mlyntsi (pancakes) and varenyky stuffed with cottage cheese or cabbage. Some Ukrainians don't like to experiment with food and prefer their usual food, which is the most delicious for them. Foreign tourists also like to have their meals there to get an idea of Ukrainian cuisine. Some of them say that the dishes are very tasty but too fattening for them. But I think they simply got used to eating the food popular in their countries and being in Ukraine they find places like McDonald's and Celen-tano. So to each his own!

3.1.

The 20th Ukraine-EU Summit took place on July 9, in Brussels. More than 30 countries took part in it.

After the Summit Donald Tusk, president of the European Council, Jean Claude Junckler, president of the European Commission, and Petro Porosh-enko, president of Ukraine issued the following statement:

“We, the leaders of the European Union and Ukraine, gathered today to reaffirm our continuous efforts to strengthening the political Association and economic integration of Ukraine with the European Union. We also confirmed our support and commitment to Ukraine's independence, sov-erignty and territorial integrity within its internationally organized bor-

ders. We recognized the substantial progress, which is important for Ukraine's citizens. We welcomed the launch of the number of important reforms to improve the living standards of Ukraine's citizens, notably in the areas of health and pensions.... We welcomed the effective implementation of the visa-free regime, contributing of depending relations between our societies. We agreed to explore further in the area of environment. We also agreed on the importance of cooperation in strengthening cyber security in Europe.

We looked forward to the further efforts Ukraine needed to improve the business and investment climate and protect intellectual property rights. With regard to the Ukrainian law on education, we agreed on the need to ensure the respect for rights of persons belonging to national minorities on the necessity of a substantial dialogue with the representatives of different nations.

We reaffirmed our strong condemnation of the violation of Ukrainian sovereignty and territorial integrity by the acts of aggression by the Russian armed forces since February 2014. We called for the immediate release of all illegally imprisoned Ukrainian citizens in Crimea and in Russia.

We also agreed on the urgent need to lead our support to the most vulnerable people in the East of Ukraine. We welcomed ongoing initiatives by EU Member States to provide assistance to cities and districts of the conflict-affected region”.

3.2.

Bill: Steve, how was your work today?

Steve: Hi, Bill, it was great. We finished our work on a new kind of corn. Now we just have to find out if we'll be allowed to sell it to farmers.

Bill: Why? How is this corn different than any other kind?

Steve: Well, this corn grows when it needs to be watered. We added some genes from jellyfish to the corn, but now we have to see if the government will let us sell it.

Bill: Wow! That's amazing. You do some incredible things there.

Steve: Yeah, I guess we do, but I'd still like to have my own little lab and not have to work for a big company. Can you believe that anything that I discover, invent or create belongs to my employer?

Bill: Yeah, that's too bad, Steve. I can just see you working in your own lab, inventing cool new things. You'd be like Edison or somebody!

Steve: That would be great, but it's just too expensive for a private person to buy all the equipment you need to do genetic research.

Bill: Speaking of equipment, look what I just bought today.

Steve: Is that a smart phone? I've heard about those new ones. It's brand new. I can get on the Internet, read or write E-mail, and send messages to friends. It also has my schedule for the next 3 months, my address and phone list, and a couple of games.

Steve: How much did it cost?

Bill: A little under \$200. I think pretty soon almost everybody will have one and they'll probably cost \$20. You remember how first cell-phones used to be rare and expensive? Now even high school kids have them!

Steve: I know, I can hardly believe how quickly new things appear and how cheap and powerful they are. I remember my first computer cost \$400 and was incredibly slow, with no memory at all really. My new computer costs \$1500 and is completely different.

Bill: Yeah, and next week somebody will put out a computer that makes your new one completely obsolete.

Steve: I know, I know. Sometimes I kind of miss the old days, when science was more focused on big projects like going to the Moon rather than making cool new gadgets to sell.

Bill: Me too.

3.3.

A diverse landscape of Ukraine offers a lot of tourist routes from mountain biking and walking in the Carpathians to birdwatching in the Danube Delta, from cycling along the Dnipro to water sports in the Black Sea. As you see the most areas for travelling are the Carpathians, the coastal region of the Black Sea and the Dnipro river. Without doubt, these places present its enchanting mystery and appeal. But I believe any travelling route should target special groups. For example, if a person comes to Ukraine for the 1-st time he/she must get a good picture of the places the country is proud of. In my opinion sightseeing tours are just for this. And not only that. Ukraine is often called a living history. Having only appeared on the map in 1991, the country has managed two revolutions and a Russian invasion already and fighting in Donbas is ongoing. History ancient and recent is all around you in this amazing land, whether it be among the Gothic churches of Lviv, the remnants of the once animated Jewish culture of West Ukraine or sophisticated buildings of modern architecture in Kyiv. Everyone who comes to Ukraine must familiarize themselves with our history. Recent political territorial and economic difficulties affected the image of Ukraine. Nevertheless, Ukraine is a home to a lot of beautiful places with a great range of tourist activities. Let's do a bit of sightseeing. Here are some places that will make you fall in love with Ukraine.

Let's start with Ukrainian capital Kyiv. Golden domes of superb churches, along and rich history, modern and ancient architecture make begin a go – to spot for all travelers visiting Ukraine. Its sights include 2 UNESCO World Heritage sites – Kyiv-Pechersk Lavra and St. Sophia Cathedral. I advise you to take a boat trip across the Dnipro, if you want to see the capital in its bright majesty. Besides, from the Dnipro's left bank a magnificent view opens onto the golden-domed ensemble ancient buildings of the Kyiv-Pechersk Lavra.

The next destination is Lviv, which is considered to be Ukrainian's cultural capital and it has the most western architecture of all the country's cities. It boasts of a splendid UNESCO-protected Old town renowned for beautiful narrow streets, magnificent churches, fascinating museums and charming atmosphere. It's cosy and welcoming, with many themed restaurants, cool bars and great nightlife. You can't leave Lviv without having a cup of famous Lviv coffee.

In the South of Ukraine Odesa with a beautiful historic district is a must see for all travellers. It has plenty of treasures waiting to be discovered. The cultural part of the city is packed with sights with unique blend of building styles. If I were you I would see the symbol of the city – the Potemkin Stairs and Prymorsky Boulevard, the street, which runs along the sea. In the evening don't miss a chance of seeing a performance in a world famous Opera and Ballet theatre. It will make a magnificent ending of your sightseeing tour in Ukraine.

3.5. Your Test Pack

To create all necessary conditions for young talented scientists is a must. Creating preconditions for the economic and social self-actualization of the young people in Ukraine and stopping the brain drain is the moral duty of the governments, business and public organizations. Thus the Ukrainian society has to create favourable conditions and secure forward motion of the young, using various mechanisms and tools, one of which is looking for and supporting gifted young intellectuals. President Poroshenko in a meeting with gifted youth in February 2018 underlined the necessity of creating conditions for Ukrainian scientists not to leave Ukraine. The president stressed that young scientists and students must have an opportunity of self-

realization, because Ukraine needs their innovations to solve the topical issues. For that the youth must have access to the interactive lessons of the best lecturers of the world, have well-equipped labs, where they can carry out their scientific experiments. The president also emphasized the importance of uniting efforts to strengthen the economy and the country's defense capabilities and the youth must contribute to this process.

We give a chance to the thousands of educated, talented young people to realize themselves in Ukraine, the Ukrainian 3000 International charitable Fund launched the Innovative Intellect of Ukraine – All-Ukrainian Youth Contest where talented young people could demonstrate their creative potential. Besides, some politicians organized different programmes for them.

On May 2, 2018 the Charitable foundation of Borys Kolesnikov summarized the 3-rd all-Ukrainian educational project “Railwayman 2018”, which he initiated for talented Ukrainian youth. 950 students from 23 railway and transport universities of the country took part in the project. The winners of the project will visit the InnoTrans exhibition in Germany in September 2018.

At the exhibition young specialists will see all the achievements of the industry that are in the world today, visit the expositions of world famous manufacturers, have master classes with specialists, listen to lectures on the development of industry. The students will necessarily apply the experience gained in the trip in their native Ukraine.

In the current academic year the Borys Kolesnikov Foundation has implemented seven educational projects for students – agro and food technologies, aviation, architecture, maritime, railman and programmer with the trips of the winners to profile forums worldwide.

Fortunately, this charitable foundation is not alone. On June 22–24, 2018 the Victor Pinchuk foundation held the 11-th Annual Youth Forum in Kyiv where the Zavtra.ua scholars programme developed 15 social projects focused on addressing environmental, administrative and social challenges. This event brought together in Kyiv about 400 scholarship holders, including 6 worldwide studies grantees who will study abroad to get a Master degree at the world's best universities and 100 new Zavtra.ua scholars who will get a one year scholarship and receive support for implementing projects in Ukraine.

4.1.

Dialogue “What to do after graduation?”

Amanda: Hi, Dylan, are you going to class?

Dylan: No, I have a break this period. Do you want to get some coffee at the student café?

Amanda: That sounds great! Let's go!

Dylan: Amanda, have you decided what you want to do after graduation?

Amanda: Well, I have thought about it, but I haven't made any concrete plans. I will have my architecture degree in May and my uncle has a friend who works at a large architecture firm in Chicago. I'm hoping I can get a job there.

Dylan: It sounds like you have everything figured out. I wish my future looked so good.

Amanda: Don't be depressed, Dylan. You will find something to do after graduation. What's your major?

Dylan: I majored in English Literature and minored in art. There just don't seem to be any other career options available other than teaching.

Amanda: What's wrong with teaching? My mom is a teacher and she loves it! She says teaching is the best job in the world.

- Dylan:* It just seems like a lot of work to deal with so many schoolchildren. Then you have the principal to work with and the crowded classrooms and uninterested parents. Teachers don't earn enough money for the amount of work they have to do. I like the idea of teaching children but I don't know if it is worth the effort.
- Amanda:* You are right about schools being overcrowded but if you really want to teach, you shouldn't let the small salary change your mind. Job satisfaction is much more important than money. Don't you think?
- Dylan:* You have a good attitude. Maybe you should become a teacher, too.
- Amanda:* I have thought about it...

4.2.

Getting an Education the Hard Way

Part One

Acquiring a college education is not easy under the best of conditions. The way I got mine was possibly under the worst of conditions. It started out normally the way it does for most students. After high school I enrolled in college the following fall at Northeast Missouri State University where my mother had received her teaching degree. It was not a long distance away so my parents felt I could come home often. They were not ready to see their "little girl" leave home.

Things went well and I completed that first year. Nearing the end of the school year I decided that I wanted to change to a higher educational institution much farther away. This was not a pleasing suggestion to my parents and they insisted that I teach school the following year to pay back the loans I had taken out for that initial freshman year.

Part Two

Being a dutiful daughter, I did that, but I still had plans to go the following year to Phillips University in Enid, Oklahoma. What I didn't foresee was that I would meet the man who was to become my husband. We were married in May after the end of that first year of teaching when he was on leave from the Army. That looked like the end of my college days.

During the three years after my husband came home from his tour of duty three children were born. A college education didn't seem to be needed to be a farmer's wife. Taking care of three babies, a house, a garden, raising baby chickens, and all the things involved in farm living occupied my time for a few years. In the back of my mind I was not satisfied with my educational achievements. There is so much to know and there are such a few years in life to learn about them. It was inevitable that I would long to add to my academic undertakings.

Part Three

Regional universities offered night classes and I eagerly enrolled in some of them. Correspondence courses were also added to my growing list of college endeavors. A semester was spent at the local junior college. By now it was a given that I was going to finish that university education that I had started so many years before.

Having reached the limit of hours that I could take off-campus, I had to enroll in courses at the nearest university, the institution I had first attended. It was located sixty miles from our farm home and my choice was to drive there each morning, attend my classes and drive home every night.

As I look back on that year, I am amazed that I survived it, let alone study, make reasonably good grades, and graduate at the end of the academic year.

4.3.

Dialogue

Emma: Hey, Carl, how's your drama class going?

Carl: Hi, Emma. Pretty good, we're reading "Death of a Salesman" by Arthur Miller.

Emma: Oh, I remember that, we had to read it in high school. It was boring and depressing.

Carl: I thought so too, at first. But reading it again, I'm discovering a lot of interesting ideas and symbolism in it.

Emma: That's neat, but I still prefer "A Streetcar Named Desire". Tennessee Williams really knows how to write a good play.

Carl: Did you know the university drama club is going to perform "Streetcar"?

Emma: Really, when?

Carl: They're holding try-outs tomorrow and opening night is in a couple of months.

Emma: It would be really great to see it, or even be in it.

Carl: Why don't you try audition? You don't have to be a member of the drama club to be in the play.

Emma: I would never get selected. I've only been in one play ever, and that was in junior high school. I played one of Santa's elves for the Christmas play.

Carl: Well, you can at least try. Maybe you could get a bit part with only a few lines.

Emma: It would be great to see the entire production put together all the rehearsals, costumes, makeup, set design. Maybe I will try out.

Carl: Auditions are tomorrow at 3 p.m. in the university theatre in the drama building. That's on the south side of the campus.

Emma: Wow, this is pretty exciting! Even if I only have a small part, I'll still be an actress performing.

Carl: Go ahead. I'm sure you'll be selected.

4.5.

Greater Reality

There are many phenomena of folk art in Ukrainian culture, which make this culture unique and original among other cultures of the world – Kosiv ceramics, rugs from Podillya, embroidered towels and shirts created in all parts of Ukraine are among them. A place of honour among these artistic phenomena is taken by paintings created in the village of Petrykivka, in the land of Dnipropetrovshchyna.

Styles of painting similar to that of Petrykivka were once called "magic realism" or even "the greater realism" (a term coined by the prominent non-figurative artist Vasiliy Kandinskiy) and are part of what is usually called "primitive folk art," though there is nothing really primitive in this art. "Primitive" artists usually have no formal art education and they create without any constraints of the "academic" rules of art.

The Petrykivka style of painting is a very poetic view of the world around us, or rather it is a world in itself, a world which is free to interpret the usual things in a very unusual manner.

Tradition has it that Petrykivka was founded by a group of Ukrainian Cossacks in the eighteenth century and it so happened that soon after its foundation, the village, for some mysterious reasons, began to attract people with artistic gifts who came to settle down there. It is difficult, or almost impossible to tell now what the very first paintings created in Petrykivka looked

like, but we can make an educated guess basing our conclusions on the surviving paintings of more recent times, and on the art of Petrykivka of today.

As a matter of fact, thanks to the watercolours painted by Ye. Evenbakh in 1911 and 1913, we have a pretty good idea what the Petrykivka decorative paintings looked like in earlier times. In the interior, the stove (or rather, pich, which in Ukrainian peasant houses served several purposes – for cooking food, for providing warmth in cold seasons, and for resting on it; the pich had a horizontal section like a large shelf, on which one could sleep), was particularly lavishly decorated.

Early decorative paintings in Petrykivka were mostly murals on the walls of the peasants' houses rather than easel paintings. The folk poetic interpretation of the surrounding world was and is at the basis of the Petrykivka paintings. Stylized flowers and guilder-rose are among the most popular motifs of the murals with even regular thistles and other weeds featuring rather prominently in the paintings.

In all likelihood, for a considerable length of time, paintings decorated only the walls before they began to be done on other materials – paper, wood panels or canvas. Mineral pigments were used for making paints and instead of brushes short lengths of reed stocks, twigs or even fingers were used to apply the paint onto the primed walls, the primer mostly being a thin layer of clay. Egg-based paints were used in later times to do paintings on paper.

Three colours were predominant – red, yellow (or yellow-green), and dark-blue.

It would be wrong to assume that it was only in the village of Petrykivka that such painting flourished – decorative paintings of a very similar style could – and still can – be found in many other villages of Ukraine. The local styles differ in certain details but they all preserve a number of basic elements and features that makes it possible to recognize them as belonging to one and the same basic style, which was given the name of Petrykivka painting.

5.1. Dialogue

Wondering about Wonders

Darren: Hi, Dorothy! It's good to see you. I'm so glad you're back. I missed you terribly while you were touring south. How was it?

Dorothy: It was a dream come true: Niagara's fantastic voyage on the world-famous "Maid of the Mist" boat right at the bottom of the falls, cruising the Great Lakes, viewing Toronto and Buffalo from the observation deck of the Shylon Tower, to name but few attractions.

Darren: No wonder, Ontario is the most heavily visited region in the country. My parents took me to see the Canadian Horseshoe Falls a couple of years ago. How good they looked by day and by night, when colourful spotlights flickered across the misty foam. It was quite a spectacle.

Dorothy: It still is, especially when you see hundreds of newlyweds there. It is said that Napoleon's brother rode from New Orleans in a stage-coach with his new bride to view the falls. It has been a honeymoon attraction ever since.

Darren: Wow, that sounds really good. I'll keep that in mind, just in case. Ha-ha. And did you by any chance visit Niagara-on-the-Lake?

Dorothy: Do you mean the small attractive village, about 20 km down-stream from the Falls where the well-known George Bernard Shaw Festival takes place? I spent a weekend there and visited three theatres which performed the plays of this writer, including Victorian drama, musicals and mystery plays.

Darren: It's a nice place to see and to get a taste of former quiet times.

- Dorothy:** So is the lake in Manitoba which I visited on my way back. It has the longest place-name in the country – Pekwachnamaykoskwaskwaypinwanik. Did you know that?
- Darren:** That’s incredible! Enough letters to twist your tongue. How on earth did you remember that?
- Dorothy:** I wrote it down and practised hard – I wanted to really surprise you!
- Daren:** You really did! Where does the name come from, I wonder?
- Dorothy:** I was told that lots of geographical names in this province come from the Indian languages and are associated with natural sounds. For instance, in Lake Manitoba there is a strait where the water hits the limestone edges, making an odd echoing sound, associated by the native Indians with the Great Spirit (“Manito”).
- Darren:** The world we live in! There is so much to wonder about in Canada. It’s not surprising that Prime Minister Mackenzie King said, “...if some countries have too much history, we have too much geography.”
- Dorothy:** Exactly.

5.2. Dialogue

Connecting People

- Alan:** Hi, Denise, are you going to class?
- Denise:** No, I have a break this period. Do you want to get some coffee at the school cafeteria?
- Alan:** That sounds great! Let’s go.
- Denise:** Alan, have you decided what you want to do after graduation?
- Alan:** Well, I have thought about it but I haven’t made any concrete plans. Have you heard? They have started a study abroad programme for undergraduate students in McMaster University.
- Denise:** In Canada? Isn’t it awesome? It will give students some exposure to the outside world and witness new things which are not taught in classes.
- Alan:** I thought I shouldn’t miss my chance and applied for a two-semester student exchange. What do you think?
- Denise:** Wow, that’s great! It will be an experience of a lifetime! That’s where you’ll learn how to cope and adapt to a novel living arrangement and place of study.
- Alan:** I bet I’ll have to. If all goes well, I’ll be going to Canada next fall. Any practical tips from you?
- Denise:** It sounds like you have everything figured out. Let me think ... My first piece of advice is to take notes. You will be surprised by how many experiences you will forget if you don’t write them down.
- Alan:** And the second one?
- Denise:** Don’t forget to explore everything you can. And if you have any hobbies or activities that you pursue at home, then try them abroad. That will let you meet more and more interesting people who will be your best memories of Canada’s experience.
- Alan:** Thanks a lot. I appreciate it. What are your plans?
- Denise:** I’m considering staying in this country. There’s no place like home, you know. I can apply to a proper Australian university, ANU, for instance.
- Alan:** Do you mean the Australian National University, which includes five Nobel laureates among its staff and alumni?
- Denise:** Exactly. What’s the use of going international if study in Australia better prepares a student to work in today’s global marketplace?
- Alan:** My father says so, too. But then he often adds that in some ways, he’s the wrong person to ask about the benefits of study overseas.

Denise: Why not?

Alan: Though he spent all four years of college in residence, he regretted it so much that he decided to go overseas after he graduated. He had it in his head that a real education requires spending some time abroad, so I found a job in Korea and spent the next three years there.

Denise: So what?

Alan: It gave him a good chance to see the world from a different perspective.

Denise: And what do you think you might enjoy most in Canada?

Alan: Perhaps the greatest satisfaction from my two semesters in McMaster University could be the feeling that I will have actually accomplished something to connect people.

Denise: I'm sure you'll get the most out of your study abroad programme and learn about a foreign culture if you combine study and work.

Alan: That's a good idea! Thanks a lot!

5.3. Interviews

1

Q.: So, what do you think of New Zealand?

A.: New Zealand's history is not so long, but it is fast. In less than a thousand years these islands have produced two new peoples: the Polynesian Maori and European New Zealanders. The latter are known by their Maori name, 'Pakeha' (though not all like the term). New Zealand shares some of its history with the rest of Polynesia, and with other European settler societies, but has unique features as well.

New Zealand became an official British colony in 1840, but the first documented contact between Maoris and the outside world took place almost two centuries earlier in 1642, in Golden Bay at the top of the South Island. Two Dutch ships sailed from Indonesia, then named the Dutch East Indies, to search for the legendary 'Great South Land' and anything valuable it might contain. The commander, Abel Tasman, anchored the ships in the bay, local Maori came out in their canoes to make the traditional challenge: friends or foes? Misunderstanding this, the Dutch challenged back, by blowing trumpets. When a boat was lowered to take a party between the two ships, it was attacked. Four crewmen were killed. Tasman sailed away and did not come back; nor did any other European for 127 years. But the Dutch did leave a name: 'Nieuw Zeeland' or 'New Zealand'.

2

Q.: So, what do you think of New Zealand?

A.: The early 21st century is an interesting time for New Zealand. Like New Zealand butter and lamb, film and literature are flowering as never before, and the new ethnic mix is creating something very special in popular music. The world is coming to realize that New Zealand has a great culture, as well as a great natural environment.

The old image of life in New Zealand as a cultural desert no longer applies. Today NZ's isolation means that young New Zealanders in particular have for some time been highly mobile – 'OE' (overseas experience) is still considered a rite of passage, but the primary destination has, in recent years, become Australia rather than Britain. More and more young people go to study abroad where learning extends to the world beyond the classroom walls.

3

Q.: So, what do you think of New Zealand?

A.: As I'm one of those travelers inspired to come down under by the scenery of the *Rings* movies, I haven't been disappointed. Jackson's decision to

film here in New Zealand wasn't mere patriotism. Nowhere else on earth will you find such wildly varied, unspoiled landscapes.

I certainly recognized some places from the film. For example, Hobbiton (near Matamata), Mount Doom (instantly recognizable as towering Ngauruhoe) or the Misty Mountains (the South Island's Southern Alps). As I was serious about finding the exact spots where scenes were filmed, I bought "*The Lord of the Rings: Location Guidebook*», which included instructions, and even GPS coordinates. And I did find all the important scenes!

5.5.

Laura Crockett
Auckland, New Zealand

Self-Discovery and Stereotypes in New Zealand

Part Two

Even though I only have to earn C grades in order to receive credit for my classes in New Zealand, I find myself studying and working hard in my classes, which are called papers here, in order to do my personal best. Some students here work hard, but generally the students are more relaxed and less concerned about grades than students in the United States because they have other important things to do such as play sports and spend time with friends and family. One of my Kiwi friends in my organizational business classes complained about how he would have to miss his rugby game because of our final exam.

I have also learned that I am able to push myself to be more outgoing and try new things. Generally, I shy away from talking to new people and prefer to remain comfortable and safe. However, I realize that I can talk to new people and try extreme events that challenge me to overcome my apprehension. Slowly, I am able to overcome my fear of starting conversations with strangers. Friendly Kiwis make this easier and so New Zealand has been a great place for me to practice this skill.

I also went bungee jumping, something I was scared to do. Standing on the edge of a plank under the Auckland Harbour Bridge, I felt the swell of wind in my face as I gazed at the ocean below. My stomach twisted as the instructor counted down from three, signaling my jump. I amazed myself when I dove off the plank into thin air, trusting the cord attached to my ankle to stop me from plummeting into the water below.

After one month here in Auckland, I have learned more about myself than I could in an entire semester at home. This has been a great way to discover my strengths and weaknesses as a student and person. This experience has also opened my eyes to various worldviews by living in a new culture. I expect to grow and realize much more about myself, New Zealand, and the way in which cultural stereotypes dominate our global community.

KEYS**1.5. Your Test Pack****A. Use of English****I. 1 A; 2 B; 3 D; 4 A; 5 D; 6 D; 7A; 8 C; 9 A; 10 D.****II. 2. ambitious; 3. participants; 4. enjoyable; 5. unfriendly; 6. impatient; 7. messy; 8. necessity; 9. entirely; 10. unmade; untidy.****B. Reading 1 B; 2 E; 3 C; 4 I; 5 G; 6 A; 7 D; 8 F; 9 H.****C. Listening 1,3,4,6,9.****2.5. Your Test Pack****A. Use of English****I. 1 C; 2 C; 3 A; 4 B; 5 D; 6 A; 7 C; 8 D; 9 B; 10 C.****II. 1. scrub; 2. dry; 3. put; 4. place; 5. sprinkle; 6. bake; 7. cut; 8. make; 9. chop; 10. fill.****B. Reading 1. diet; 2. food; 3. includes; 4. marmalade; 5. peanut; 6. snack; 7. staple; 8. choice; 9. bun; 10. customary; 11. white; 12. await; 13. eating; 14. hot; 15. lunch; 16. chips; 17. delicious; 18. heart; 19. filled; 20. creative.****C. Listening 1 A; 2 B; 3 C; 4 B; 5 B; 6 B; 7 C; 8 A; 9 C; 10 A.****3.5. Your Test Pack****A. Use of English****I. 1 A; 2 B; 3 C; 4 D; 5 A; 6 A; 7 A; 8 C; 9 C; 10 D.****II. 1. financial; 2. possibilities; 3. prosperous; 4. various; 5. grateful, discoveries; 6. entertainment; 7. unforgettable; 8. adventurous; 9. wooden; 10. exciting.****B. Reading 1 D; 2 A; 3 E; 4 B; 5 C****C. Listening 1 B; 2 A; 3 B; 4 A; 5 C; 6 B; 7 C; 8 B; 9 C; 10 A.****4.5. Your Test Pack****A. Use of English****I. 1 C; 2 A; 3 B; 4 D; 5 C; 6 B; 7 A; 8 C.****II. 1. ambition; 2. success; 3. achievement; 4. reality; 5. commitment; 6. leading; 7. hope; 8. gaining; 9. affects; 10. favours.****B. Reading 1 C; 2 G; 3 D; 4 I; 5 A; 6 H; 7 F; 8 J; 9 B; 10 E.****C. Listening 1 south east; 2 “Surrealism” “magic realism”; 3 19th–18th; 4 poetic artistic; 5 easel paintings murals on the walls; 6 the peasants’ life the surrounding world; 7 birds and animals stylized flowers and guelder rose; 8 orange yellow (or yellow green); 9 is is not; 10 in basic elements in certain details.****5.5. Your Test Pack****A. Use of English****I. 1 A; 2 D; 3 C; 4 B; 5 A; 6 C; 7 B; 8 D; 9 A; 10 B.****II. 1. recognised; 2. major; 3. globally; 4. science; 5. wonder(s); 6. Roaring; 7. speak; 8. prompt(s); 9. use; 10. different.****B. Reading C – H – B – D – A – G – F – E.****C. Listening 1 False; 2 True; 3 False; 4 False; 5 True; 6 True; 7 False; 8 True; 9 True; 10 True.**



