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Лариса Калініна
Інна Самойлюкевич

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АНГЛІЙСЬКА МОВА ENGLISH

10-й рік навчання, профільний рівень

АНГЛІЙСЬКА
МОВА

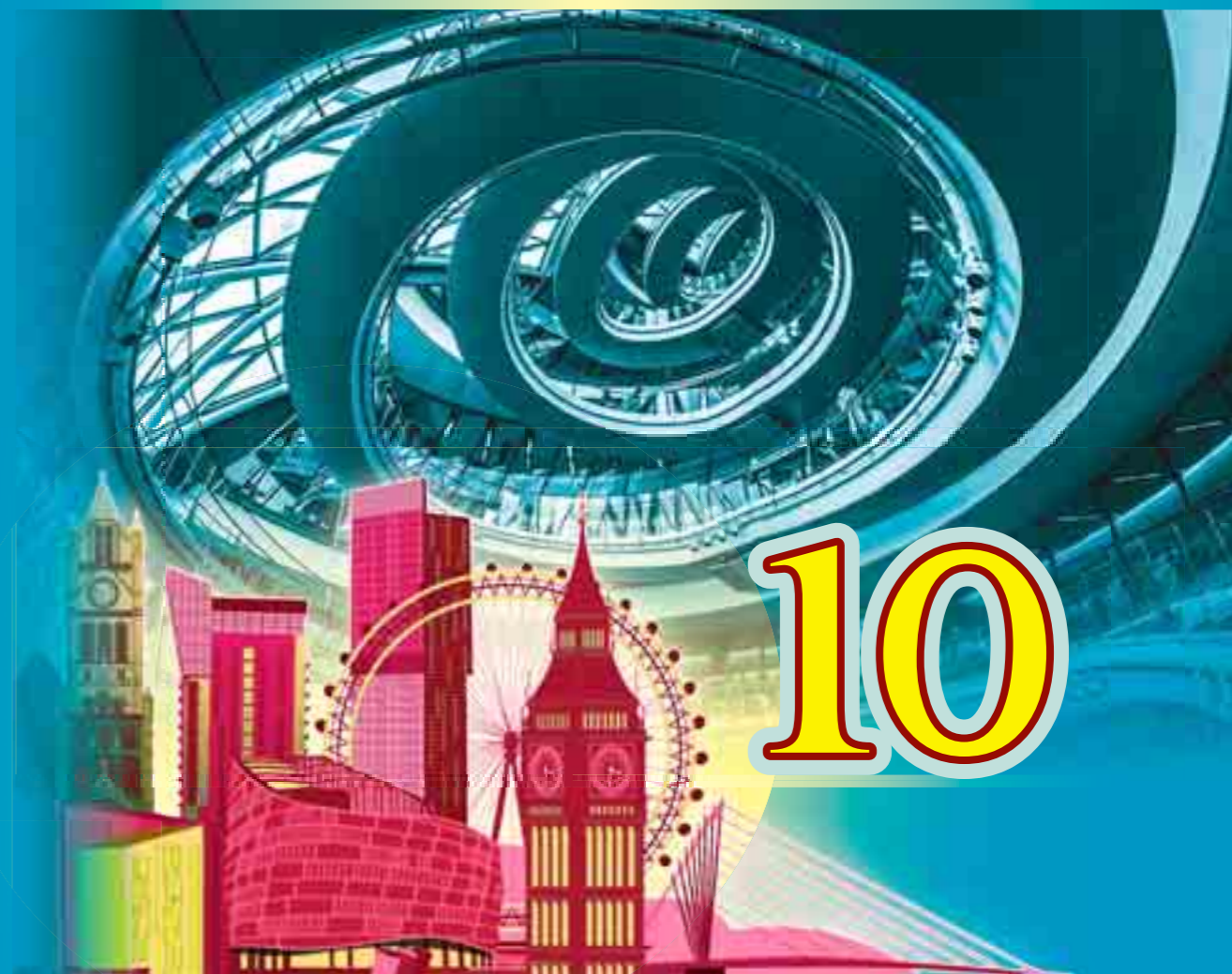
Лариса Калініна
Інна Самойлюкевич

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Л. В. Калініна, І. В. Самойлюкевич

АНГЛІЙСЬКА МОВА

(10-й рік навчання, профільний рівень)

Підручник для 10 класу закладів загальної середньої освіти

Larisa Kalinina, Inna Samoilyukevych

English

(Year 10, Profile Level)

A textbook for Grade 10 of general secondary education

Рекомендовано Міністерством освіти і науки України



Київ
«Генеза»
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ЛЮБИЙ ДРУЖЕ ТА ЛЮБА ПОДРУЖКО!

Перед вами новий підручник з англійської мови. Він містить 6 розділів – *Units*, кожен з яких ознайомлює з новою цікавою темою, наприклад “*Freaks of Nature*”, “*Art for Heart’s Sake*”, “*My Family is my Fortress*” 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 відчуваєте труднощі, вивчаючи граматичний матеріал, скористайтеся розділом “*First Aid Kit*” у кінці підручника, у якому ви знайдете пояснення до мовного матеріалу, поданого у контексті.

Підручник містить цікаві пошукові вправи з використанням інформаційно-комунікаційних технологій, що дасть вам змогу 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 однолітків. 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 успішного складання ЗНО.

На вас чекає зустріч із новими літературними героями англійських та американських письменників, які розкажуть про себе та друзів, про свої захоплення. Так ви зможете знайти відповіді на питання, які вас цікавлять.

Good Luck!

Хай щастить!

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Unit 1

MY FRIENDS AND MY FAMILY ARE MY FORTRESS

In this unit, you will learn how:

- to speak about becoming a good personality;
- to discuss reasons for different conflicts and how to avoid or resolve them;
- to integrate your skills on the topic;
- to upgrade your socio-cultural competence through reading;
- to check your knowledge and skills on your way to independent testing.



Unit One: My Friends And My Family Are My Fortress

1.1. What is a role model for you?

Word Bank

- strong-willed
- statesman
- shrewdness
- self-respect
- necessarily
- inspirational
- to prevail
- self-confidence

Phrase Bank

- personality traits
- to resume responsibility ties for something
- to be attributable to somebody
- to follow in somebody's footsteps
- to strive for...
- to put drive and value on...
- for hours on end
- to know for sure
- to be enthusiastic about
- to unite efforts
- noble deeds
- to be considerate of...
- to think much of somebody

Communication Box

- Suffice it to mention...
- It won't be an exaggeration to say...
- Due to...
- Without any shadow of doubt...

I. Go Ahead!

Look at the photos and say what personality traits made the people in them famous.



Yaroslav the Wise



Lina Kostenko



Bohdan Khmelnytsky



Margaret Thatcher

Example: *It's a well-known fact that Yaroslav the Wise was the most intelligent and many-sided person of his time who was able to make very important decisions.*

II. Reading

a) Read what teenagers think about the most important personality traits and values and say if they have the same opinion.

A personality for me is someone who has a very strong character and is very different from other people. I think such people are strong-willed and brave, not afraid to resume responsibility ties for their decisions. In my opinion, these personality traits are attributable to politicians.

Suffice it to mention Sir Winston Churchill, who was called the Greatest Briton of all times by the British public in 2002. You know that Churchill reached the height of his fame as the heroic prime minister of Great Britain during World War II. I'm sure that only due to his outstanding personality traits like shrewdness, persistence and self-confidence Churchill managed to unite his countrymen in their struggle for freedom. This great man put drive and value on independence and self-respect of people and it enabled him to criticize his opponents openly and sharply.



Andrew

It won't be an exaggeration to say that Winston Churchill is one of the greatest statesmen in world history, who not only made history, but also wrote it. **If I have such personality traits, I'll become a politician, too.**

BrE – criticise
AmE – criticize

* * *



Martha

My grandpa and my dad are both historians. No wonder, I'd like to follow in their footsteps. I've been listening to their amazing stories about historical personalities since my childhood and they convinced me that some of these people influenced the course of history. **If you recall Yaroslav the Wise, you'll see it for yourself.** Under the rule of the Grand Prince, Kyiv grew more powerful than ever. Besides, it was Yaroslav the Wise who established diplomatic relations with European countries in the 11th century and defeated the Pechenegs, who had attacked Kyiv for 120 years. It speaks of his outstanding wisdom, foresight, purposefulness and faith in the rightness of his reforms. Yaroslav the Wise valued knowledge and books most of all and believed in the power of education. I consider that these personality traits differed that great man from his countrymen. I also appreciate wisdom, intelligence, resoluteness in a personality. Moreover, my heart swells with pride when I think about the great man's devotion and love to his motherland. **If I want to be a personality, I'll strive for developing these qualities in myself.**

* * *

I think that a personality is a talented person who may be famous and often appears in the magazines and on TV. Among his/her personality traits creativity and inspiration prevail. It encourages such a personality to create something special in the field of his/her interests. They can work at it self-



Dan

lessly for hours on end and then, without any shadow of doubt, donate it to support a charity project.

History knows many examples of creative people's noble deeds when they unite their efforts to help sick children in the hospitals, victims of floods or hurricanes, refugees and the homeless. Thus, the great flooding of 2010 in Carpathian region demonstrated personality traits of famous Ukrainian singers, who gave many concerts and donated all the money from them to the victims of the flooding.

Bob Geldof, an outstanding Irish singer and songwriter is also well-known for anti-poverty efforts.

Together with another musician Midge Ure he founded the charity supergroup "Band Aid" to raise money for famine relief in Ethiopia. Their idea was supported by a renowned British producer and film director Richard Curtis who became a founder of "Make Poverty History". I read about these charity projects in the newspaper. The author of the article red-pencilled that without the campaigning energies of these great personalities 46 million more children wouldn't be in school today in some of the world's poorest countries.

* * *



Helen

In my opinion, a good personality is not necessarily a great man. It may be a common person with a kind heart and good will. I know such a person, it is my art teacher Olena Stepanivna. She spends much time with us in our studio, teaches us to understand beauty and to see it in everybody. Thanks to Olena Stepanivna, all members of our art studio are friendly and considerate of each other's feelings. The studio has become our shelter from the problems of life. We all know that **if we need a helping hand** or a piece of advice, **we'll get it without delay**, either from our teacher or friends. I think

much of my teacher who found the way through to each of us. She sees a personality in her every pupil and respects his/her individuality.

My art teacher is a role model for me and my friends. Her most precious personality trait is goodness, just goodness. I'm dead sure that kind-hearted people like my teacher can't perform evil or mean actions.

Across Cultures



Sir Winston Churchill (1874–1965) – a British politician who was the Prime Minister during World War II and from 1951–1955.

Across Cultures

Yaroslav the Wise – Grand Prince of Kyiv (978–1054).



Bob Geldof (1951) – an Irish singer and song writer.

Richard Curtis (1956) – a British screen writer, producer and a film director.



- b) Read the text again and fill in the table with appropriate personality traits for each person.

The name of a person	Personality traits
Winston Churchill	<ul style="list-style-type: none"> • strong-willed • responsible • ...

III. Language Track

Phonetics in Context

1. From the text, reproduce the words with the sounds /ŋ/, /з:/ in context. Practise saying them in your context.

Example: *A personality for me is someone who has a very strong character. My dad has a strong character and will power.*

Words and Phrases in Context

2. From the text, reproduce the sentences with the following vocabulary items – *individuality* – *personality* in context. Using electronic dictionary, analyse the difference of their meanings and use them in your own contexts.
3. From the text, reproduce the words formed from the verbs below (p. 10) in their context and illustrate them in your own sentences.



Example: *to attribute – attributable*

I think such personality traits are attributable to many Ukrainians.

- to exaggerate
- to educate
- to devote
- to create
- to inspire
- to friend
- to consider
- to help

4. From the text, reproduce words and phrases which characterize a personality to complete the 'word-cloud'. Interpret their meanings.



Becoming a Digital Native

- Use one of the sites below and design your own word-clouds with words and phrases attributable to a description of a good personality.
<http://www.wordle.net>
<http://www.tagxedo.com>
<https://worditout.com/word-cloud/create>

Grammar in Context

1. From the text, reproduce the grammar constructions in bold in contexts and interpret their meaning.
2. Complete the instruction and make up your own sentences.

If you want to talk about something which is likely to happen in the future as a result of an action or situation, use the 1st Conditional

Go to your First Aid Kit on p. 185 for more information

3. Complete the sentences.

- If I want to become a personality, *I'll work hard for it.*
- will be necessary for me.
- If I lack
- will help me to develop the needed quality.
- If my friends advise me
- I'll follow their advice.
- If I meet
- I think I will if you

IV. Communication Track

Speaking

Spoken Production

a) *Food for Thought*

- Look at the logos below and say how they characterize a personality in terms of:
 - having a healthy way of life;
 - expressing his/her point of view communicating with others;
 - becoming digital natives.



- Say what a personality is for you. Make a list of personality traits you find important. Explain your choice.

Spoken interaction

- In pairs, discuss your role models. What their personality traits do you want to develop in yourselves? Use the following phrases.

Useful Phrases
<ul style="list-style-type: none">• I can't help admiring...• ...make(s) him/her special to me.• I find him/her great because...• I appreciate his/her...• ...is an admirable person because...• ...can't leave me indifferent.• ...differs her/him from others.• I'd like to have...• If I..., I will...

?

-
-
-
- I see your point. But do you think it's enough to be a role-model?
- For me it's extremely important.
-
-
-

- In groups, make a poem "I'm a Personality" using the template below. Compare and discuss your poems.

I am a Personality

I am very responsible and hard working.
(two special characteristics)

I wonder _____.
(something you are interested in)

I want _____.
(a desire you have)

I wonder _____.
(something you want to achieve)

I understand _____.
(something you are interested in)

I dream _____.
(something you dream about)

I try _____.
(something you want to develop)

I hope _____.
(something you hope for)

I am _____.
(the 1st line of the poem repeated)



Listening

a) Before you listen

You are going to listen to a passage from O. Wilde's fairy tale "The Happy Prince". Think and decide what personality can call himself / herself happy. When?



b) While you listen

Mark the true statements.

1. The statue of the Happy Prince looked marvelous.
2. One day a swallow saw the statue and decided to put up for a night.
3. Suddenly the bird felt a drop of rain.
4. It was the Happy Prince who was weeping.
5. The Prince saw ugliness and misery living in this palace.
6. The Happy Prince asked the bird to become his messenger.
7. The Prince saw a poor woman who had a sick child.
8. The Prince asked the bird to bring the poor woman one of his sapphires.
9. The bird disagreed because he was waited for in Egypt.
10. The bird felt happy though the weather was cold.

c) After you listen

The Happy Prince doubted if pleasure can be happiness. Work in groups and say if the bird and the Prince discovered the essence of happiness. Come up with your definition of happiness.

Happiness is ...

Writing

a) Before you write

- Brainstorm together any issues that describe a personality.
- Make a group decision what you will leave and leave out.

b) While you write

How to describe a personality

Content Tips	Language Tips
<ul style="list-style-type: none">• Choose a person you'd like to describe;• Name his/her most important personality traits;• Support your description with the examples;• Organise your description logically;• Finish the description with giving your reasons why the person you describe is a personality for you.	<ul style="list-style-type: none">– Some people believe...– Importantly...– I think it is essential...– To support my idea I'd like...– Moreover...– Above all...– I'm convinced a personality should...– A person can be called a personality if...

Go to your *First Aid Kit* on p. 215 for a sample of a personality description

Culture Comparison



1. Every nation is proud of its great personalities: Britain – of Winston Churchill; the USA – of George Washington. What great Ukrainian personalities are known in other countries? Search the Internet and present your findings to the class.



At Home: Write a description of your role-model.

1.2. Who is your 'friendly ear'?

Word Bank

- issue
- siblings
- to attract
- colloquial
- shy
- to trust
- faithful
- to argue
- to apply
- to bully

Phrase Bank

- to pour one's heart out
- to be unanimous in...
- to reach a compromise
- in the back of one's mind
- to have a feeling of solidarity
- to get along with...
- to enjoy a good laugh
- to be on good terms with...
- to be a shoulder to cry on
- to turn a deaf ear to...

Communication Box

- Vice versa.
- Let me say my say.
- Let me join in.
- ...to be exact.
- Not surprisingly...

I. Go Ahead

Look at the photos and say what relations the people may have.



Example: *I think the family members in the 1-st photo are on good terms with each other. They look happy and friendly.*

II. Reading

A journalist from a popular magazine for teenagers is interviewing children from different countries in an International Summer Camp.

a) Read the interview and say if children are unanimous in their opinions.

PART I

A journalist: Hello, everybody. I'm John Wright, a reporter from the British weekly magazine for teenagers "Jackie". The next issue of the magazine will be devoted to you, teenagers, your life and hobbies. From time to time, all of us need someone to pour our hearts out. Teenagers are no exception, especially when you can't find answers to the questions that worry you. Who do you usually apply to for advice or help? Who is a friendly ear for you?



Let me begin. My name is Alex. I'm from Ukraine. My "friendly ear" is my family because we have common dreams, hopes, possessions, memories, and even smiles. We are three altogether and the relations of my family members are based on mutual respect and understanding. I never feel lonely or neglected. Vice versa. I feel that I'm important for my mum and dad. They are interested in my life and

always ask me about what's happening at school or my sport club. If I'm in bad mood they are the first to ask me about my worries and offer their help. I'm happy to have my family round me, because I know that I can rely on them, their support and understanding. I feel protected and safe in the family and I'm never afraid to express my ideas, even if my parents don't share them. They always listen to what I'm trying to say and respect my point of view. I appreciate that, because in the long run we reach a compromise. **If I didn't have such relations in my family, I would be extremely unhappy.**

* * *



Let me join in. My name is Barbara and I am from Britain, from Wales, to be exact. I share Alex's point of view because my family is also a place where love and faith dwell. Sometimes we say angry and rude words to each other and I even lose my temper. But in the back of my mind, my parents' arguments make me think that they are right. I apologise for being rude and unfair to them and

they always forgive me. They are such understanding parents!

Moreover, my elder brother and sister support me in all situations, no matter if I'm sometimes wrong. They remember being teenagers themselves so they try to see life through my eyes and often give me a piece of advice. **If it were not for my brother and sister, I would make a lot of mistakes.** Besides, I'm grateful to them for taking me to meetings with interesting people, TV shows or concerts. It helps me to develop my mind and form my personal opinion. The last meeting was with young singers and musicians who participated in Eisteddfod. One of them, my sister's friend, won a prize for his music at an Eisteddfod. It's a great honour, you know. I'm also fond of music. I play the harp. My brother and sister, and their friends encourage me for taking part in the competition next year. **If they didn't tell me about it, I would never think about it.**

PART II

A journalist: I'm glad you have such relationships with your elder siblings. You should, certainly, participate in the competition. And what can you say about your relations with friends? Are they stronger than family relations?

Let me say my say. I'm Dan and I live in the city of Orlando, Florida, which is famous for its Disney World. This place attracts a lot of people including my friends and me. Without doubt, I love my family, but my friends are also very important people in my life. I feel comfortable in the company of my friends because we all have the feeling of solidarity. None of us will leave his/her friend in trouble, so we have a kind of one-for-all-and-all-for-one relationships. Not surprisingly, we have the same problems and questions. We discuss them together and, finally, find the solution. We treat each other with respect, that's why we have been friends for many years. **If I didn't have my friends, I would feel lonely.**



* * *

My name is Sally and I live in the country which has a colloquial name "Down Under". You are smiling. I see you enjoy a good laugh, as many of my friends. I am on good terms with all of them, but "the shoulder to cry on" is my best friend Alice. There are things which I can't tell my mum or dad at the moment, because I feel shy or I'm not sure. But Alice never turns a deaf ear to me. She always hears me out and asks me to wait a little, not to come to hasty conclusions. And it really works. I think I have good relations with my family members. **If I didn't talk to Alice I would probably have a lot of arguments with my parents. I always seem to be quarrelling with them. So I believe it's good to have one faithful friend who is your "friendly ear".**



* * *

Let me say a couple of words from my own experience. I'm Mark and I live in Poland. I agree with Dan and Sally that it's cool to have friends. I also like to socialize with my friends and we have much in common. I miss them when I don't see them in summer, but they can't take the place of my family members, especially my grandparents. When I was a child, I spent much time with them and learnt a lot from them. They are very wise and supportive and I'm sure to be protected from the bad things that can happen to me and all of us. Even when I have misunderstandings with my parents, they take my word against theirs and convince them to look at the situation from a different point of view. **If I didn't expe-**

BrE – quarrelling
AmE – quareling



rience comfort in relations with my grandparents, I would be different with others.

Now I'm learning to be tolerant to my younger brother. I think patience, trust and confidence is the basis of good relationships.

A journalist: Thank you very much for sharing your ideas. I think they will be interesting for the readers of our magazine.

Across Cultures



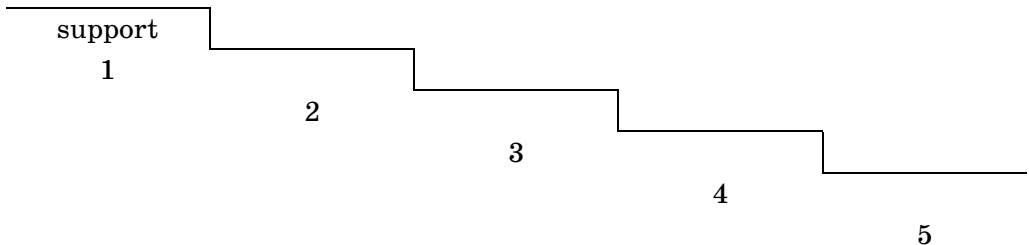
Eisteddfod – a yearly meeting in Wales in which competitions are held for Welsh poets, singers and musicians.

Disney World – a very large park near the city of Orlando, Florida with amusements, exciting journey in special vehicles based in Walt Disney's film characters.



Australia is a country, the smallest continent and the largest island in the world.

- b) Read the text again and find the reasons for the teenagers' choices of "a friendly ear". In groups, discuss them and rank in order of importance for you.



III. Language Track

Phonetics in Context

- From the interview, reproduce the conversation moves used for participating in the discussion with correct sentence stress, following the pattern. Practise saying them.

Pattern: *Let me begin.*

Let me begin. I'd like to express my point of view.

Words and Phrases in Context

Becoming a Digital Native

1. From the interview, reproduce the sentences with the following vocabulary items: *argue – quarrel* in contexts. Use the electronic dictionary and analyse the difference in their meanings. Illustrate them with your own contexts.
2. From the text, reproduce the words and phrases which can be attributable to the following photos in the photo gallery. Explain your choice.

Photo Gallery



Example: *I think in the first photo Dan is with his friends. He feels comfortable with them because they have the feeling of solidarity.*

3. From the text, reproduce words and phrases in context which characterize teenagers' 'friendly ears'. Say how much true it is about you.

Example: – *to have common dreams, possessions, memories and smiles. In my single parent family we also have common dreams, possessions and memories. My mum is my friendly ear.*

Grammar in Context

1. From the text, find the grammar constructions in bold and interpret their meaning.

2. Complete the instruction given. Make up your own sentences with it.

If you want to talk about unlikely future events or imaginary or improbable situations in the present, use the 2nd Conditional

Go to your First Aid Kit on p. 185 for more information

*3. Complete each second sentence so that it has a similar meaning to the first sentence.

Example: I won't join you because I have little time. →

If I didn't have little time, I could join you.

- Helen doesn't have many friends, so she often stays at home alone. →
If Helen _____, she wouldn't _____.
- I rely on my parents because I trust them. →
If I didn't _____, I wouldn't _____.
- We heard Alice out so that we could help her. →
If we heard _____, we could _____.
- I don't often argue with my parents because they always support me. →
If my parents _____ we would _____.
- Ann likes to socialize with her friends because they are very supportive. →
If Ann's friends _____, she wouldn't _____.
- My elder brother is very understanding, he sees life through my eyes. →
If my brother _____, he would _____.
- I'm not on friendly terms with my family members, so we don't get along. →
If I _____, I would _____.
- The children started to argue, so we stopped discussing the question. →
If children _____, we _____.

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

- For many teenagers, their family is the environment where they feel safe and comfortable. Take your cell phones and decode the words in the QR codes suggested, which characterize family relations. Think and decide how these relations can make a teenager happy. Add more characteristics to 'good family relations'.



Spoken Interaction

- In pairs, discuss the relationships with friends following the guidelines. Express your attitude to your ‘friendly ear’ using the phrases suggested.

Useful Phrases

- It’s cool to have a ‘friendly ear’, because...
- ...just carries me away.
- Both of us...
- There’s nothing better for me than...
- I really like that sort of thing, but...
- I appreciate his / her...
- When I need a hand with...
- ...if somebody gives me a hard time, I try...
- He/she can always find convincing arguments and...
- He/she can easily set my heart at rest when...

- Choose one of the words suggested below which means a lot to you and team up with your friends who are with you on that. Come up with their characteristics, which start with every letter of the word, and give your idea of a ‘friendly ear’ for you.

Team 1	Team 2
F – faithful, frank	F –
R –	A –
I –	M –
E –	I –
N –	L –
D –	Y –



Express your delight on having a devoted friend

Inform your partner of your common interests and say why you like to spend your time with your friend.

Tell him what character traits of your best friend appeal to you most.

Give more facts about your relationships with your best friend. Ask your partner why his friend is special to him.

Support your partner's opinion and ask him/her what they have in common with his / her friend.

Express your agreement and say that you also share interests with your friend. Ask why her friend is a 'friendly ear' to her.

Give your opinion on the character traits of your best friend.

Answer your partner's question in detail. Express you hope that your devoted friend also thinks much of her.



Listening

a) Before you listen

You are going to listen to the opinions of O. Wilde's literary characters about true friends and friendship. Think and decide what friends and friendship can be called true.

b) While you listen

Listen to 5 opinions of true friends and friendship and correct the mistakes in the sentences below.

1. I believe love is all very well in its way, but friendship is not higher.
2. I should expect my devoted friend to be devoted to all people around.
3. When people are in trouble they should be left alone and not be confused by friends.
4. Flour is one thing and friendship is another, they shouldn't be confused.
5. I think generosity is less important in friendship.
6. Greed is a great sin, and I certainly don't like any of my friends to be sluggish.
7. But what is the essence of friendship if one cannot say exactly what one means?

8. A true friend always says pleasant things.
9. A true friend doesn't mind flattering.
10. Indeed, if he is a really true friend, he knows that he may do harm.

c) **After you listen**

- **In the whole class, voice your opinion on the literary characters' sayings about true friendship. Which of them are true about your relations with friends?**

Writing

a) **Before you write**

- **Some teenagers find it difficult to establish friendly relations with their friends or family, while you have a good experience in it and want to help others writing an article to a teenager's magazine.**
- **Brainstorm arguments and pieces of advice that should be in such an article.**
- **Make a list of words / phrases to sound convincing.**

b) **While you write**

How to Write an Article

Structure Tips	Content Tips
<ul style="list-style-type: none"> • Title • Introduction • Main body • Conclusion 	<ul style="list-style-type: none"> • Suggest the title of the article in an eye-catching way. • Clearly outline the title in the introduction. • Write several paragraphs in the main body, to highlight teen's problems and difficulties in establishing friendly relations. • Come up with possible advice or recommendations after each difficulty. • Summarize the topic and express hope that your article may help teenagers.

Go to your *First Aid Kit* on p. 215 for a Sample of an article

Culture Comparison



Search the Internet and make a culture comparison. What do teenagers from different countries write about their relations with friends and family members? Which of their ideas are similar to those of Ukrainian teenagers?



At Home: Write an article for a teenage magazine.

1.3. Can you learn how to resolve conflicts?

Word Bank

- to squabble
- sincerely
- rivalry
- respond
- flexible
- to deprive
- to humiliate

Phrase Bank

- to resolve arguments / conflicts
- to consider something acceptable / unacceptable
- sibling rivalry
- to ease tension
- to calm somebody down
- multi-age activity
- to leave somebody in peace
- to observe the laws of co-existence
- to get on somebody's nerves
- to defuse a conflict

Communication Box

- Eventually...
- One way or another...
- Definitely...

I. Go Ahead!

Look at the pictures and say what story they might be telling. Do you remember what sort of things you squabbled about in your family? How were your arguments resolved?



Example: *I think the pictures tell us the story of children's conflicts in one family...*

II. Reading

- a) Many teenagers ask questions about conflicts. They want to know why conflicts happen and what they can do to avoid them. Read the extracts from some psychological magazines (p. 25–26) in which psychologists give the information and their advice. Say where the teenagers' conflicts occur more often and between who.

Conflict is a natural thing in our life. It happens because we are all different, we want different things, we have different ideas and values.

Unfortunately, conflicts may lead to fight, bad relations and even violence.

Sometimes the conflicts occur in the families, when parents want their children to obey them. Some parents think that their children don't have the same rights as other members of the family, because they are dependent on them. Thus children may have too many responsibilities at home with which they can't cope properly and then get **unfair** punishment. Besides, children often complain that parents **disapprove of** the way they look, the clothes they wear, the friends they have and make fun of them. Children feel nervous, because parents are so irritable. The latter believe they know better thus depriving their children of expressing their personal opinions and points of view. In such families nobody observes the laws of co-existence and it causes the conflicts between parents and children.



* * *

I believe when a conflict takes place, the first thing to do is to talk. While talking, choose the words very carefully not to hurt anyone. Speak calmly and be optimistic, but not **impatient**. If communication doesn't provide a solution, ask someone who is older than both of you for help. If you can't do it one way, try another. This is how great discoveries are made.

* * *



I think both parents and children must change the way they behave towards each other. For this they should be more flexible and tolerant, understanding and able to predict the sort of thing that is likely to get on their nerves. It also concerns the classmates. The idea is to defuse a conflict before it arises. **Misunderstanding and mistrust** can cause a conflict.

Psychologists classified many sorts of behavior 'exploders', 'wet blankets', 'moaners', 'gossip-mongers', 'backslides', 'stubborn exploders', which provoke a response in a person. The ideal is

to refuse to respond. Just say to yourself: "I'm not going to let this get on my nerves". It'll work.

* * *

Not only parents and children may have conflicts in the family. "Sibling rivalry" affects most families today.

If you have a brother or sister you can hear parents cry: "Stop fighting!" and the children's rejoinder of "he hit me first", I advise you to avoid pressure building up during the day by or-



ganizing an evening walk with the whole family. It can ease tension and calm everybody down. Sometimes it's useful to be **unpredictable**.

You can also resort to multi-age activities like cooking. That's something you can get all the family involved in. Everybody will get what to do while cooking and if your parents are tired, tell them a funny anecdote or a story from your school life. Definitely, it'll raise their mood.



If your siblings are not of the same age, try to reach a mutually acceptable solution over an argument without parental influence. Thus, you will believe in your own ability to resolve arguments.

* * *

Getting on well with your classmates is a vital element of your school life. Experience shows that conflicts may occur among teenagers in different situations in the classroom. To avoid them, I advise you to stick to the 'rules of relationships' as general makers of what to do and what not to do. Psychological researchers discovered five universal rules that applied to different relationships.

1. Don't show your **disrespect** to the other's privacy. If your classmate is in low spirits or **unwilling** to communicate, leave him/her in peace. If he / she doesn't want to discuss his / her personal problems, don't insist on it.
2. Do not discuss what has been said in confidence with the other person. If you do it only once, your friend will never trust you again.
3. Do not criticize the other person publicly. **It's impolite**. He / she may feel embarrassed or humiliated. Remember that each person has dignity and his/her personality. Vice versa, compliment your friend or classmate on his/her achievement in the lesson or elsewhere no matter how small it may be.
4. Be willing to help when requested. Then you may expect to ask for a helping hand too. Don't feel shy to ask for help and advice if you need it.
5. Strive to be fair in relations with your classmates. Sincerity is always appreciated by teens and lie is condemned and despised.

And one more approach to resolving conflicts at school is increasing the amount of communication with peers, so that all teenagers come to understand and trust each other. Try to get to know your classmates a bit more. You might find they are really not so bad after all.

b) Read the text again, fill in the chart and comment on it.

Type of conflict	Reason of conflict	Solution
<ul style="list-style-type: none"> • Parents – children • 	<ul style="list-style-type: none"> • Misunderstanding • 	<ul style="list-style-type: none"> • To talk more •

III. Language Track

Phonetics in Context

- From the text, reproduce words with the sound /v/ in context. Practise saying it in your own sentences.

Example: *We have different ideas and values. Respect and trust are very important values for every personality.*

Words and Phrases in Context

Becoming a Digital Native

- From the text, reproduce the sentences with the following vocabulary items: *'nervous – irritable'* in contexts. Use the electronic dictionary and analyse the difference in their meanings. Illustrate them with your own contexts.
- From the text, reproduce the sorts of behaviour classified by psychologists and match them to their definitions. Say which of them you can find in your classroom environment and how they affect your relationships with classmates.

Science	Technology
1. 'wet blankets' 2. moaners 3. backsliders 4. gossip-mongers 5. stubborn 6. exploders	a. who complain constantly b. who spread rumours c. who contribute nothing, then say: "I told you so" d. who always say that it is not their fault e. who will only do their way f. who blow up over the smallest details.

Example: *Unfortunately, there are 'wet blankets' in my class. It is difficult to deal with them, because they never take responsibility.*

- From the texts, reproduce the words which are the derivatives from the following adjectives. Interpret their meanings.

Example: *sincerity – sincere*

<ul style="list-style-type: none"> • different • violent • responsible • nervous 	<ul style="list-style-type: none"> • tense • psychological • private • confident
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Grammar in Context

1. From the text, reproduce the grammar items in bold and interpret their meaning in context.
2. Complete the instruction:
To make words negative, use....

Go to your First Aid Kit on p. 185 for more information

***3. Complete the sentences characterizing your relationships with friends using negative prefixes:**

- Unfortunately...
- I think it's unfair...
- I personally disapprove of...
- If you are impatient...
- Don't show your disrespect if/when...
- It's impolite...
- Don't show your dissatisfaction...
- As a rule, insincere people...

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

- Read the quotes of famous personalities and say what message they convey. How can they help to avoid conflicts?

“Begin each day with friendly thoughts, and as the day goes on, keep friendly, loving, good and kind, just as you were at dawn”.

(Frank B. Whitney)

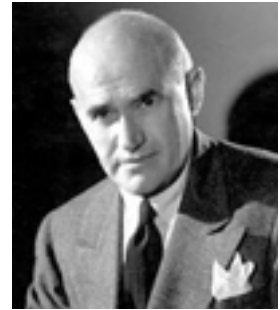


“We can do not great things, only small things with great love”.

(Mother Teresa)

“When someone does good, applaud! You will make two people happy”.

(*Samuel Goldwyn*)



“Be kind; everyone you meet is fighting a hard battle”.

(*Thomas Jefferson*)

Spoken Interaction

- **Study the case of the conflict. In pairs, role-play the conversation of both sides of the conflicts expressing your points of view and arguments. Use the phrases given:**

The matter	Useful phrases
<p>Your class failed in the music contest, because the best musician in the class Ann refused to participate in the last minute. You are a monitor and you couldn't find another musician to substitute Ann. You are indignant, but Ann accuses you of the failure. You are surprised and offended.</p>	<ul style="list-style-type: none"> • I'm not sure that... • In my opinion... • It's a good idea... • I feel strongly against... • I'm absolutely positive that... • I don't care about... • Do you mean that... • I consider that... • It's obvious that... • I may be wrong, but I think that...

Ann's point of view

Ann's argument

Your point of view

Your argument

- **In the whole class, after each pair's presentation, summarize the arguments of both sides and decide:**
 - ✓ whose arguments are more convincing;
 - ✓ how to resolve the conflict;
 - ✓ what kind of compromise may be made.



Listening

Unit 1

a) Before you listen

You are going to listen to 3 people arguing. Look at the pictures and try to predict what the reason of the conflict may be.



b) While you listen

Listen to the conversation and match the replies to the characters in the photos.



Sarah



Simon



Mum

- Where is the remote control?
- I'm waiting for Emmerdale.
- I thought only grandmas watch Emmerdale.
- What's on the other side?
- Really, can I see that?
- No! Then I'll miss the start of it!
- Where is the TV guide?
- But didn't you watch Corrie last night?
- That's great! I owe you one!
- Can you turn it on to BBC, please?

c) After you listen

In groups, discuss the way the conflict was resolved. Say how much a peaceful resolution to a conflict is important. What can you recommend for resolving conflicts peacefully?

Writing

a) Before you write

- If you want to help teenagers to resolve conflicts, learn to write a recommendation list.

- In groups, brainstorm with your friends what important recommendations you would like them to follow.

b) While you write

How to write a recommendation list

Structure Tips	Language Tips
<ol style="list-style-type: none"> 1. Classify your recommendations in order of importance. 2. Choose a friendly tone. 3. Don't make it too long. 	<p>Use the verbs:</p> <ul style="list-style-type: none"> • Observe... • Avoid... • Talk... • Provide... • Be patient... • Don't be... • Never... • Try...

Go to your *First Aid Kit* on p. 216 for a Sample of recommendation list

Culture Comparison



In 1948 the United Nations wrote the universal declaration of human rights. These rights are important for people throughout the world. Search the Internet, find the information as to how people of different countries observe universal rights. Compare your findings. Give the examples of what happens if people violate them.

At Home: Write a recommendation list as to how to resolve / avoid a conflict.

1.4. Developing Integrated Skills

1. Imagine you were donated 20 000 hryvnias to set up a club or a centre for teenagers. In groups, think and decide:
 - what club or centre you'd like to set up and why;
 - what teenagers might be interested in your centre/club;
 - what the aim of your future centre/club may be;
 - what activities you'll suggest teenagers;
 - how you would spend 20 000 hryvnias for setting up a new centre.
2. It's a well-known fact that conflicts may arise not only between people but between people and nature. Look at the photos and say what environmental problems can result from such conflicts. In teams come up with a list of ideas as to how to prevent these conflicts.



3. One of the best known family conflicts described in literature is the conflict between 2 families, the Capulets and the Montagues.



Use your background knowledge and say what the reason of the conflict was. If you happen to live in Shakespearian time, how would you resolve the conflict? Is it possible to resolve it peacefully?

4. Look at the photo collage about teenagers' activities. In the whole class, think and decide:

- what role they play in their personality formation;
- which of them affect teenagers' healthy way of life.



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).

...We (B) on the bridge trying to catch some fish for supper when a small red plane flew alone directly 1 our heads. “I think the pilot is 2 trouble”, Jack said. “His 3 is making a strange noise”. “Well, we can’t do anything”, 4 we?” I said. It’s impossible even 5 from here. We are miles from the 6 town.

We decided to help the pilot and ran to our boat. 7, the engine started almost at once. 8 some minutes we saw the red small plane. By when we reached the island, the pilot – a very young woman was sitting on a plane! – “Hi!”, she 9 to us. “Thanks for 10 to help me! I wish I had such friends”.

	A	B	C	D
0	have stood	were standing	stood	stand
1	under	across	above	onto
2	in	into	of	on
3	partner	second pilot	engine	plane
4	can't	can	are	do
5	to phone	to ask	to apply	to invite
6	our	far	big	nearest
7	luckily	moreover	however	definitely
8	through	in	after	on
9	waved	shouted at	asked for	called out
10	coming	come up	suggesting	offered

2. Insert the prepositions.

1. My parents are very supportive and I can pour my heart _____ them. 2. Luckily, I get _____ with all my friends. 3. I have an older sister, who is a shoulder to cry _____. 4. My best friend never turns a deaf ear _____ me. 5. I can communicate with my friends _____ hours _____ end. 6. I think we should be considerate _____ other people’s feelings. 7. When my friend is upset I try to find a word to calm her _____. 8. If we learn to live _____ peace, there will be no conflicts. 9. Sometimes the loud music gets _____ my nerves, but I can put up with it for the sake of my friend. 10. I am _____ good terms with my friends.

B. Listening

Listen to students' conversation and do the multiple choice test.

- 1. Who asked Emma about her worries?**
 - A. her mum;
 - B. her teacher;
 - C. her friend.
- 2. Who bullies Emma?**
 - A. her brother;
 - B. her classmate;
 - C. her neighbour.
- 3. How did the boy bully Emma's friend in art lesson?**
 - A. he called her names;
 - B. he called her Gainsborough;
 - C. he called her silly.
- 4. What does Emma's friend think of David's bullying?**
 - A. she thinks he is trying to be funny;
 - B. she thinks he is trying to be popular;
 - C. she thinks thus he is defending himself.
- 5. What does Emma's friend advise her to do?**
 - A. to talk to him;
 - B. to bully him too;
 - C. to ignore him.
- 6. How long has David been bullying Emma?**
 - A. for a year;
 - B. for 2 years;
 - C. for 3 years.
- 7. What does Emma's friend think about bullying?**
 - A. words do not hurt;
 - B. bullying is not serious;
 - C. it's just fun.
- 8. What does Emma think about bullying?**
 - A. it's not always serious;
 - B. it's irritating;
 - C. words hurt more than sticks and stones.
- 9. Who else does David bully?**
 - A. Emma's brother;
 - B. Emma's parents;
 - C. Emma's friends.
- 10. Why does David call Emma 'crazy girl'?**
 - A. because she fights him;
 - B. because she bullies him too;
 - C. because her brother is sick.

C. Reading

Read the extract from E. Hemingway's story "The Old Man and the Sea" and match its paragraphs (1–5) with the titles (A–F). There is one extra title.

- A. A Poor Fisherman;
- B. The Old Man's Destination;
- C. The Battle
- D. The Old Man and the Boy
- E. A Big Catch
- F. The Victory
- G. Undefeated.

THE OLD MAN AND THE SEA

1 Santiago was poor, living in a shack made of tough palm. There was a bed, a table, one chair and a place on the dirty floor for a charcoal cooking fire. Santiago slept on old newspapers that covered the springs of the bed; he rolled up his trousers to make a pillow. Santiago was a widower and had lived all alone for many years.

2 The fisherman had a devoted friend – the boy Manolin. At the request of his parents Santiago was to teach the boy the craft of fishing. The boy loved the old man for his kind heart, his devotion to the sea, and his skills. The old fisherman told him many stories and the boy was sure that Santiago knew everything. The boy was like a son to Santiago. He took care of the old man's food and belongings. The old man was glad to pass on his experience to the boy. He looked forward to going to sea with him. They would help each other fish.

3 Now it was September – the month of the great fish. The old man was going out to fish alone. Santiago prayed automatically. All his life had been in a preparation for his battle with the big fish, the marlin. He knew he had been born for this and it was time to prove it.

4 It was noon when Santiago hooked one of the biggest marlins. The strong man had met a strong fish at last. «Fish,» he said, «I love you and respect you very much. But I will kill you before this day ends.» The fish had his mouth shut tightly on the wire while he moved away slowly. Santiago held the line against his back and watched its slant in the water, the skiff moved steadily to the northwest.

Then he looked behind him and saw that no land was visible. The fish never changed its course and the old man followed it in his skiff all through the night. He began to pity the great fish that he had hooked. «He is wonderful and strange and who knows how old he is,» he thought. «I have never had such a strong fish and certainly, not one who acted so strangely».

5 The fish was two feet longer than the skiff. The battle was a difficult one and full of danger. The old man tried to rest a little but he was given no chance to do so. He was pulled tight to the bow and he could not move. The sun was rising for the third time since he had put to sea. The fish started to circle. The old man was on the safe side of the boat. At last the fish came alive and rose high out of the water showing all his great length, power and beauty. He seemed to hang in the air above the old man in the skiff. When it

fell into the water with a crash, it sent spray over the old man and over the entire skiff.

6 Santiago had conquered the marlin. Deep down in the water as a dark cloud of blood settled and dispersed, sharks caught the scent and came up to the surface of the blue water. They were swimming on the course of the skiff and the fish. Santiago killed the first, strongest and fastest shark, but it took his harpoon and rope. Still the old man did not give up the fight. He said to himself, «Man is not made for defeat; man can be destroyed, but not defeated.» He fought the sharks to the very end. Though the sharks had eaten the marlin and nothing was left but the backbone, the old man morally won the battle. He showed what man can do and what man can endure.

*After Ernest Hemingway
“The Old Man and the Sea”*

D. Writing

Write an article to a teenagers' magazine and share your experience on the following points:

- how to become a good personality;
- how to keep friendly relations with family members and classmates;
- how to avoid conflicts or resolve them.

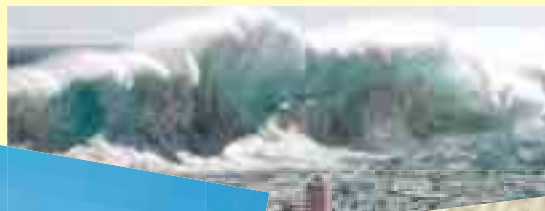


Unit 2

FREAKS OF NATURE

In this unit, you will learn how:

- to speak about freaks of nature;
- to describe the influence of weather on people's life;
- to discuss the importance of environmental protection;
- to develop your integrated skills;
- to update your sociocultural competence through reading;
- to check your knowledge and skills on your way to independent testing.



Unit Two: FREAKS OF NATURE

2.1. Do You Know how to Avert Extreme Weather Events?

Word Bank

- earthquake
- flood
- hurricane
- typhoon
- tornado
- tsunami
- wildfire
- landslide
- meteorologist
- awesome
- devastating

Phrase Bank

- volcanic eruption
- property damage
- to bring chaos
- to wreak havoc
- to rip houses apart
- to flip cars
- to cause fatality
- to take a toll on...
- freaks of nature
- water surge

Communicative Box

- Without doubt...
- Somehow or another...
- Suffice it to mention...
- Once in a while...

I. Go Ahead!

Look at the photos and say which of the extreme weather events occurred in your country and what their consequences were.



Example: *Floods occur in Ukraine sometimes in summer. Without doubt, they are very devastating and bring a lot of property damage.*

II. Reading

a) Read the articles from scientific magazines about some natural disasters (p. 40) and mark the places they usually occur on the map of the world.



FREAKS OF NATURE

Part I

... Some people blame the climate change for the back-to-back **hurricanes**, while others say: “It’s just mother nature in a bad mood”. Somehow or another, a hurricane is a tropical cyclone which usually originates over tropical and subtropical waters, in the Atlantic basin – the Atlantic Ocean, the Caribbean Sea and the Gulf of Mexico, the Eastern North Pacific Ocean – and frequently in the Central North Pacific Ocean.

Meteorologists **succeeded in determining** the ‘hurricane season’: it starts on June, 1 and ends on November, 30 when the maximum sustained winds of a tropical storm reach 74 miles per hour, it gets the highest category – the 5th – and becomes an awesome and destructive force of nature with a serious property damage. Together with a swirling mass of wind it brings rain, thunder and chaos. Violent winds and water surge wreak havoc on the coastline. People **can’t believe seeing** flipped cars, sank boats and ripped apart houses. Sometimes the water surge can be 30-foot high, that’s as high as a 3-story building. In such a case it causes most of the fatalities and damage and the citizens of the coastline can’t **prevent** their houses **from destroying**.



In 2009 a storm hammered Taiwan with 114 inches of rain and in 3 days caused landslides and long term floods. In September two powerful hurricanes Harvey and Irma left more than 20 dead on the Caribbean and 70 people in Texas and destroyed the parts of 2 states in the US – Texas and Florida. People could discover only the wrecks after them.

Fortunately, in the 21st century scientists can predict and track hurricanes and people, living in a hurricane path, can stay safe by advance preparation.

(The National Geographic)

Volcanoes are among the most devastating and dangerous natural forces that wreak havoc on human life.

Suffice it to mention, the edge of the Pacific Ocean which is often called the “Ring of Fire” because there are many active volcanoes in this region.

When volcano erupts hot gases and liquid rock come up to the surface from inside the earth and destroy the land around it completely. The cause of this is when the earth’s plates get together and collide or slide on top of each other.

Mt. Vesuvius (Italy) eruption is the most famous volcanic eruptions in history due to the burial of two Italian towns – Herculaneum and Pompeii, the unsuspecting residents of which were unaware that they were living in the shadow of a deadly volcano eruption. Since that famous eruption of 79 AD Vesuvius has erupted more than a dozen times. The volcano unexpectedly erupted on the 16-th December 1631. During this eruption the surrounding area suffered from multiple earthquakes, large ash clouds, showers of rocks.

At present Italy’s Mount Etna is active and erupts every few years. People of the area got accustomed to flowing rivers of lava and even use them for creating good farmland.



(Geographic Today)

Part II



Earthquakes is one of the worst disasters on our Earth. It happens when there is a sudden vibration in the earth’s crust, which is often caused by volcanoes that suddenly erupt or underground explosions. But most earthquakes happen because the earth’s plates move. We only hear about earthquakes once in a while, but they really happen every

day. 80% of the world’s earthquakes happen around the Pacific Ocean – near the east coast of Asia and the west coast of America.

A recently proposed theory **suggests taking into consideration the fact that** some earthquakes may occur in a sort of earthquake storm, where one earthquake will trigger a series of earthquakes as damaging as the early ones. Such a pattern was observed in the sequence of about a dozen earthquakes that struck the North Anatolian Fault in Turkey in the 20th century.

Small earthquakes may occur around the world in places like California and Alaska in the USA, as well as in Chile, Indonesia, Iran, New Zealand, Greece and Japan. Scientists claim that we have one great earthquake (magnitude 8.0 or greater) per year. As a rule, they take place in the 40.000 km-long horse-shoe-shaped zone called the circum-pacific seismic belt as the Pacific Ring of Fire, which for the most part bounds the Pacific plate.





The most significant earthquake of the 21st century is Sumatra-Andaman Earthquake (December 26, 2004). It is the 2-nd largest earthquake in recorded history registering a moment magnitude of 9.3. The earthquake of such power triggered a series of gigantic tsunamis that smashed onto the shores of a number of nations, causing more than 285.000 fatalities.

Tsunami is a series of waves in a water body caused by the displacement of a large volume of water, generally in an ocean or a large lake. Earthquakes, volcanic eruptions, landslides and other disturbances above or below water have the potential to generate a tsunami. Wave heights of tens of meters have enormous destructive power; the 2004 Indian ocean tsunami was among the deadliest natural disasters in human history with at least 230.000 killed or missing in 14 countries bordering the Indian Ocean.

Japan is the nation with the most recorded tsunami in the world. Thus in 1993 a devastating tsunami wave occurred along the coasts of Hokkaido as a result of a magnitude 7.8 earthquake, 80 miles of shore. In 2007, a strong earthquake struck Northwestern Japan causing a tsunami.

It's an interesting fact that some animals sense danger of tsunami. They flee to higher ground thus **warning people of the coming** disaster. This phenomenon was noted in Shri Lanka when the elephants heard the sounds of the tsunami and went in the direction opposite the noise.

(BBC News, retrieved from: <http://www.bbc.com>)

b) Read the informative articles again, fill in the chart, summarize the information and comment on it.

Freaks of Nature	Possible causes	Typical Characteristics
Hurricane		
Volcanoes		
Earthquakes		
Tsunami		

BECOMING A DIGITAL NATIVE

Use the sites suggested below and find more interesting facts about the freaks of nature and possible ways of surviving in them. Make your presentation to the classmates.

- <https://kids.nationalgeographic.com/explore/science/hurricane/#hurricane-aletta.jpg>
- https://www.nasa.gov/mission_pages/hurricanes/archives/2006/h2006_aletta.html
- <http://www.heritagedaily.com/2014/08/top-10-deadliest-volcanic-eruptions/104313>
- <https://www.emsc-csem.org/Earthquake/info.php>

III. Language Track

Phonetics in Context

From the text, find and reproduce 10 words with the sounds /w/ and /v/ in context. Practise saying them in your own sentences.

Example: /w/ Together with a swirling wind it brings rain, thunder and chaos. Water surge and strong winds are really devastating.

Words and Phrases in Context

- From the text, reproduce the sentences with the following vocabulary items 'wreak' and 'wreck' in contexts. Use the electronic dictionary and analyse the difference in their meaning. Illustrate them with your own contexts.
- From the texts, reproduce extreme weather events which may complete the following definitions. Say why they are called 'extreme weather conditions'.
 - ✓ _____ is an outbreak of lava from a mountain with a large hole on the top.
 - ✓ _____ is a sudden shaking of the earth's surface that often causes a lot of damage.
 - ✓ _____ is a huge ocean wave that flows over the land and destroys things.
 - ✓ _____ is a tropical cyclone with wild winds, heavy rain and thunder, very disastrous.
- From the text, reproduce words and phrases which characterize the consequences of freaks of nature. Make up your sentences with them.

Example: *to wreak havoc*

Violent winds wreak havoc on the coastline.

In my opinion, any freak of nature wreaks havoc and brings a lot of property damage.

Grammar in Context

- From the text, read out the sentences with gerunds in bold and interpret their meanings in the context.
- Complete the instruction and illustrate it with your own examples.

A gerund is a base form of verb which can follow

Go to your First Aid Kit on p. 185 for more information

*3. Read and complete the statements about freaks of nature with the gerund form of the verb in the box.

take	get	return	leave	work out
rebuild	stay	begin	disappear	move

- Scientists suggest working out special preventive measures to minimize the impact of extreme weather events.
- The citizens of mountainous and hilly regions are recommended _____ their houses in cases of emergency.
- Elderly people should avoid _____ in their houses during the freak weather conditions.
- The victims of the freaks of nature can count on _____ financial support from the government.
- Some people worry about _____ of their pets, whom they couldn't save in time.
- The authorities of the areas which are in a hurricane path insist on _____ only the things of primary importance.
- After the disasters people are looking forward to _____ home.
- They are ready for _____ their houses a new.
- Some victims of hurricanes or tsunami consider _____ to new places far from their old ones.
- They think about _____ their new life in a safe place.

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

- Suppose you are a mayor of a place, which suffered from a hurricane. Think and decide how much money you'll need to restore the damage and how you'll distribute the money on the objects of vital importance.

Spoken Interaction

- Look at the photo (p. 48). In pairs, discuss the extreme weather event in it, expressing your regret and sympathy. Use the following phrases to complete the dialogue (p.p. 47–48):

Useful Phrases

- ✓ I deeply/bitterly/greatly regret...
- ✓ To my great regret...
- ✓ It's regrettable...
- ✓ I can't help sympathizing with...

- ✓ I have a lot of sympathy for...
- ✓ My sympathies are with...
- ✓ I'm really sympathetic to...
- ✓ It's a great pity...
- ✓ I feel pity for...
- ✓ I can't but take pity on...

BrE – sympathise
AmE – sympathize



- Look! The waves are so huge!
- Poor people!
- Can't but take pity on them.
- ...?
- ...

- In the whole class, dispute over the statement given and come up with your solutions: *“Repeated natural disasters take their heavy tolls on the environment! Any way out?”*



Listening

a) Before you listen

You are going to listen about two freaks of nature in two countries. Look at the photos and try to describe their most peculiar features. Guess in what countries they may occur.



b) While you listen

Mark the true statements

1. Tornadoes are characterized by heavy rains.
2. A funnel is a peculiar feature of tornadoes.
3. Tornadoes are typical of all states in the USA.
4. The most likely time for tornado is autumn.
5. The length of tornadoes is more than 12 hours.
6. Landslides occur in hilly or mountainous areas.
7. During a landslide, the top layer of earth moves downwards, but it's safe for people.
8. The largest landslide was in 2011 in Ukraine.
9. One of the reasons of a landslide is deforestation.
10. Luckily, deforestation doesn't concern the Carpathian mountains.

c) After you listen

Use the Internet resources and do some individual research about the survival skills necessary in tornado and landslide situations. Make a PPT presentation and present it to the class.

Writing

a) Before you write

- Suppose you are a member of a city council and responsible for people's safety. You are informed of a coming extreme weather event and you need to write a public warning.
- Brainstorm with your friends about what freak of nature you would like to inform the citizens of your city.
- Make a list of words/phrases you'll use in your public warning.

b) While you write

How to write a public warning

Content Tips	Language Tips
<ul style="list-style-type: none">• Give a title to the warning• Decide on the weather event you want to warn about• Give a short information about this freak of nature• Explain why this weather event may be dangerous• Recommend the citizens preventive measures	<ul style="list-style-type: none">– ...is coming up.– It's said to be...– Be careful not to...– Take notice of...– ...can affect anyone at any time.– Apart from ...it may– See if...– It's advisable...

Culture Comparison



The USA is known for its freak weather conditions. Ukraine also experiences some extreme weather events. Compare the geographical positions and climates of two countries and their influence on the freak weather conditions.

Go to your First Aid Kit on p. 216 for a Sample of a public warning



At Home: Write a public warning about any freak of nature.

2.2. How do Freaks of Nature Influence You?

Word Bank

- drought
- heat
- simultaneous
- deafening
- violent
- lifeguard
- shudder
- adjust
- tremendous

Phrase Bank

- to feel uneasy
- pitch black
- to seem like a lifetime
- first aid kit
- utter devastation
- to be scared stiff
- to come to oneself
- to go into shock
- to leave something for good
- to have the time of one's life

Communicative Box

- Eventually...
- On reflection...
- Luckily...
- Definitely...

I. Go Ahead!

Look at the photos and say how people in them feel in a particular type of weather. Which of them can be attributable to you?



Example: *I believe the girl in the 1st photo is frightened, because the strong wind can not only break her umbrella, but bring other damage.*

II. Reading

a) Read a story of a woman and say what freak of nature she experienced.

TWO MINUTES WHICH SEEMED LIKE A LIFETIME

We had been living in California for years and enjoyed spending time on the sunny beaches going to San Francisco for a weekend. The children had the time of their lives, swimming, bathing, and lying in the sun. Everything went well until the last summer.

It was a quiet summer evening and the children went to bed early. I finished my cleaning the kitchen and went out into the yard to feed Lucky, our dog. It was a beautiful evening, but unusually quiet, as if it was





going to rain. Normally there were a lot of animals moving about – snakes, lizards, squirrels – but they’d all gone. Now I’m absolutely convinced they knew something was going to happen.

I came back to the house feeling very uneasy. Though I went to bed I couldn’t relax. In 4 hours I woke up, because two things hit me simultaneously. First was deafening noise and then there was a violent shaking.

I tried to grab hold of the bed but it just flew to the other side of the room and the wall was somehow fluid like a river.

My first thoughts were for my children. It was pitch black in the nursery and I couldn’t see them, but eventually I took hold of their hands and we made our way to the stairs. My first instinct was to run outside, but on reflection, I realized that the earth could swallow us up. So we hid under the stairs, which was the safest place.

I started to call my husband and then I saw him coming down the stairs. The quake had only lasted a couple of minutes, but it seemed like a lifetime. Like all the families in the area, we had our earthquake survival kit – first aid kit, bottled water, canned food that could keep us going for many hours. Tired and terrified we stayed under the stairs and waited. “The lifeguards **will come soon**” – I calmed my children.

When we crawled out the scene was one of utter devastation. Doors, windows had blown out, pieces of pavement were standing up vertically like gravestones, the barns were ripped apart, and glass and stones were everywhere. Luckily, none of us was seriously hurt, but children were scared stiff. They were grabbing hold of my hands and shuddering at the slightest noise. Definitely, it **will take** time to come to themselves.

The rescue operations moved quite quickly and they congratulated us on the way we had reacted. In a week when things began to calm down, I went into shock and for a while, I could hardly talk. It took me nearly a year and a half to recover. I still haven’t adjusted.

After that event my family left California for good as we had lost our home and most of our possessions. We came to live to England. Now we have a small house and garden in the middle of rural England. When I’m looking at the peaceful lawn and flowers, thoroughly trimmed trees and bushes, I’m sure nothing **is going to happen**. But that event makes me respect the tremendous forces of nature. You can build marvelous cities like New York or Los Angeles but it only takes 6.6 on the Richter scale to reduce it all to a few bits of concrete. Isn’t it enough to think what **will come next**?

BrE – marvellous
AmE – marvelous

Across Cultures

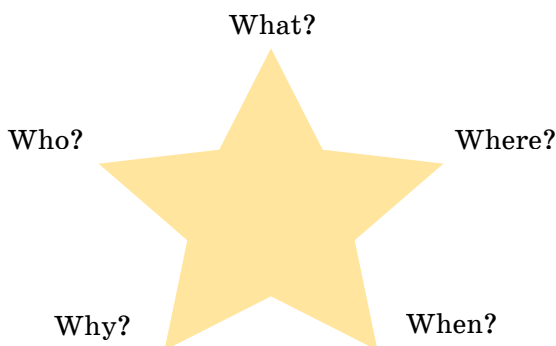
Los Angeles – the 2nd largest city in the USA, one of the main cities of California.



Richter Scale – is the scale used to measure the strength of an earthquake.



b) Read the text again and answer the star questions about the event.



III. Language Track

Phonetics in Context

- In the text, find the words in which letter combination 'ng' is read as /ŋ/. Reproduce the sentences with them in context. Practise saying them in your own sentences.

Example: *living*

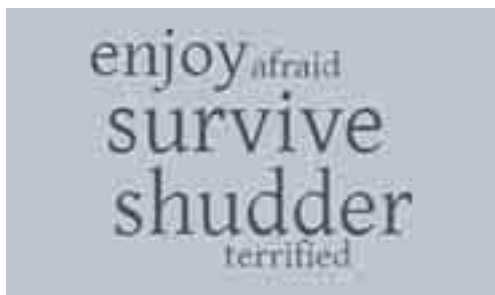
We had been living in California for years.

I have been living in my native place since my childhood.

Words and Phrases in Context

- From the text, reproduce the sentences with the following vocabulary items: *quite* – *quiet* in context. Using the electronic dictionary analyse the difference in their meanings and use them in your own contexts.

- From the text, write out words and phrases which belong to the following categories: *nature and weather; family; animals*. Use any category and make up a situation with them.
- From the text, reproduce words and phrases which characterise feelings and emotions of the family members during the earthquake to complete the "word-cloud". Interpret their meanings.



Becoming a Digital Native

Use one of the sites below and design your own word-clouds with words and phrases which show how different kinds of weather or weather events may influence people.

- <http://www.wordle.net>
- <http://www.tagxedo.com>
- <https://worditout.com/word-cloud/create>

Grammar in Context

- From the texts, reproduce grammar items in bold and interpret their meanings in context.
- Complete the instructions and illustrate them with your own examples.
 - If you want to make predictions based on present evidence, use...*
 - If you want to make a statement of fact or general prediction about the future, use...*

Go to your First Aid Kit on p. 186 for more information

- Look at the pictures and make your predictions of the characters' sayings or doings in different weather.



Example: *I think the weather is sunny and teenagers are going to swim. They will spend the whole day near the sea.*

IV. Communication Track

Speaking

Spoken Production

• Food for Thought

You can hear people say: “*Sunshine is delicious, rain is refreshing, wind braces up and snow is exhilarating. There is no such thing as bad weather – just different kinds of good weather*”. Think and decide how different kinds of good weather can stimulate a healthy way of life. Fill in the comparison chart and compare it with your classmates.

Comparison Chart

Types of weather	Advantage	Disadvantage	Possible healthy life activities
Sunshine			
Rainy			
Windy			
Snowy			

Spoken Interaction

- Pair up with your friend and discuss the type of weather that affects you. Express your delight or dislike with the weather using the phrases below. Restore the dialogue.

Useful Phrases

- ✓ Personally, I think it's so nice when it..., isn't it?
- ✓ I adore....Do you?
- ✓ When we are in for a spell of ... I am getting nervous.
- ✓ I can't stand ..., as it makes me sleepy.
- ✓ Rain all day. Isn't it dreadful?
- ✓ I don't know about you, but I'm fed up with this weather.
- ✓ I'm just longing for...
- ✓ As for me, I can easily put up with...
- ✓ ...weather doesn't affect me as much as...
- ✓ I'm ...whatever the weather.

–

–

– So, as you see, I can put up with discomforts of rainy weather.

– I wish I could boast of it too. I'm just longing for some sunshine.

–

–

- Suppose you are responsible for running a summer camp for small children. In the whole class, design a project in the form of a week schedule of outdoor activities. Bear in mind the necessity of:
 - ✓ spending more time out in the open;
 - ✓ teaching small children a healthy way of life;
 - ✓ participating in active outdoor games;
 - ✓ being careful with nature around (building bird houses, cleaning the camp area etc).



Listening

a) Before you listen

You are going to listen to three teenagers talking about the influence of the geographical position of their countries on people's lives. Look at the photos and try to predict possible affection of weather on the citizens in them.



Canada



Australia



Ukraine

b) While you listen

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

1. Canada is the world's second largest country in population.
2. Winters in Canada are very hard in some regions.
3. Small children play a popular winter game on ice – hockey.
4. Australia is to the west of the Equator.
5. Very hot weather in Australia brings rains.
6. Australians like to spend much time near the farmlands in hot weather.
7. Nowadays you can find Australian rare plants and animals everywhere.
8. The citizens of the Carpathian region of Ukraine often suffer from droughts.
9. People who live in the South take care of themselves.
10. In spring, people of eastern and central parts of Ukraine begin to prepare for a tourist season.

c) After you listen

In groups, think and decide how citizens of different countries can use freaks of nature to their advantage.

Writing

a) Before you write

- Brainstorm with your friends what thick and thin questions you would like to ask them.

“Thick questions” presuppose detailed answers	“Thin questions” presuppose short answers
Why do you think...? What is the reason...?	Do you...? Is it true...?

- Make a list of words and phrases you’ll use in your questionnaire.

b) While you write

How to write a questionnaire

Content Tips	Language Tips
<ul style="list-style-type: none"> • Formulate your 3 thick and 3 thin questions to your partners • Analyse their answers and decide if you’ve got the information you had planned to get • Ask for the permission to ask questions for more information • Thank the persons who gave the interview 	<ul style="list-style-type: none"> – I wonder... – Can you tell me... – Will you explain... – Would you specify... – Will it be OK if ... – I believe... right? – If I’ve got it right you... – Thank you for... – I appreciate...

Go to your First Aid Kit on p. 216 for a Sample of a Questionnaire

Culture Comparison



Search the Internet and find the answer to the question: How does the weather in different parts of one country may affect people? For example, in the North, South, East or West of the USA, Britain, Ukraine, Canada ... etc. Present your findings to the class.



At Home: Write a questionnaire on the topic studied.

2.3. Are You Environmentally Friendly?

Word Bank

- contribution
- challenge
- incredible
- to absorb
- windmill
- genuinely

Phrase Bank

- to give a lift
- in action
- to be stuck in traffic
- to emit gas into the air
- solar powered cars
- to have nothing to do with...
- household plans
- to get depressed
- to do something worthwhile
- to have something up one's sleeve
- to be allergic to...

Communicative Box

- If it isn't...?
- Are you kidding?
- Not in the least
- Can't agree more!
- That sounds intriguing!
- The world we live in!
- I'd love to!

I. Go Ahead!

Look at the photos and say what impact the things in them can make on the environment.



Example: *I think if people go by bike, not by their cars, the air will be less polluted and it'll be easier to breathe.*

II. Reading

- a) Members of school technological club are meeting near the club to take part in the discussion on environmental problems. Say what the children's concern is.

Technology Challenges and Environmental Protection

Dan: If it isn't Andrew? I can't believe my eyes! You are riding a bike. Let me guess. Your dad was busy and couldn't give you a lift, right?

Andrew: Poor guess! This is my contribution to our today's discussion about environment and technological challenges. This is my challenge in action.

Dan: Are you kidding?

Andrew: Not in the least. **Wouldn't it be better** to ride bikes instead of cars? Then the air would be less polluted.



- Dan:** I can't agree more. Air pollution is the biggest issue nowadays. In many cities cars are the main means of transportation and...
- Andrew:** ...and are also one of the major courses of air pollution. With so many people driving their cars every day, there's a lot of traffic. While the cars are stuck in traffic they emit gases into the air and pollute the air.
- Dan:** There is one more technological challenge as to air pollution. I've read about solar-powered cars which are less dangerous, because instead of burning gasoline and polluting the air, they use energy from sunlight. Solar cells on the cars turn their energy into electricity. They are more expensive, of course, and don't go as fast as gasoline-powered cars, but they are less harmful both for health and environment.
- Andrew:** **Don't you know** that these cars are already in use in some European countries? Environmental issues are a worldwide concern.
- Oksana:** Hey, guys, have you already started the discussion?
- Dan:** We were talking about solar-powered cars.
- Oksana:** Wow! That's amazing! And what do these incredible cars have to do with environmental problems?
- Dan:** Don't be so pessimistic, Oksana! They can make the air in the city cleaner.
- Oksana:** You may be right. But do you know that the air pollution inside the buildings is even more dangerous than it is outside? Many pollutants are released by copy machines, cigarette smoke, cleaning chemicals, even new furniture. Many people are allergic to it, even become sick.
- Andrew:** I bet you know the way out. What have you got up your sleeve?
- Oksana:** Not up my sleeve, but in the bag!
- Dan:** That sounds intriguing! Can we have a look?
- Oksana:** Sure. There are spider plants and gerbera.
- Andrew:** The plants?
- Oksana:** Exactly. Some scientists have discovered that common household plants like these can absorb indoor air pollutants.
- Andrew:** The world we live in! Even beautiful plants are environmentally friendly.
- Helen:** Hi, guys, how's your discussion going?
- Dan:** Hi, Ann, pretty good. We are discussing air pollution.
- Helen:** Oh, speaking of air pollution, would you like to look at the photos I've made when travelling with my family in Germany and France?
- Oksana:** We'd like to. Oh, what is it?
- Helen:** Don't you see? Modern windmills. They have been specially designed to catch the wind and use it to produce electricity.
- Oksana:** Now I see. Wind-generated electricity doesn't create air pollution, in comparison with many power stations which burn coal or oil.



Helen: Exactly. The windmills are everywhere in these countries. It is so nice to know there are people like French or Germans who genuinely want to make our environment clean. **Aren't you** depressed knowing we can't stop pollution?

Andrew: Well, sure, maybe a little bit. But I really feel like we are doing something good and worthwhile for Ukraine – trying to find technology challenges to keep our environment clean.

Dan: Thus we are becoming environmentally friendly.

b) Read the text again and fill in the following table. Summarize the information and comment on it.

Reasons for pollution	Technological challenges
cars emit gasses into the air	using bikes instead of cars

Becoming a Digital Native

Search the Internet and find the information about other technological challenges for saving the environment. Present it to your class.

- <https://www.livescience.com/11334-top-10-emerging-environmental-technologies.html>
- <https://www.bbvaopenmind.com/en/technologies-that-can-save-the-environment/>
- <https://www.greenbiz.com/blog/2014/03/13/can-clean-tech-save-the-world>

III. Language Track

Phonetics in Context

1. In the text, find and reproduce exclamations in context according to the pattern. Practise saying them in your own sentences.

Pattern: *If it doesn't Andrew. I can't believe my eyes!*
Nelly? I can believe my eyes! You look so nice in this new jacket.

Words and Phrases in Context

1. From the text, reproduce sentences with the following vocabulary items: 'challenge' and 'issue' in context. Using your electronic dictionary analyse the difference in their meanings. Illustrate them in your own contexts.

2. In the text, find and reproduce the words which are the derivatives from the following verbs and nouns. Interpret their meanings.

Example: *to contribute – contribution*

- to guess
- to discuss
- to pollute
- to compare
- to challenge
- technology
- danger
- harm
- allergy
- intrigue

3. Look at the photos of the challenges suggested by the children. In the text, find words and phrases attributable to each photo and use them to characterize children's ideas.



solar-powered cars



a bike



spider plants, gerbera



a windmill

Grammar in Context

1. From the text, reproduce grammar items in bold and interpret their meanings in context.
2. Complete the instructions and illustrate them with your own examples:
 - *negative questions are often used to express...*
 - *negative questions are also used to...*
3. Use negative questions to confirm the children's ideas.

Example: – *I think air pollution is the biggest issue nowadays.*
 – *Isn't air pollution the biggest issue nowadays?*

- In many cities cars are the main means of transportation.
- Solar-powered cars are less harmful for health and environment.
- Air pollution inside the buildings is even more dangerous than it is outside.
- The scientists discovered that some household plants can absorb indoor air pollutants.
- Helen's family travelled in Germany and France.
- Windmills have been specially designed to catch the wind.
- A lot of people want to make our environment clean.
- Children are doing good and worthwhile for Ukraine.
- The children want to become environmentally friendly.

Go to your First Aid Kit on p. 186 for more information

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

- Suppose our government was donated \$100000 for improving ecological situation in Ukraine. You are asked to complete a list of suggestions the government could spend the money on to help the environment. Add at least 2 suggestions and comment on their importance.

Things the City Council could do to help the Environment

- ✓ put a tax on plastic bags;
- ✓ put a deposit on bottles to encourage people to return them;
- ✓ find people who drop litter;
- ✓

Spoken Interaction

- In pairs, look at the picture, identify yourselves with the characters and complete the dialogue expressing your worries and concerns. Use the phrases suggested:

Useful Phrases

- ✓ I'm really worried...
- ✓ What worries me is...
- ✓ What's the course of your concern?
- ✓ ...is a worry to me.
- ✓ ...is of somebody's concern.
- ✓ I'm desperate with worry...
- ✓ What's the course of your concern?
- ✓ I'm concerned about...



- ...
- ...?

- ...

- Do you think the human race will go the same way as dinosaurs?
- Don't be so pessimistic! I'm sure, people will unite their efforts and stop animals' extinction.

- I hope so.

- In the whole class, dispute about the statement: "Environmental disasters take tolls but raise awareness".

Listening

a) Before you listen

You are going to listen to one of the environmental activists, speaking about factors threatening the environment. Think and decide what factors the activist is going to speak about.

b) While you listen

Listen to the information and complete the sentences.

1. Our environment is an organism
2. Humans have changed the environment and
3. ... have led to altered climatic patterns.
4. Altered climate patterns have changed
5. You can't but notice
6. ... will reach critical properties in the coming decades.
7. Most scientists agree that
8. To safeguard the healthful environment
9. ... have resulted in the pollution and contamination of the environment.
10. Global environmental collapse is not inevitable, but

c) After you listen

- In groups, think and decide what factors threatening environment Ukraine is confronting. What should we do to safeguard the healthy environment?

Writing

a) Before you write

- Our present life shows that it is a vital necessity to protect the environment. For this people of Ukraine should become environment-conscious.
- Brainstorm with your friends how to convince people of becoming environmentally friendly.
- Make a list of words/phrases you'll use to sound convincing.

b) While you write

How to write a problem-solution essay

Content Tips	Language Tips
<ul style="list-style-type: none"> • Start with an introductory paragraph, in which you introduce the problem • Give some background information on what has been happening recently to make people concerned about the problem • Present the reasons why this problem should be solved • In the body of your essay put forward possible solutions • Discuss the benefits of implementing these solutions and also the difficulties involved • Make sure that in the final paragraph you select the solution 	<ul style="list-style-type: none"> – In recent years our environment... – Almost any day of the week you can... – Many governments now recognize the need... – ...is perhaps the biggest global problem that our generation will face. – All of us would benefit from... – One possible solution would be... – ...would solve the problem of... – The arguments in favour of ... are persuasive. – I believe that... – As we have seen it is a complex issue and... – ...can be summarized as follows... – The following conclusion may be drawn...

Go to your First Aid Kit on p. 216 for a Sample of a problem-solving essay

Culture Comparison



1. Search the Internet and find the information how the government of different countries act to control and reduce environmental problems. What does the government of Ukraine do in this respect? Are you satisfied with your country's environmental policies?



At Home: Write a problem solution essay on the environmental problems.

2.4 Developing Integrated Skills

1. To be healthy we are trying to improve the quality of life. In the 21st century the quality of life includes the idea of a quality environment. What a quality environment should be today for people to stay healthy? Group up with your friends for the project and design an ecological brochure.
2. Look at the photos and say which of these environmental problems cause the most damage to Ukraine. Rank them from 1 (the most serious) to 5 (the least serious) and come up with possible solutions to avoid the damage.



3. Unfortunately, ecological disasters occur in different countries including Ukraine.
 - Look at the photo which shows a great damage after a flood in the west of Ukraine and decide with your friends how much money should be donated to help victims of a disaster.
 - Make a list of the first priorities for the people with a definite sum of money for it.
 - Analyse and compare your lists and finally design a common one.
4. Debate about two opinions and decide which of them you'd like to stick to to see the world the same or even better in 50 years.



I believe that nature exists for satisfying humankind's needs. Human activities make the Earth a better place to live.

In my opinion modern economic development disrupts nature's delicate balance. New industrialized economies add to the world's environmental problems.

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).

...Greenpeace sent its boats O(c) the whales. They took __1__ position between the harpoons and the fleeing whales. Today, commercial whaling __2__ banned.

On the ice floes of Newfoundland, Greenpeace volunteers placed their bodies __3__ the gaffs of the seal __4__ and the helpless seal pups. The hunt was subsequently called __5__. In __6__ North Atlantic, Greenpeace drove its inflatables underneath falling barrels of radioactive __7__. Now nuclear waste dumping at sea __8__ stopped.

Peaceful direct action by Greenpeace has invoked the power of public opinion which __9__ turn has changes in the law to protect wildlife and to stop the __10__.

	A	B	C	D
0	to bathe	to kill	to protect	to feed
1	on	up	in	after
2	has been	was	is	will be
3	between	among	across	apart
4	admirers	lovers	hunters	sailors
5	on	up	away	off
6	the	a	–	on
7	pesticides	gas	waste	atoms
8	was	has been	will be	had been
9	in	on	for	at
10	polluting	pollution	creation	action

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

1. The newspapers wrote about a new volcano _____ _____.	ERUPT
2. The company _____ to the new ecological project of the city.	CONTRIBUTION
3. Some chemical plants _____ the water throwing waste into the rivers.	POLLUTION
4. Many people feel _____ to overpollution and sometimes fall seriously ill.	ALLERGY

5. In _____ with other countries Japan has come of the world's strictest standards for the control of water and air pollution.	COMPARE
6. After the earthquake the ecological situation in the country is still _____ .	DANGER
7. Some technological processes do a lot of _____ to nature.	HARMFUL
8. The _____ problems are especially urgent nowadays.	ENVIRONMENT
9. After the hurricane a lot of areas in America are in utter _____ .	DEVASTATING
10. The pupils of our school are environmentally _____ .	FRIEND

b) Listening

Listen to a talk of an American journalist Mrs. Martin who works for the environmental magazine and one of the students. Match the questions to the answers.

<p>1. Does it mean 'reusing' things?</p> <p>2. I usually separate glass by colour.</p> <p>3. Other recycling items like paper and metal also get a new life.</p> <p>4. The trash is sorted and processed again to make new products.</p> <p>5. I believe quality of life today includes the idea of a quality of environment.</p> <p>6. I believe it's the right way to keep the environment clean.</p> <p>7. Do you think we are also becoming environmentally friendly?</p> <p>8. I think our magazine brings environmental awareness.</p> <p>9. It's good that you understand the importance of recycling programmes for the preservation of environment.</p> <p>10. We can't continue to pollute our environment; otherwise we have no clean areas left.</p>	<p>a. I can't agree more.</p> <p>b. My friends and I take out our recycling regularly on a recycling pick up day.</p> <p>c. Absolutely right. Reusing things so that we don't always have to keep making more.</p> <p>d. Definitely. Gradually more and more Americans are accepting the added work that recycling involves.</p> <p>e. Now I see what the recycling centres are for.</p> <p>f. So it is. All environment conscious people do it.</p> <p>g. Exactly.</p> <p>h. Certainly, Mrs. Martin. Many of my classmates read the "Hudson Valley".</p> <p>i. Not only we. Thanks to your magazine even some of my neighbours have changed their opinion about recycling.</p> <p>j. That's tight. Then it gets melted down and made into new glass.</p>
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3. Reading

Read two pieces of information and answer the questions:

1. How is global warming defined?
2. What do the scientists say about the reasons of global warming?
3. What climatic changes does global warming cause?
4. How do people influence the weather shift?
5. What should be done to stop global warming?
6. What other processes can the weather shift cause?
7. How will climatic changes influence different parts of the world?
8. What may happen to inhospitable places of the world?
9. A New Ice Age vs Global Warming.

Global warming is considered to be one of the urgent problems of the 21st century. It is defined as the rise of the greenhouse gases near Earth's surface. Scientists claim that the earth is constantly experiencing periods of global warming due to natural causes, such as volcanic eruptions and variation of the Sun's output. On the other hand, they have attributed the current increase in global temperatures due to human causes – primarily the release of certain gases into the atmosphere as a result of industrial activity. These gases absorb and trap heat emitted from Earth's surface through a phenomenon known as the greenhouse effect. Global warming causes some climatic changes such as winds and ocean currents. Therefore it's vitally important to stabilize greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous human interference with the climate system.

Most of the talks these days are about global warming. Some scientists believe that the opposite could happen: it would only take the tiniest change in the Earth's orbit round the sun to bring another Ice Age. A change of as little as 5 °C would have a dramatic effect on life on Earth. The main effect would be to shift climate about 1,500 kilometers towards the Equator, so that Spain, say would have a climate much the same as England's is now, and Buenos Aires could look forward to the kind of weather now found around cape Horn.

On the other hand, a number of inhospitable places would become more pleasant to live in. Cave paintings in the Sahara Desert show that it was once full of people and animals. Only a drop in temperature – together with increased rainfall – might begin to turn the desert green again.

4. Writing

Write a problem-solution essay on the following statement: "Scientists believe, that nowadays quality of life includes the ideas of a quality environment". If you agree, say what should be done to make the statement a reality.



Unit 3

ART FOR HEART'S SAKE

In this unit, you will learn how:

- In this unit, you will learn how:
- to talk about art;
- to describe paintings of different genres, art movements and styles;
- to speak about famous artists;
- to discuss different art museums and picture galleries you've visited or are dreaming of visiting;
- to develop your integrated skills;
- to upgrade your sociocultural competence through reading;
- to check your knowledge and skills on your way to independent testing.



Unit Three: ART FOR HEART'S SAKE

3.1. What is Art to You?

Word Bank

- incomparable
- immortal
- to emphasize
- canvas
- recognizable
- to capture
- passion
- to represent
- to interpret

Phrase Bank

- to appeal to somebody
- a real piece of art
- to stick to...
- trend of art
- to stand the test of time
- to follow one's feelings and emotions
- to be originated
- to be rich in...
- to pave the way

Communicative Box

- In this connection...
- No doubt...
- As you see...
- In all likelihood...

I. Go Ahead!

Look at the following works of art and say what you think of them.



Example: *The first painting appeals to me most, because the sea in it is so realistic that I can feel how the sea breathes and hear the waves breaking on the shore. It's a real piece of art.*

II. Reading

a) Read the discussion of the members of one art studio and decide which picture suggested below (p.p. 66–67) belongs to:

- classicism;
- realism;
- abstract art;
- cubism;
- Petrykivka style of painting





FROM OLD ART TO NEW ART

The head of the Art studio: When artists create their works, they follow different tendencies, art movements and styles. When you examine paintings belonging to different periods, you can see how ideas about art have changed over time. Let's listen to the members of the art studio about some most important trends of art.



Mykhailo
Kravchenko

– As you know, I've been interested in pictorial art for many years, so let me open our discussion with classicism, which appeared in Europe in the 18th century. It is said that classical works of art are connected with or influenced by the art of ancient Greece and Rome. If you look at some paintings of that period, you'll see that they possess such qualities as balance, regularity and simplicity of form. Though they follow ancient models and don't give way to any feelings for me they are samples of real art, magnificent and incomparable. I enjoy looking at them. No wonder, the works of that period stood the test of time and became immortal.



Lesya
Maksymenko

– Exactly. But in the 18th and early 19th centuries there appeared a group of artists who followed their feelings and emotions rather than logical thought of reason. They stopped painting things made by men as they preferred to paint wild, nature and beauty. In all their canvases, artists emphasised the importance of emotion and imagination. So it was the change from the style of classicism to romanticism which, from my point of view, was more close to many people. I believe art should address feelings rather than mind.

BrE – colour
AmE – color



Oksana
Petrenko

– If we stick to the chronological order, I'd like to say that at the end of the century romanticism was followed by realism. As you know, realistic artists accepted life and its problems in a practical way without being influenced by feelings or false ideas. The paintings of this period show things as they really are, as they appear to most people, that's why they were so popular among admirers of art and were recognizable by common people.

– You are right. The 19th century had much to offer, but the 20th century is also rich in art movements. There



Andrew Pavlenko



Anna Pylypchuk



Vasyly Voitiuk



The Head of the Art Studio

appeared such styles of art as impressionism, cubism, surrealism, abstractionism, etc. In their paintings, artists represented objects or people the way they felt. Some used strange dreamlike images like surrealists; others broke things up into angular shapes like cubists. Impressionists developed “scatchy” impressionistic style **trying to capture** the changing effect of natural light, shades and shadows. Abstractionists represented different arrangements of shapes and colours. These styles are called modern and much written and spoken about.

– Not only these styles. There are some others which were originated in Ukraine and are also extremely popular all over the world. I mean the Petrykivka style of painting. It’s a remarkable artistic phenomenon of Ukrainian culture, which belongs to decorative folk art. **I like to look at** these paintings, because Petrykivka style of painting is a very poetic view of the world around us. I think it’s a world which is free to interpret the usual things in a very unusual manner.

– In this connection, we must mention naive art which is used by some Ukrainian artists who also rejected a conventional representation of real objects. For me their pictures are extremely detailed, painted in brilliant bright colours. There’s no perspective in such pictures and the figures in naive paintings are often “floating”. **I remember admiring** such pictures in the Museum of Folk Art in Kyiv last summer and **I advise you to go** and see them with your own eyes. You’ll see they are painted with the same passion as any other pictures.

The head of the Art studio: So as you see, every epoch gives birth to new styles of painting. All of them are original and interesting. Who knows, maybe there are the founders of some new trends of art among you. Let’s work for it.

b) Read the text again and fill the comparison chart with characteristics typical of a particular trend of art and illustrate your information with the paintings on p.p. 66–67.

Comparison Chart

Comparison items	Trends of Art			
	Classism	Romanticism	Realism	Modern Art
• The composition of the painting	• balance, regularity			
• The subjects depicted				
• The colour scheme				

III. Language Track

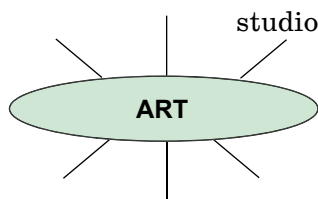
Phonetics in Context

1. In the text, find the sentences with introductory phrases and reproduce them with correct intonation pattern in your own contexts.

Pattern: *In this connection, we must mention native art.*

Words and Phrases in Context

1. From the text, reproduce the sentences with the following vocabulary items: shade – shadow in context. Use the electronic dictionary and analyze the difference in their meaning. Illustrate them in your own contexts.
2. Fill in the semantic map with the art phrases from the text. Reproduce them in context and make up your sentences with them.



Example: *My friend is a member of our art studio and enjoys painting his pictures in a realistic style.*

3. From the text, reproduce sentences with words or phrases which have the same meaning as the underlined ones.

Example: *Everybody recognizes such pictures.*
The pictures are recognizable by common people.

1. Abstract paintings are close to me.
2. If we follow the chronological order, we'll see the origin of a new trend of art.
3. Great masterpieces are never forgotten.
4. I think being a well-known colourist, the artist redpencils the importance of colouring in a painting.
5. I believe the artists were affected by Italian masters.
6. Judging by the subject of the painting this style came from Rome.
7. The colour scheme of the artist contains a lot of bright colours.
8. Modern artists tried to depict objects or people in their own way.
9. I'm not a great admirer of abstract art, because I can't explain the meaning of their paintings.
10. This painting is very powerful and impressive, because it is painted with a very strong feeling and love to nature.

1. From the text, reproduce the grammar constructions in bold and interpret their meanings.
2. Complete the instructions given and illustrate them with your own examples.

*The verbs which are followed by an **-ing-** form often describe...*

*The verbs which are followed by a **to-infinitive** often describe...*

Go to your First Aid Kit on p. 186 for more information

3. Complete the sentences as in the example.

Example: “Yes, I’ll paint Ann’s portrait for you”, said Nick.

Nick agreed to paint Ann’s portrait.

1. –“Alex spends much time in his art studio”, said mum.
–Alex enjoys _____.
2. –“I plan to go to the Metropolitan museum”, said mum.
–I’d like _____.
3. –“I’m sorry, my cat has spoiled your picture”, said Jane.
–Jane regrets _____.
4. –Bob was painting a picture when the telephone rang. So he went to open the door.
–Bob stopped _____.
5. –I’ve been finishing my picture since morning and now I’m exhausted and can’t sleep. May be I’ll have some milk before I go to bed.
–I’m going to try _____.
6. –Although T. Gainsborough got interested in landscape painting, he didn’t give up portrait painting.
–T. Gainsborough went on _____.
7. –I presented my friend with a box of water colours last year, no need to do it this year.
–I remember _____.
8. –Andrew doesn’t want to exhibit his pictures in the Art Museum.
–Andrew refuses _____.
9. –We saw how your niece was using your paints.
–We caught your niece _____.

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

- **What makes something a ‘work of art’ to you? Check the reasons you agree with and add your own.**
 - extremely beautiful –
 - unique –
 - created by a human –
- **Nowadays graffiti art is becoming more and more popular, but the attitude to it is different. Some people think that graffiti hurts everyone, others believe that colours, lines, shapes and space of graffiti make up the image. What is your personal response to this art? Is graffiti art or vandalism?**



Becoming a Digital Native

Use one of the sites suggested and come up with your short presentations of graffiti art:

<https://unsplash.com/search/photos/graffiti>

<http://www.graffiti.org/tag/stowers.html>

Spoken Interaction

- **Take your mobile phone and pretend that you are talking to your friend about your favourite trend of art. Your partner hears only your statements and possible answers to a possible friend's questions. Pair up with your friend and restore a conversation.**

Use phrases for expressing opinions:

- ✓ In my opinion...
- ✓ In my view...
- ✓ It seems to me that...
- ✓ I believe that...
- ✓ If you ask me...
- ✓ I'm of the opinion that
- ✓ As far as I'm concerned...
- ✓ From my point of view...

b) Read a logical scheme on art suggested and in groups make up your own ones.

• ART •

title – one noun “Art”
 description – two adjectives
 description – two adjectives
 action – 3 verbs
 your feelings/attitude – one phrase
 summing up – words which sum up your attitude
 Beautiful and incomparable
 Describes, portrays, stimulates
 Different in each epoch
 Art is immortal.



Listening

a) Before you listen

You are going to listen to an art critic’s presentation of two great artists who are considered to belong to the same trend of art. Look at their paintings and compare them in terms of colour, mood and style.

Starry Night
 by Edvard
 Munch (1893)



Starry Night
 by Vincent
 van Gogh
 (1889)

b) While you listen

Listen to the piece of information and mark the true statements.

- Both artists Edvard Munch and Vincent van Gogh are Norwegians.
- Edvard Munch developed a new trend of art – expressionism.
- Edvard Munch was influenced by impressionistic trend of art.
- he artists believed in the unity of the motif and pictorial materials.
- Van Gogh persuaded the idea of a cycle of paintings.
- “Frieze of Life” is van Gogh’s attempt to realize the artist’s responsibility in art.
- Both artists intended to help mankind to understand themselves showing their fears and sufferings.
- Munch’s “Starry Night” was painted first.
- Though the paintings (“Starry Night”) have the same motif and dominating colours, their mood is different.
- It is van Gogh who is less pessimistic in his views.

c) After you listen

- Answer the questions of the art critic and compare your first interpretations of two paintings.
- Edvard Munch paved the way for expressionism. Search the Internet and find more information about this modern trend of art: How does it differ from impressionism? What other great artists worked in this style?

Writing

a) Before you write

- If you want to report on a period of time that mentions the most important art styles write an Art Style Review.
- Brainstorm with your friends what art styles are the most popular with teenagers in your country.
- Make a list of words/phrases you can use to describe a definite art style to sound attractive.

b) While you write

How to write an Art style review

Content Tips	Language Tips
<ul style="list-style-type: none"> • Name the epoch (country); • Give basic information about the time; • Describe art styles popular in the epoch; • Present the characteristic features of the epoch; • Mention the most vivid representatives of the epoch. 	<ul style="list-style-type: none"> – The time of...is known for... – It is characterized by... – One of the most distinguishing features... ...is famous for... – The most exciting... – Apart from this... – The paintings often show... – The most common colour scheme... – The style...became known as...due to... – ...and other artists made this style... – ...manner of painting is... – I (do not) recommend you to...

Go to your First Aid Kit on p. 217 for a Sample of an Art style review

Culture Comparison



1. English pictorial art of the 17th–18th centuries is marked by classicism. Was this trend of art popular in Ukraine? When?
2. In the 1950s and 60s the US ‘pop art’ movement became especially successful. Is there any kind of pop art widely known in Ukraine?



At Home: Write an art review of your favourite art style.

3.2. What Makes an Artist: Genius or Labour and Diligence?

Word Bank

- to absorb
- parable
- renowned
- contemporary
- incredible
- landscape
- seascape
- still life
- impressive

Phrase Bank

- to pore over something
- to be a real breath of fresh air
- to breathe something all in like oxygen
- to make somebody gasp;
- to leave somebody cold;
- to evoke feelings (ambitions);
- to swell with pride (joy);
- to be Ukrainian in style;
- unsurpassed masterpiece;
- blend of light and shade;
- to take up art;
- to paint from nature;
- to capture the mood of the moment

Communicative Box

- Surprisingly as it may seem...
- In contrast with...

I. Go Ahead!

Look at different genres of painting and say which of them appeal to you most and why.



still life



seascape



landscape



portrait painting

Example: *As I'm a romantic person, landscape is close to me. It never leaves me in different: when I'm nervous it calms me down, when I am in good mood it makes me think and reason.*

II. Reading

- a) Read what feelings Oksana experiences while looking at paintings of different artists. Can you share her unforgettable impressions?

UNFORGETTABLE IMPRESSIONS

When I was first interested in art and the history of painting, dad gave me a big book with hundreds of colourful prints in it. "Everything about

Art” was written on its cover. My dad said, “Read it. It will help you **to find out** more of art and artists, teach you to understand and enjoy them”.

I **pored over** it with more than delight, with a kind of greed, in fact. I absorbed everything the book told me about romanticism and realism, impressionism and cubism, great painters, about landscapes and portraits, and I breathed it all in like oxygen. It was like a real breath of fresh air.

But among the pictures in the book, there were some that made me gasp. One was William Hogarth’s “The Shrimp Girl”. It is depicted in lively bright colours and quick brush strokes. The image of a laughing, cheerful common girl was impressive! I wondered how the artist managed to capture the girl’s expression and the mood of the moment. Her face and everything in the picture was so young and fresh! Simple and real-life atmosphere, illuminated by youth, was so joyous and lovely! It can’t leave you cold, vice versa – **it cheers you up!**

Quiet of a sudden, I realized what the artist wanted to show us: life is marvellous. Enjoy every minute of it.

I think it affected me so because it was a masterpiece, an unsurpassed masterpiece.

Reasoning about life, I was turning the pages of the book when I saw the picture which evoked many new ambitions. What it showed was an old man in a bright red cloak embracing the other man. I read under the picture: “Rembrandt van Rijn, the Return of the Prodigal Son”. So it was the moment when the father welcomed his son who came back from his wanderings. The dark colours of the background contrasted with bright clothes of the father and son and it stressed their sensitivity. It was such a powerful picture – the one which I could gaze at for hours. I was impressed by the blend of light and shades, which gave me the feeling of joy and regret at the same time. The parable that was in the picture was so close to my own experience. I remember how my grandma greeted us after a long absence. I loved this work because there was so much to see!

Thinking about my granny I remembered her beautiful flowers which were everywhere –



William Hogarth
“The Shrimp Girl”

BrE – marvellous
AmE – marvelous



Rembrandt “The Return
of the Prodigal Son”



Kateryna Bilokur "Flowers"

near the house, round the gazebo even on the walls of the barn. Surprisingly as it may seem, but I saw the same flowers on the next page of the book. I looked up at the table and read: "Kateryna Bilokur "Flower Pieces". My heart swelled with joy when I was looking at them! They were so familiar, so dear, so Ukrainian to me! Only the artist with great love for her motherland and knowledge of the country life could create such a truly Ukrainian in style and spirit romantic painting.

This part of the book was devoted to renowned Ukrainian artists whose pieces of art had been praised around the world. Some of them were painted, others were drawn. I should never have thought that contemporary Ukrainian painters were listed among

the 100 living geniuses! Some of them invented their own unique ways of painting. I was amazed by Ivan Marchuk's pliontanism technique which involved the "dabbing-on" of paint. I think, due to this technique the painting got an unusual effect of luminescence. The painting is really incredible! I have never seen anything of the sort before!



Ivan Marchuk "A complicated and harmonious world"



Oleg Shupliak "Forest Song. Lesia Ukrainka"

There was no end to my surprise when I saw the paintings of Oleg Shupliak. The painting created in the current optical illusion reminded me of Salvador Dali. The artist created two pictures in one painting, placing a second image behind main objects and characters of the first image. In contrast with S. Dali, Oleg Shupliak used portraits of famous personalities. I recognized John Lennon in one of them. The pictures made an unforgettable impression on me. Looking at the paintings of my countrymen I took great pride in their creativity. Now I know in what the magic of art lies.



Across Cultures:
Ukraine/The Netherlands

Rembrandt van Rijn (1606–1669) – a Dutch artist known especially for his use of light and shade. His contributions to art came in a period called Dutch Golden Age.

Kateryna Bilokur (1900–1961) – people’s artist of Ukraine, known as highly original folk artist.



Ivan Marchuk (1936) – a contemporary Ukrainian painter whose collection contains 5000 pieces of art and 12 creative series. In 1997 obtained a prestigious T. Shevchenko award.

Olegh Shupliak (1967) – a contemporary Ukrainian artist. Creates artistic works in the current optical illusion.



Salvador Dali (1904–1989) – a Spanish painter whose works are in the style of surrealism.

b) Read the text again and fill in the commentary journal.

Commentary Journal

<i>The name of the artist</i>	<i>The artist's innovations</i>	<i>My comment</i>

III. Language Track

Phonetics in Context

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

Pattern: *Her face and everything in the picture is ↑so young and fresh!*

Words and Phrases in Context

1. From the text, reproduce the sentences with the following vocabulary items 'draw – paint'; 'colours – paints' in context. Use the electronic dictionary and analyse the difference in meaning. Give your own examples.
2. From the text, reproduce words and phrases which characterize the great artists' works of art. Illustrate them in your own sentences.

Example: *impressive*

The image of a laughing cheerful girl is impressive!

William Hogarth's paintings are always impressive because the artist could catch the mood of the people he portrayed.

3. From the text, reproduce the words and phrases to fill in the following chart. Summarize them commenting on one of Oksana's favourite paintings.

Name of the artist	Genre of painting	Artist's characteristics	Colour scheme	Manner of painting
William Hogarth	Portrait painting	Critical observer	Bright colours	Quick brush strokes
?	?	?	?	?

Grammar in Context

4. From the text, reproduce the grammar items in bold and interpret their meaning.
5. Complete the definition and illustrate with your own example:

a phrasal verb is a combination of.....

.....which often has a new idiomatic meaning.

Go to your First Aid Kit on p. 188 for more information

- *3. Read the article about the famous British artist, the first president of the Royal Academy Joshua Reynolds and complete it using the correct form of the phrasal verbs in the box.

to come up	to give up	to turn out	to carry out
to carry on	to take up	to try out	to set up
			to figure out

Born in 1723 Joshua Reynolds grew up in Devonshire, England. He _____ painting at school, where his father was a master. When he was seventeen he went to London to _____ studying art. As it _____ J. Reynolds became a fashionable portrait painter. The artist wanted to _____ a gallery of portraits of his famous contemporaries and he _____ this plan. He painted them in heroic style showing them as the best people of the nation. As the first president of the Royal Academy J. Reynolds _____ with his views on art, which he presented in his lectures called “Discourse on Art”. The artist _____ that the “grand manner” in art is the most important in portrait painting and he disapproved of other painters who _____ new ideas. As a result J. Reynolds had many rivals, who didn’t _____ and became forerunners of new tendencies in art.



IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Oksana was influenced by the portrait painted by William Hogarth. There were two other great English portraitists – Thomas Gainsborough and Joshua Reynolds who painted the portrait of one person – the tragic actress Sarah Siddons. Read and analyse art critics’ opinions about the portraits. Choose one of portraits and give your interpretation of it.

“I believe that the “Mrs Sarah Siddons” has the distinction of being not only a remarkable work of art, but a unique interpretation of a unique personality. It is not only one of the artist’s finest portraits, but also one of the best of the many likenesses of the great tragic actress who sat to most of the celebrated masters of her day.

The great tragic actress is painted in this simple half in her day dress and hat as if she had just entered the artist’s studio.



Thomas Gainsborough
“Mrs Sarah Siddons”



Joshua Reynolds
"Mrs Sarah Siddons"

This portrait is so original, so individual, as a poetic expression of character, as a deliberate selection of pose, as bold colour and free handling, that it is like the work of no other painter".

"For anyone coming to the painting with a fresh eye, the first impression must surely be one of dignity and solemnity. It is an impression created not only by the pose and bearing of the central figure herself, and her costume, but also by the attitude of her two shadowy attendants, by the arrangement of the figures and by the colour. The painting is in fact the brilliant successful synthesis of images and ideas from a wide variety of sources".

Spoken Interaction

- Pair up with your friend and look at the black and white picture of Taras Shevchenko below. Complete the dialogue discussing the possible choice of colours for it and explain what effect these colours may produce on the viewers. Use the beginning given:

- I think T. Shevchenko's picture should be coloured in Ukrainian style.
- Do you mean bright colours?



Useful phrases

- ✓ I share your opinion/view
- ✓ I'm of the same opinion
- ✓ I'm with you on that
- ✓ I'm all for it
- ✓ There is something in what you say, but...
- ✓ I can't agree with you entirely, but...
- ✓ I think I can't agree with...

Becoming a Digital Native

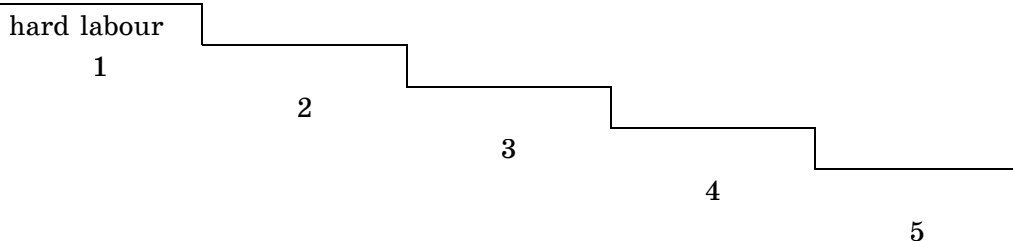
- Using the free web-site "Voice Thread" <http://voicethread.com/> find more information about your favourite genre of painting and its bright representatives and present it to your classmates. Group up with other classmates with the same preferences and:
 - say why this genre is special to all of you;
 - compare your opinions and find differences and similarities in them.



Listening

a) Before you listen

You are going to listen to a story of a young man who wanted to become an artist. In groups think and decide what qualities make a good artist. Rank his/her qualities in order of importance and give reasons for your choice.



b) While you listen

Read the following statements and correct the mistakes in them.

1. Once a rich lady visited Mendoza late in the evening.
2. She asked a great artist to encourage her son to go on with his painting.
3. Her son thought much of Mendoza and had a few of his drawings.
4. The lady showed one of her son's paintings and it was a colourless daub of painting.
5. The lady promised to pay Mendoza a million dollars.
6. When the lady and her son came the next day Mendoza praised the boy's pictures.
7. In five years the boy came back to Mendoza to show his works again.
8. A rich relative gave Charlie money and he went to Paris to study art.
9. Mendoza looked at the new drawing and was displeased with it.
10. Most of all the young man wanted to live in Paris.

c) After you listen

Looking at the young man's painting the great artist exclaimed: "The young man's picture shows both humour and inspiration".

Debate about the following:

- What was in the young man's paintings that made the artist say these words?
- How does inspiration affect a young painter?
- Can you tell the painter who painted with inspiration from another one?
- The boy got one thousand pounds, which he spent on studying art. What would you do with such money if you were in his shoes?

Writing

a) Before you write

- If you want to ask an artist questions about his/her life, experiences, creative activity, views on art or works of other painters etc. for a newspaper, magazine or TV programme, learn how to write an interview.
- Think and decide what 10 'thin' and 'thick' questions you'd like to ask. Use the table given.

“Thin” questions presuppose short answers.	“Thick” questions presuppose detailed answers.
Example: <i>When did you take up painting?</i>	Example: <i>Why do you enjoy painting?</i>
_____	_____
_____	_____
_____	_____

b) While you write

How to write an interview about an artist

Content Tips	Language Tips
<p>Ask an artist about:</p> <ul style="list-style-type: none"> • the place the artist comes from; • the trend of art he/she belongs to; • the reasons for joining the trend; • the genres he/she likes to express his/her feelings in; • the paintings he/she finds successful; • his/her future plans. <p>End the interview with an expression wishing good luck.</p>	<p>Where do you come from?</p> <p>What is your favourite...? Why did you take up...?</p> <p>What do you like (dislike)...most about...? What are you going...? What are your plans for...? I wish you every success! I wish you all the best.</p>

Go to your First Aid Kit on p. 217 for a Sample of an Interview

Culture Comparison



1. The 17th-19th centuries are considered to be ‘the golden epoch’ in British pictorial art. What was the most productive period for Ukrainian artists?
2. At that period, England saw a brilliant succession of great painters. What are the most renowned Ukrainian painters?
3. English painters were especially great at two genres – portraits and landscapes. Give foreigners tips as to the most popular genres of painting in Ukraine.



At Home: Imagine you had a chance to interview your favourite artist. In your workbook, write a list of questions you would like to ask him/her.

3.3. Are Art Galleries and Museums in your List of Likes?

Word Bank

- pretence
- snootiness
- to count
- splatter(s)
- to worship
- to marvel

Phrase Bank

- to beam with joy
- to be under the impression
- to be enthusiastic about something
- to do the gallery (museum)
- to get an unforgettable artistic experience
- to enjoy every minute of something
- to provide an emotional outlet
- to take one's eyes off something
- to regard something highly
- to reevaluate the values of something

Communicative Box

- A good guess!
- I'm burning with impatience...
- Super!
- For one thing...

I. Go Ahead!

Look at the photos of some art museums and picture galleries and match them to the places they are situated in. Say which of them you've visited or dream about visiting and why?



The Tate Gallery



The Metropolitan



The Hermitage Museum



The Museum of Western and Oriental Art



The Louvre



The National Gallery

- a) London
- b) New York
- c) Paris

- d) Kyiv
- e) St. Petersburg
- f) London

Example: *I'm interested in modern art and I'd like to visit the Tate Gallery, which contains paintings of many contemporary art styles. I want to see them all in one museum and find differences and similarities.*

II. Reading

- a) Read two dialogues of Ukrainian and American teenagers and say about their attitudes to visiting art museums and galleries. Who are you with?

A TALK ON ARTS

Part 1

Ann: Hey, Helen, you are beaming with joy. Have you got a lucky lottery ticket or something?

Helen: A good guess. I'm going to London with my parents for a week.

Ann: Wow! That's really great! I visited London last summer and I'm still under the impression – all those ancient castles, monuments and museums. I look back on my visit with affection.

Helen: Now that you've mentioned museums, what museum of fine Arts or a picture gallery will you recommend me to see?

Ann: I recognize my friend, a great admirer of Arts! London has a lot to offer even for those who are not particularly enthusiastic about pictorial art as I am. I remember when our English teacher suggested me doing **the** National Gallery I thought it would be a drag...to follow joining crowds of tourists, following the guide, you know. But when I did go there I enjoyed every minute of my visit and got an unforgettable artistic experience.

Helen: That's amazing! You never showed much interest in art.

Ann: Right, I thought picture galleries are good for elderly people. But I've changed my mind entirely. Now I believe that real works of art can provide an emotional outlet.

Helen: Glad to hear it. And what genre of painting were you impressed by?

Ann: Landscapes. I guess, I couldn't take my eyes off Gainsborough's masterpiece "Cornfield". The picture is painted in calm colours and evoked a nostalgic feeling in me. It reminded me of my native Ukraine. It was so poetic in tone and atmosphere. The guide said it was painted from nature.

Helen: True, true. Great painters make us see and think a great deal more than the objects before us. I also like landscapes and portraits. I visited **the** museum of Western and Oriental Art in Kyiv and saw wonderful landscapes of Tetyana Yablonska there. Now I'd like to see portraits of Kateryna Omelchuk who paints in the style of symbolism. I believe it might be



unusual. By the way, next spring our language club is going to visit London.

Ann: Great! Then you should visit **the** National Portrait Gallery in London. I know that this is **the only** place where a professional national artist shows the visitors round the Gallery and gives lively interpretations of portraits. These guided tours are a dream.

Helen: Super! I'm burning with impatience to see everything with my own eyes.

Part 2

Robert: Hi, Matt. Do you remember that we were given an assignment to visit the new exhibit at the Metropolitan museum?

Matt: Are you serious?! I don't want to have a look at a bunch of paintings that were created to give rich people something to do with their money. Such museums have no effect on me.

Robert: Wow, you have pretty negative feelings about doing the museum.

Matt: Well, maybe I just don't understand art very well. But I really have a difficult time seeing why people get so excited about art, especially paintings.

Robert: I think that is what we are going to learn about in our art class.

Matt: That's good. **The only** artist I have ever liked was Norman Rockwell. There is no pretence or snootiness in his illustrations and I have a deep affection for his works. They are **the right** things to look at.

Robert: Yes, Rockwell was definitely an artist of the people, but I wouldn't rank him as one of the world's great artists.

Matt: That's what I don't understand! Rockwell's illustrations say so much about American life, and are very popular with common people but critics don't regard his work very highly. Doesn't popular appeal count for anything?

Robert: Well, for one thing, Rockwell's work wasn't very artistically complex, from a technical point of view. Calling his pictures "great" is just an affectation.

Matt: Neither are Jackson Pollock's painting splatters or Andy Warhol's paintings. I can't believe these guys are even regarded as artists! My five-year-old sister makes better pictures in the kindergarten.

Robert: But Pollock was trying to say much more with his art. He was really **the very** artist who forced the art world to reevaluate their values and definitions of art and Andy Warhol was **the first** to break away from the European artistic example.

Matt: You seem to know an awful lot about art. Have you studied it before?

Robert: Yes, I spent my junior year in high school as an exchange student in France. My host parents were both artists. They taught me a lot about appreciating art.



Matt: France! Well, I guess, you've visited **the** Louvre. You must have spent the entire time visiting museums and looking at art. France is a great place to go.

Robert: I did. But I also learned that Americans and Europeans have very different attitudes towards art.

ACROSS CULTURES



Thomas Gainsborough (1727–1788) – a British artist best known for his portraits and landscapes. Also one of the greatest English masters.

Norman Rockwell (1894–1978) – a US artist known for his pictures which appear on the cover of the Saturday Evening Post. The pictures show children and families in ordinary places such as at home, in the countryside, or small shops.



Jackson Pollock (1912–1956) – a US artist known for his very abstract paintings which are full of colour. He often made them by putting the painting on the floor and then walking around it, letting the paint drip from sticks.

Andy Warhol (1928–1987) – an American artist of Ukrainian origin who was the leading figure in the USA known as pop art.



Tetyana Yablonska (1917–2005) – a famous Ukraine landscape painter, obtained the Hero of Ukraine award in 1979 and T. Shevchenko award in 1998.

Kateryna Omelchuk (1982) – a Ukrainian painter and a member of The National Painters Union of Ukraine. She paints landscapes, still lives, portraits in the style of figurative symbolism.



b) Read the dialogues again and match the characters with their sayings about art.

	<p>a) I recognize my friend, a great admirer of art. b) I really have a difficult time seeing why people get so excited about art, especially paintings. c) Great painters make us see and think a great deal more than the objects before us. d) I have a deep affection for his works. e) When I did go there I enjoyed every minute of my visit and got an unforgettable artistic experience. f) Pollock was the very artist who forced the art world to reevaluate their values. g) I know this is the only place where a professional national artist shows the visitors round the gallery and gives lively interpretations of portraits. h) I believe that real works of art can provide an emotional outlet. i) You must have spent the entire time visiting museums and looking at art. j) I also learned that Americans and Europeans have very different attitudes to art</p>
Ann	
	
Helen	
	
Robert	
	
Matt	

III. Language Track

Phonetics in Context

From the text, find and reproduce exclamations with correct intonation following the pattern. Practise them with your partner.

Pattern: – *I'm going to London with my parents for a week.*
 – *Wow! That's really great!*

Words and Phrases in Context

- From the text, reproduce the sentences with the following vocabulary items 'effect – affect'; 'affectation – affection' in context. Use the electronic dictionary and analyse the difference in meaning. Illustrate them in your own contexts.
- From the text, reproduce words and phrases in context which characterize feelings and emotions of teenagers while doing the art galleries. Say what feelings and emotions you experience when visiting an art gallery or a museum.

Unit 3

Example: *I visited the National Gallery in London and I'm still under the impression. As for me I'm always excited at the prospect of doing an art gallery, because I have a chance to see the paintings which I can't but worship.*

- From the text, reproduce words and phrases related to doing art galleries/museums to complete the word-cloud. Make up a short story connected with your experience of visiting a picture gallery using the word cloud.



Becoming a Digital Native

- Choose one of the sites suggested and design your own word cloud of art words and phrases.
 - <http://www.wordle.net>
 - <http://www.tagxedo.com>
 - <https://worditout.com/word-cloud/create>

Grammar in Context

1. From the texts, reproduce the sentences with the names of museums/picture galleries and the words *first*, *only*, *right*, *wrong*. Say what article is used with them.

Go to your First Aid Kit on p. 188 for more information

2. Read the dialogue and put the or – (no article) in each blank.

Dialogue

- Do you want to know more about ... British pictorial art?
- Sure. I'm going to study at ... Art school.
- Then let's go to ... National Gallery.
- With pleasure. I love to paint ... sea and want to see Joseph Turner's seascapes. He is ... very artist I want to know more about.
- Great! This is ... right place to go to ... Gallery exhibits many of his paintings.

- Will it be open on Monday?
- Yes, it was closed at ... Christmas. It usually doesn't work on ... holiday. But Monday is OK.
- Excellent. Let's go then.

3. Move round the classroom and find out:

- what museums/art galleries your friends visited;
- what painting they liked the best there;
- who in their opinion is the right artist to glorify their favourite genre of painting.

Present your findings to the class. Use the following phrases:

- ✓ I've found out that...
- ✓ Some of my friends...
- ✓ Most of my classmates consider...

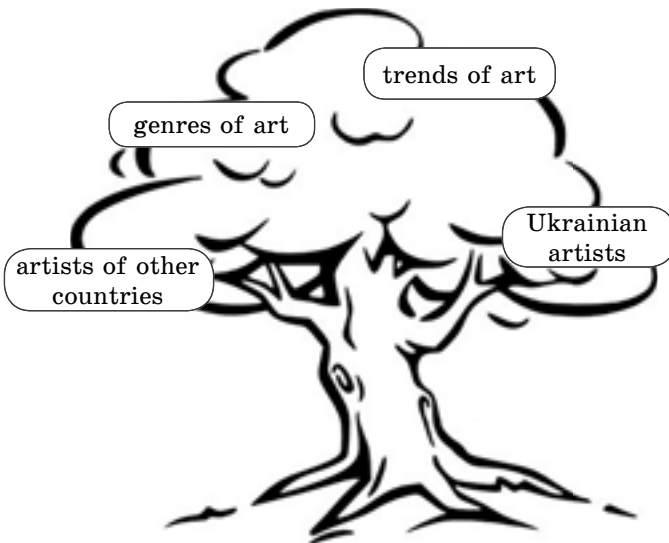
IV. Communication Track

Speaking

Spoken Production

• **Food for Thought**

You are going to visit the museum of Western and Oriental art in Kyiv. What trends, genres of art and the works of what artists are you supposed to see? Fill in the prediction tree and explain your ideas.



Spoken Interaction

- **In pairs, read / listen to what teenagers say about doing the art gallery / museum, choose the one you like most and make up your own dialogue on its basis. Use phrases for emphasizing important points:**

Useful phrases

- ✓ I would like to stress that...
- ✓ I appreciate...especially...
- ✓ ...is the highlight of exhibition
- ✓ I'd like to draw your attention to...
- ✓ ...makes...special
- ✓ I'd like to emphasize...
- ✓ It's necessary to understand
- ✓ I find...important



Mag

When I'm at the art museum, I feel that I have a revelation. I look at unsurpassed masterpieces, so powerful and unique and feel a desire to go down on my knees before them.

I was not much of an art admirer until last summer. "The Ninth Wave" by Aivazovsky was the very painting that changed my attitude to art and art galleries. When I looked at it I got a shock how this work of art asserted its power on me – evoking a storm of feelings. It had the effect of undermining a lot of what was around it.



Dan



Oksana

When I visit the picture gallery, I marvel with a kind of gratitude that the artists have painted the incredible paintings around me. Some of them appeal to me, others leave me cold, but all of them make me think, analyse, compare. It is like an art lesson, where the paintings are teachers.

- You can often hear people say "one person's masterpiece is another person's garbage". In groups argue for and against the statement. Support your ideas with interpretations of your favourite paintings. Use the following plan.

- ✓ What I see when I look at the pictures is...
I find...
- ✓ This looks like...
- ✓ ...reminds me of...
- ✓ I get the strong sense of...
- ✓ It strikes me that...
- ✓ I'm inclined to think...
- ✓ I'm absolutely convinced that...
- ✓ I may be wrong, but...



Listening

a) Before you listen

You are going to listen to Helen's impressions of visiting the exhibition of folk Ukrainian art in the Art Gallery in Kyiv. Look at the pictures from the the exhibition and say what makes them original and typically Ukrainian.



Petrykivka painting



Mariya Prymachenko



Lessya Kara-Kotsya



Paraska Vlasenko

b) While you listen

Listen to Helen's impressions of her visit to the exhibition and choose the correct answer.

1. Who taught Helen folk art?
 - a. her parents;
 - b. her granny;
 - c. a young artist.
2. Why did the girl go to Kyiv one day?
 - a. to see the places of interest;
 - b. to visit the exhibition;
 - c. to meet her friends.
3. Whose pictures did she find warm?
 - a. Mariya Prymachenko's pictures;
 - b. Paraska Vlasenko's paintings;
 - c. Lesya Kara-Kotsya's pictures.
4. Who continued Mariya Prymachenko's ideas?
 - a. her pupils;

- b. her grandchildren;
 - c. her husband.
5. What impressed Helen in Prymachenko's paintings?
- a. the artist's ability to transfer into paint different sides of country life;
 - b. the artist's desire to show the life of the city;
 - c. the artist's attitude to other painters.
6. Why did the works of Lessya Kara-Kotsya make Helen gasp?
- a. they were extremely colourful;
 - b. they were very lyric;
 - c. they were extraordinary.
7. How did Lessya Kara-Kotsya create her paintings?
- a. she borrowed the ideas from life;
 - b. she followed other painters;
 - c. she imagined the themes of the pictures.
8. What are the paintings of Lessya Kara-Kostya characterized by?
- a. symbolism;
 - b. realism;
 - c. expressionism.
9. Who presents the clothes in the artist's famous Polyptych "The Pretaporte Collection of Seasons"?
- a. young girls;
 - b. elderly people;
 - c. animals.
10. Why was the visit memorable for Helen?
- a. she understood how to paint in Ukrainian folk style;
 - b. she met great masters of Ukrainian folk style;
 - c. she had a master class in the exhibition.

c) After you listen

Helen is interested in folk art, that's why the paintings of folk art masters were very memorable for her. What works of art impressed you in any art exhibition? Fill in the art journal.

Art Journal

<i>The most memorable pictures I've seen</i>	<i>My commentaries</i>

Writing

a) Before you write

If you want your friend who is not with you at the moment to do the art/museum/gallery with you write him/her an invitation.

- Brainstorm with your friends and decide what information should your invitation contain.
- Make a list of possible words and phrases to convince your friend to join you.

b) While you write

How to invite to the art exhibition

Content Tips	Language Tips
<ul style="list-style-type: none"> • Name the event you are inviting your friend(s) to. • Name the place where it will be held. • Name the time. • Ask for confirmation of your friend's coming. • Leave the name and the phone number of the contact person. 	<ul style="list-style-type: none"> • Will you be able to... • ...is held... • Why don't you... • It's starting at... • ...please, let me know if... • Give me a call beforehand... • RSVP is the abbreviation for the French words <i>repondez sil vous plait</i> that means "please, reply".

Go to your First Aid Kit on p. 217 for a Sample of an Invitation

Culture Comparison



1. The National Gallery in London, and the Metropolitan Museum in new York are world famous. Say what art museums or galleries of Ukraine are widely known.

2. What culture tips as to visiting art exhibitions in Ukraine can you give to foreigners?



At Home: Search the Internet and find the information about any museum you'd like to visit. Make a presentation for your friends.

Write an invitation to your friend to visit any art exhibition.

3.4 Developing Integrated Skills

1. It's a well-known fact that the masterpieces of painting transform experience, they are inexhaustible source of beauty which derives from the artist's outlook, his ability of combining form and colour into a harmonious unity. Who of Ukrainian artists created such masterpieces, which make your heart swell with pride? What pieces of art brought fame to Ukraine? Make a presentation and share it with your classmates.

2. Imagine you are a manager of an Art Gallery. You've learned that in 2017 in honour of the great American artist of Ukrainian descent Andy Warhol a square in Zakarpattya region got his name and the village of Minay (western Ukraine) has been renamed into Andy Warhol. You decided to buy one of the artist's pictures for your gallery because you were donated \$ 500.000.



- How much money would you need for buying one of the pictures of this great countryman?
- Would the sum of money you have be sufficient for it? If not where can you take the money you need?

3. Sport and leisure time found the reflection in art. Look at the paintings below and say if they affected healthy way of life. In teams give your pros and cons.



E. Degas "A Jockey before Race"



T. Gainsborough
"Robert Andrews and Mary,
his wife"



A. Matisse "Dance"



G. Seurat "A Sunday Afternoon on the Island of La Grande Jatte"



Claud Monet "Breakfast on the Grass"



G. Seurat
"The Circus"

3.5 Your Test Pack

A. Use of English

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

1. The exhibition of Folk art exhibits _____ paintings of great Ukrainian artists.	COMPARE
2. The works of impressionists are easily _____ due to their special manner of painting.	RECOGNIZE
3. I like the artist's _____ of the country life.	INTERPRET
4. I think it's not a piece of art, it's _____ of art.	PRETEND
5. The picture was so _____ that it made me gasp.	IMPRESSION
6. Doing the art museum I always get an _____ artistic experience.	FORGET
7. The art lesson of miss Mini gave many students an _____ outlet.	EMOTION
8. "Sunflowers" of Vincent van Gogh _____ him a lot. He couldn't but think of it again and again.	AFFECTION
9. Our visit to the Tate gallery was the most _____ event.	MEMORY
10. My heart swells with _____ when I think about Ukrainian artists who contributed to world art.	PROUD

2. Complete the sentences using the correct form of the verbs in brackets.

- The artist agreed _____ (to finish) his picture in time.
- She enjoyed _____ (to paint) flower pieces in her own style and colours.
- If you didn't visit the exhibition I strongly recommend you _____ (to do) it.
- The manager of the gallery promised _____ (to take) our pictures for the show.
- Painting in soft colours the artist intended _____ (to make) his landscape romantic.
- If you avoid _____ (to use) such brush strokes the painting will take another look.
- Ann adores _____ (to paint) from nature and you can always find her in the park or garden.
- Tom planned _____ (to participate) in the exhibition, but suddenly changed his mind.

9. We hoped _____ (to see) Andrew's portraits of our groupmates but he refused to show them.
10. Val risked _____ (to talk) to a great master about his taking up art.

B. Listening

Listen to the information about the great seascape painter Ivan Aivazovsky and tick the correct statements.

1. Ivan Aivazovsky never painted war or historical events.
2. The artist painted his best picture at the age of 18.
3. "Amid the Waves" is marked by the unity of its colours.
4. In "Amid the Waves" Ivan Aivazovsky expressed his poetic feelings.
5. Ivan Aivazovsky was true to his art till the end of his life.
6. The artist painted to the last day of his life.
7. Ivan Aivazovsky died in autumn.
8. There is an engraving in old Armenian on his tomb.
9. Ivan Aivazovsky set up a picture gallery and an art school in his native place.
10. He painted much, but a lot of his pictures mysteriously disappeared.

C. Reading

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

ART IN THE UNITED STATES

The pictorial art tradition has never been as strong in the USA as it has been in Europe. **B (0)** its history the US has generally _____ 1 _____ European art movements. The American _____ 2 _____ from many artistic periods remain relatively _____ 3 _____ to Americans. Most artists of promise in the past have chosen to leave the USA and _____ 4 _____ their artistic training and career in France or Italy.

It wasn't until the _____ 5 _____ art movement in the 1950s and 60's that the US broke _____ 6 _____ from the European artistic example. The _____ 7 _____ artistic expressions of Andy Warhol, Jackson Pollock and other members of the "pop art" movement succeeded _____ 8 _____ creating a medium that was _____ 9 _____ in European nature. The works of these artists attempted to tear _____ 10 _____ the stereotypes that have always existed in the art world and to make art more accessible to the masses.

	A	B	C	D
0	moreover	throughout	within	therefore
1	paralleled	invented	developed	created
2	authors	critics	representatives	art dealers
3	famous	unknown	much spoken	renowned

4	pursue	learn	study	resume
5	classical	romantic	realistic	pop
6	out	away	off	with
7	unconventional	traditional	well-known	usual
8	with	at	of	in
9	well	distinctly	lucky	obvious
10	down	off	out	away

D. Writing

Suppose you are going to hold an exhibition of Ukrainian art in your school. Write a review of the most popular Ukrainian art styles, genres of painting and artists you'd like to exhibit. Give reasons for your choice.



Unit 4

SCHOOLING: PER ASPERA AD ASTRA

In this unit, you will learn how:

- to describe your school experience;
- to speak about tests;
- to discuss your picture of the universe;
- to develop your integrated skills;
- to update your sociocultural competence through reading;
- to check your knowledge and skills on your way to independent testing.



Unit Four: Schooling: Per Aspera Ad Astra

4.1. What is your schooling history?

Word Bank

- freshman
- sophomore
- homeschool
- homeroom
- to annoy somebody
- to graduate from something
- reminiscences

Phrase Bank

- academic excellence
- to share one's thoughts and feelings
- juvenile delinquent
- to receive mostly As and a few Bs
- to reward somebody for something
- to achieve a goal
- to show a particular talent for something
- to be flabbergasted
- to explore one's talents
- to have a positive role model
- to be a far cry from something

Communicative Box

- However...
- Since...
- Thank goodness...
- If you ask me ...
- I'd say ...
- Lucky for me ...

I. Go Ahead!

Look at the photos and say what age groups these people belong to. What is typical of schooling at different ages? What were you like at each age?



Example: *On the first day of school, this boy seems to be full of expectations. He has so many discoveries ahead. I, personally, began to enjoy school from the very start.*

II. Reading

a) Read the following extract from an American teenager's biosketch (p. 100) and choose the right title for each part.

LIFE AFTER KINDERGARTEN

By Bruce Lansky

- A Bruce's high school years
- B Bruce's elementary school days
- C The first day of school
- D Out of the elementary into the middle school

1 My father must have been very successful. He and my mother **had spent** most of their weekends looking for a home in a community with 'good schools' before they finally settled on Scarsdale, and we moved to a home that seemed to be in the 'country.'

As I unpacked my belongings, I worried about how I would survive another year of *kindergarten* in such a bastion of academic excellence. However, I was flabbergasted to discover that by the first day of school, I **had graduated** from kindergarten, **skipped** first grade, and was now in second grade.

Since I was no longer wearing diapers or sucking my thumb, there wasn't much to tease me about. But because I was the shortest kid in class, the teacher put me first in every line. It annoyed the kid who had that honor the previous year, so I came back from my first day of school with a black eye.

The battle wound gave the kids at my neighborhood bus stop an idea. They used me as a punching bag whenever they caught me. Lucky for me, I was pretty fast. I'd arrive early at the bus stop, hide behind a bush or tree, then scamper onto the bus after everyone else was on. I'd sit near the driver for safety.

2 As I wasn't on homeschool program, I quickly made friends and began to enjoy school. I seem to recall that there were five boys and about twelve girls in my homeroom – a far cry from overcrowded classrooms I see today when I visit schools.

I did well in school, receiving mostly As and a few Bs. I was always chosen to be on teams. If you ask me about my elementary school days, I'd say I was happy, popular, and a good student. But I don't think that's what my parents would say. You see, I wasn't particularly enthusiastic about attending Sunday school or practicing my clarinet. My parents, who should have been happy that I wasn't a juvenile delinquent, were always on my case.

3 When I began the fifth grade, I noticed that I was still the shortest kid and that a lot of kids were, suddenly, twice as tall as I was.

We had a recreational baseball league on Saturdays. I was the shortstop and usually batted first because I almost always got on base. Being short, I had a pretty small strike zone. If a pitcher did find the zone, I'd usually get some wood on the ball—enough for a single or double. I made up my mind in the seventh grade that I would go the whole season without striking out. I almost achieved that goal until I faced a pitcher who knew how to throw a curve ball.

4 My father must have become even more successful because we moved to a bigger house in a nicer neighborhood. I started the eighth grade not knowing anyone in my new school. I was still the shortest kid, but I had no trouble

getting picked for basketball or touch football games – I lived across the street from an athletic field and always supplied the game ball.

I did pretty well academically in my first two years of high school, but nobody seemed to notice me. Then in my junior year, I made the varsity soccer and wrestling teams. I remember running around Scarsdale High School in my tights to lose weight for the weekly prematch weigh-ins. I was ‘discovered’ by some sophomore and freshman girls, and high school started to be fun. In my senior year, I broke my ankle when I went out for the lacrosse team, so I wrote a sports column for the school newspaper. I don’t think I showed any particular talent for writing in high school. The *New York Times* never offered me a million-dollar signing bonus to skip college and cover the Yankees.

AmE kindergarten – a school or class for children aged five



BrE kindergarten – a school for children aged two to five

(Adapted from: www.goodreads.com)



b) Read the extract again, fill in the chart, summarise the information and comment on Bruce Lansky’s schooling history.

• <i>Elementary school</i>	• <i>Middle school</i>	• <i>High school</i>
First day of school		

Being a Digital Native

Use one of the sites below and design your own word-clouds with words and phrases attributable to a description of school experience.

- <http://www.wordle.net>
- <http://www.tagxedo.com>
- <https://worditout.com/word-cloud/create>

III. Language Track

Phonetics in Context

In the text above, find and reproduce 10 words with the sounds / i / and / i : / in context. Practise saying them in your own sentences.

Example: /i/ I was flabbergasted to discover that I had graduated from kindergarten, skipped first grade, and was now in second grade.

Words and Phrases in Context

1. From the texts above, reproduce the words which may complete the following definitions. Say what stages of schooling they represent.

- ✓ _____ is a student in the first year of high school or university.
- ✓ _____ is a student who is in their second year of study at a college or high school.
- ✓ _____ is a student in the year before the final year of high school or college.
- ✓ _____ is a student in their last year of high school or university.

2. From the text above, reproduce the sentences with the vocabulary items 'home-school' and 'homeroom' in contexts. Use an electronic dictionary and analyse the difference in their meaning. Illustrate them with your own contexts.

3. From the text, reproduce the words and phrases which characterize students doing well or not doing well in school. Make up your sentences with them.

Example: *to receive mostly As and a few Bs*
I did well in school, receiving mostly As and a few Bs.
In my opinion, it is crucial to receive mostly As and a few Bs in high school so that you could do well on final tests.

Grammar in Context

1. From the text, read out the sentences with the verbs in the Past Perfect in bold and interpret their meanings in the context.

2. Complete the instruction and illustrate it with your own examples.

If you want to show that something happened before another past event, use ...

Go to your First Aid Kit on p. 188 for more information

*3. Answer the questions about Bruce Lansky's schooling, using the correct tense.

- What had Bruce Lansky done before he went to school?
- What did he discover on the first day at school?
- Why did he come back from his first day of school with a black eye?
- How did Bruce remember his elementary school days later?
- What changed in his school life when he began the fifth grade?
- Why had he changed school before the eighth grade?
- What had happened to him before he started writing a sports column for a school newspaper?

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Look at the objects below and say how they can describe your school experience in terms of:

- academic excellence;
- communication;
- sports.



Say how much you enjoy school. Make a list of features that can make school life enjoyable. Explain your choice.

Spoken Interaction

In pairs, talk about your schooling history. What events of your school life would you like to present at a party of reminiscences? Use the following phrases to complete the dialogue.

Useful Phrases

- ✓ I remember...
- ✓ I was flabbergasted to discover...
- ✓ If you ask me...
- ✓ I seem to recall...
- ✓ It's a far cry from...
- ✓ I wasn't particularly enthusiastic about...
- ✓ My parents should have been happy that...
- ✓ Lucky for me...

A: ...

B: ...

A: ...

B: ...

A: ...

B: ...

A: What a nice party of reminiscences we've just had!

B: Exactly!

In the whole class, dispute over the given statements and come up with your solutions:

School Life:

Most irritating moments – Morning alarm

Most lovely time – Meeting friends

Most tragic moments – Surprise test in 1st period

Most wonderful news – Teacher is absent!

a) Before you listen

You are going to listen to the news report about behaviour contracts to be introduced in British schools.

Think and decide what rules could be included in the contracts.

Guess who will be responsible for schoolchildren's behavior from now on.

b) While you listen**Mark the true statements**

1. All children will be forced to sign contracts.
2. Home School Agreements have already been in use.
3. Behaviour contracts are meant for state schools.
4. Fathers and mothers will be able to complain about other parents.
5. The new rules will only refer to behaviour code.
6. Parents will be brought to court if their children repeatedly break the rules.

c) After you listen

Use the Internet resources and do some individual research about school rules in Ukraine, Britain and the USA. Present your findings to the class.

Writing

a) Before you write

A biosketch is a piece of writing that someone does about his or her own life. You do not have to be famous to write your own biosketch. Many people simply write down their biosketches because they enjoy writing. Others write to preserve their life story for future generations.

- Brainstorm with your friends what school life story you would like to preserve for future generations.
- Make a list of words/phrases you'll use in your biosketch.

b) While you write

How to write a biosketch

Content Tips	Language Tips
Develop a core concept	On the first day of school ... I worried about how ... When I began the fifth grade, I noticed that ...
Outline your school life	I started the eighth grade ... Then in my junior year ... That's the year I learned to ...
Paint a mental picture with your words	They used me as ... Lucky for me, ... I was flabbergasted to discover that ...

Go to your First Aid Kit on p. 217 for a Sample of a biosketch

Culture Comparison



Every country has its own traditions in schooling. Here are some questions your international friends may ask you about your school years. How would you explain the Ukrainian realia to them?

- 1) How do the stages of schooling in Ukraine differ from those in the USA / Great Britain?
- 2) What are some of the most typical rules in Ukrainian schools? How similar are they to those in American / British schools?
- 3) How does your school contribute to human development? What would you like to borrow from American / British school systems?

At present, Ukraine is undergoing a school reform. Search the Internet and find some information the New Ukrainian School project and present it to the class.



At Home: Write your biosketch "Life after kindergarten".

4.2. Can you do well on a test?**Word Bank**

- to proceed
- prompt
- fabulous
- proofreader
- ironic
- to trump something
- tip
- auditory
- visual
- kinesthetic

Phrase Bank

- to craft an essay
- standardized test
- to take a test
- to create/develop a test
- to provide a corrected version of something
- to alert somebody to something
- to catch an error
- to report an error
- (not) to make sense
- to edit a paper
- to share a laugh over something
- to be a stickler for grammar/vocabulary
- to optimize one's learning process

Communicative Box

- Make sure ...
- It's one of those things where ...
- It annoys me when ...
- What is this if not ...?
- ...as you might imagine...

I. Go Ahead!

Read these sayings about testing and comment on their meaning. Which of them can help you to become a better learner? How?



- No one tests the depth of a river with both feet.
- The test is to recognize the mistake, admit it and correct it. To have tried to do something and failed is vastly better than to have tried to do nothing and succeeded.
- Gold is tested by fire, man by gold.
- The test of any man's character is how he takes praise.
- Distance tests a horse's strength. Time reveals a person's character.

Example: *I believe there are grains of truth in the saying about distance testing a horse's strength. Regarding tests, it implies that it usually takes a lot of time to prepare for a test properly. To become a better learner, I need to plan what to learn and when to learn and – which is more – to stick to my plan.*

II. Reading

a) Read the article about testing and say which skills presented below helped a high school student to see an error on the state test.

- Reading carefully
- Listening carefully
- Speaking
- Editing
- Writing essays

Error on state test slips past everyone – except East High student

THE WICHITA EAGLE

By Suzanne Perez Tobias

Geoffrey Stanford's teachers always tell him to read tests carefully.

Every sentence. Every word. Slow down. Make sure you understand what's being asked, and then proceed.

So while taking his state writing test last week, the East High junior saw something that didn't make sense **because** the word "emission" – as in "the emission of greenhouse gases" – was spelled "omission."

BrE – spell – spelt – spelt
AmE – spell – spelled – spelled

"I thought, 'Surely they're not talking about leaving out carbon dioxide altogether.' It just didn't make sense," said Stanford, 17. "It had to be a mistake." It was.

Stanford, a linebacker and International Baccalaureate student, alerted English teacher Jennifer Fry, who alerted the district test coordinator, who alerted state education officials, who were, as you might imagine, embarrassed.

"You hate that sort of thing to happen, but it happens," said Karla Denny, spokeswoman for the State Department of Education, which created the test. "We're human."

This week, **due to** Stanford's careful reading, the department e-mailed test coordinators across the state to alert them to the error and provide a corrected version of the writing prompt.

Denny said the test was developed by a committee of more than 30 teachers from across the state. The five questions – writing prompts from which students must craft persuasive essays – were written almost two years ago and tested in 50 high schools last spring.

No one before Stanford had reported the error, Denny said.

«It amazes me. This went through all the channels, and the pilot project, and nobody caught it,» said Denny, a former English teacher.

"I think it's one of those things where the people writing the test were so close to it, they probably just read over it. It looked right."

Fry, the IB English teacher, said she was disappointed to see an error on the state test, but not surprised one of her students caught it.

“They’re perceptive readers,” she said.

Stanford, who prefers math to literature and plans to study mechanical engineering or sports medicine, said he doesn’t consider himself a fabulous proofreader.

“But when I edit my own papers, I’m a stickler for grammar and vocabulary and the correct use of words,” he said. “It annoys me when I see mistakes.”

He and Fry shared a laugh over the test error. It reminded them of a book the class read recently – Thomas C. Foster’s “How to Read Literature Like a Professor” – in which Foster proclaims, “Irony trumps everything.”

“What is this,” Stanford said, “if not ironic?”

Acros cultures: the USA

The International Baccalaureate (IB) – a nonprofit educational foundation, motivated by its mission, focused on the student. Their three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Founded in 1968, they currently work with 2,728 schools in 138.

The State Department of Education – the American government department which deals with educational policies and issues.

Thomas C. Foster – a university professor, the celebrated author of the books “How to read novels like a professor” and “How to read literature like a professor”.

- b) Read the article “Error on state test slips past everyone – except East High student” again and fill in the story line in chronological order. Comment on the events.

! ! ! ! ! ! ! ! ! !

Stanford
reporting the error

III. Language Track

Phonetics in Context

1. In the text above, find the words in which the letter ‘r’ and the letter combination ‘rr’ are read as /r/ or are silent. Reproduce the sentences with them in context. Practise saying them in your own sentences.

Example: /r/ error;

/ – / error

Error on state test slips past everyone – except East High student.

Words and Phrases in Context

1. From the text above, reproduce the sentences with the following vocabulary items: **emission – omission in context**. Using an electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
2. From the text above, reproduce the words and phrases which describe testing to complete the “word-cloud”. Interpret their meanings.

Testing**Preparation****Attention****error**

3. From the text above, write out words and phrases which belong to the following categories:
 - test preparation;
 - testing procedures;
 - attitudes to mistakes.

Use any category and make up a situation with them.

Being a Digital Native

Use one of the sites below and design your own word-clouds with words and phrases which show how to do well on a test.

- <http://www.wordle.net>
- <http://www.tagxedo.com>
- <https://worditout.com/word-cloud/create>

Grammar in Context

1. From the text above, reproduce grammar items in bold and interpret their meanings in context.
2. Complete the instructions and illustrate them with your own examples.
 - *If you want to refer to the reason for something, use...*
 - *If you want to indicate the purpose of something, use...*

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

3. Look at the photos (p. 110) and state the reason and/or purpose of these characters' doings and sayings.



Example: *I think the student raised her hand because she had a question to ask.*

IV. Communication Track

Speaking

Spoken Production

- **Food for Thought**

You can hear people say: “To err is human”. Recall any mistakes you have ever made and decide if they could stimulate your development. Fill in the question-and-answer chart and present it to your classmates.

Comparison Chart

Types of mistake	What happened?	Why did it happen?	How did you react?
Spelling			
Maths			
Relationship			
Sports			

Spoken Interaction

1. In pairs, interview Geoffrey Stanford about testing. Perform the following communicative tasks.

Communicative tasks

A (Ask about testing skills)

B (Explain how reading carefully can help)

A (Ask about the possibility of an error on a standardized test)

B (Tell Geoffrey Stanford’s story in brief)

A (Show surprise)

B (Say why you were surprised when you caught the error)

A (Ask about what needs to be done in such a situation)

B (Explain the procedure)

Useful Phrases

- ✓ Make sure ...
- ✓ I just didn't make sense.
- ✓ It reminded me of ...
- ✓ It's one of those things where ...
- ✓ It annoys me when ...
- ✓ What is this if not ...?
- ✓ Due to ...

Suppose you are responsible for preparing a group of school children for their first external test. In the whole class, design a project in the form of a list of learning tips. Bear in mind the necessity of:

- reading the test carefully;
- being a perceptive reader;
- understanding what is being asked;
- reporting an error if any.



Listening

a) Before you listen

You are going to listen to two American high school students talking about their learning experience. Look at the photos and try to predict their learning styles.



b) While you listen

Listen to Brenda and Matt and mark the true statements.

1. Brenda and Matt are in the same art history class.
2. Matt visited the art museum as part of his school assignment.

Unit 4

- Both students are self-directed learners.
- It is important for Matt to decide what to learn.
- He is an auditory learner.
- Brenda knows much about making a learning plan.
- Matt strongly believes in his learning abilities.
- Brenda appreciates his effort.

c) After you listen

In groups, think and decide what you would like to include in your self-directed plan.

Writing

a) Before you write

Brainstorm learning tips you could give to one another.

A learning tip is a helpful piece of advice as to how to optimize your learning process. It usually contains two or three sentences which indicate what you need to consider and why you have to know it as well as how you should act accordingly.

Make a list of words and phrases you'll use in your learning tips.

a) While you write

How to write a learning tip

Content Tips	Language Tips
What you need to consider	<ul style="list-style-type: none">– When you are thinking of ..., you might be able to ask for ...– Consider ...– You need to know ...
Why you have to know it	<ul style="list-style-type: none">– In order to optimise your learning process– If you can determine..., you can focus on– To reinforce your learning, ...
How you should act accordingly	<ul style="list-style-type: none">– You should ...– You will want to ...– You can ...

Go to your First Aid Kit on p. 218 for a Sample Learning Tip

Culture Comparison



Search the Internet and find the answer to the question:
What resources are available for you to practise self-directed learning?
Present your findings to the class.



At Home: Write a learning tip for yourself.

4.3. What is your picture of the universe?

Word Bank

- space
- eclipse
- light-year
- to rotate
- average-sized
- galaxy
- breakthrough

Phrase Bank

- determine / work out a distance to something
- to orbit around something
- to give a public lecture on something
- stellar birth
- to give a superior smile
- seem as obvious as something
- to date back to (time)
- to put forward an argument
- to be made possible by something

Communicative Box

- Only time will tell.
- In order to prove ...
- Rubbish!
- What you have told us is ...
- First ...
- Second ...

I. Go Ahead!

- Look at the photos and say what impact the things in them can make in the environmental protection.
- Read the questions written by Stephen Hawking, the world's greatest scientist, spend some time thinking about them and add your own questions to the list:

“We find ourselves in a bewildering world. We want to make sense of what we see around us and to ask:

- What is the nature of the universe?
- What is our place in it and where did it and we come from?
- Why is it the way it is?”

Example: *What is the centre of our universe?*

II. Reading

- Read these extracts from Stephen Hawking's book for the non-specialist “A Brief History of Time” and say how they relate to the illustrations given.

OUR PICTURE OF THE UNIVERSE

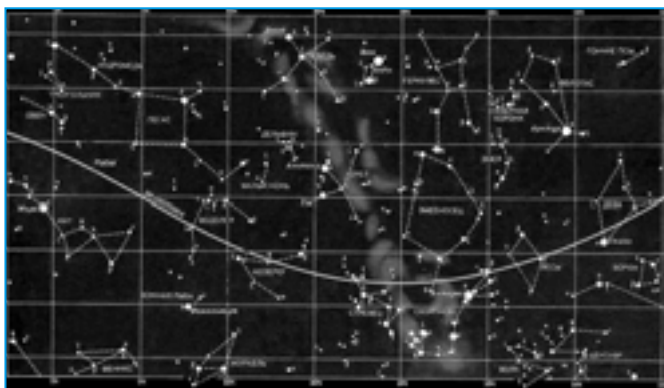
A well-known scientist (some say it was Bertrand Russell) once gave a public lecture on astronomy. He described how the earth orbits around the sun and how the sun, in turn, orbits around the centre of a vast collection of stars called our galaxy. At the end of the lecture, a little old lady at the back



Stephen Hawking

of the room got up and said: “What you have told us is rubbish. The world is really a flat plate supported on the back of a giant tortoise.” The scientist gave a superior smile before replying, “What is the tortoise standing on?” “You’re very clever, young man, very clever,” said the old lady. “But it’s turtles all the way down!”

Most people in the dim past would find the picture of our universe as an infinite tower of tortoises rather ridiculous, but why do we think we know better? What do we know about the universe, and how do we know it? Where did the universe come from and where is it going? Did the universe have a beginning, and if so, what happened before then? What is the nature of time? Will it ever come to an end? Recent breakthroughs in physics, made possible in part by fantastic new technologies, suggest answers to some of these longstanding questions. Someday these answers may seem as obvious to us as the earth orbiting the sun – or perhaps as ridiculous as a tower of tortoises. Only time (whatever that may be) will tell.



As long ago as 340 B.C. the Greek philosopher Aristotle, in his book “On the Heavens”, was able to put forward two good arguments for believing that the earth was a round sphere (before that people used to believe that the earth was a flat plate). First, he realised that the eclipses of the moon were caused by the earth coming between the sun and the moon. The earth’s shadow on the moon was always around, which would be true only if the earth was spherical. Second, the Greeks knew from their travels that the North Star

appeared lower in the sky when viewed in the south than it did in more northerly regions.

Our modern picture of the Universe dates back to only 1924, when the American astronomer Edwin Hubble demonstrated that ours was not the only galaxy. There were in fact many others, with vast tracts of empty space between them. In order to prove this, he needed to determine distances to these other galaxies ...



Edwin Hubble worked out distances to nine different galaxies by measuring their apparent brightness. We now know that our galaxy is only one of some hundred thousand million that can be seen using modern telescopes, each galaxy itself containing thousand million stars. We live in a galaxy that is about one hundred thousand light-years across and is slowly rotating; the stars in its spiral arms orbit around its centre about once every several hundred million years. Our sun is just an ordinary, average-sized, yellow star. We have certainly come a long way since Aristotle, when we used to think that the earth was the centre of our universe!

BrE – raund
AmE – arauud



Across Cultures: The UK /The USA

Bertrand Russell (18 May 1872 – 2 February 1970) was an English philosopher, logician, mathematician, historian, and social critic.



Edwin Hubble (November, 20, 1889 – September, 28, 1953) – an American astronomer. He profoundly changed our understanding of the universe by demonstrating the existence of other galaxies besides the Milky Way.

- 6) Read the text above again and fill in the milestones of the development of the picture of the universe in chronological order. Comment on the events.

! _____ ! _____ ! _____ ! _____ !

Aristotle

Being a Digital Native

Search the Internet and find the information about the universe. Present it to your class.

- <https://www.livescience.com/space>
- <https://www.nasa.gov>
- <https://www.space.com>

III. Language Track

Phonetics in Context

1. In the text above, find and reproduce wh-questions according to the pattern. Practise asking your own wh-questions about the universe.

Pattern: 'What do we 'know about the \universe, and 'how do we \know it?

Words and Phrases in Context

1. From the text above, reproduce the sentences with the following vocabulary items: *“ridiculous”* and *“fantastic”* in context. Using your electronic dictionary, analyse the difference in their meanings. Illustrate them in your own contexts.
2. In the text above, find and reproduce the words which are the derivatives from the following verbs and nouns. Interpret their meanings.

Example: *to collect – collection*

to demonstrate	science
to argue	sphere
to answer	infinity
to smile	astronomy
to reply	ridicule
	north

3. Look at the photos of the pictures of the universe suggested by different people. In the text above, find words and phrases attributable to each photo and use them to evaluate the ideas behind the pictures.



a flat plate



a round sphere



the centre of our universe

Grammar in Context

1. From the text above, reproduce the grammar items in bold and interpret their meanings in context.
2. Complete the instructions and illustrate them with your own examples:
 - If you want to talk about a past situation that no longer exists in the present, use ...
 - If you want to talk about past actions that do not happen now, use ...

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

3. Use *used to* or *would* to describe the picture of the universe of the dim past as in the example.

Example: – *Now we know that the earth is a round sphere.*
– *People used to think that the earth was a flat plate.*

- Now we know that the earth orbits around the sun.
- Ours is not the only galaxy.
- Each galaxy contains thousand million stars.
- The sun is just an ordinary yellow star.
- The sun orbits around the centre of a vast collection of stars.
- The eclipses of the moon are caused by the earth coming between the sun and the moon.

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Suppose you have volunteered to give a public lecture on science in the space museum. Make a 3-minute speech, basing it on the following question plan.

Question Plan

1. What breakthroughs in physics are you familiar with?
2. Have you ever been at a public lecture on science?
3. What physical phenomenon do you find ridiculous or hard to understand?
4. What argument can you put forward for your picture of the universe?
5. Have you ever seen the sun eclipse? The moon eclipse? What are they caused by?
6. What is the centre of our universe?

Spoken Interaction

Look at the picture, identify yourselves with the characters and complete the dialogue describing your picture of the universe. Use the phrases suggested:

Useful Phrases

- ✓ In order to prove...
- ✓ What you have told me is...
- ✓ The world is really ...
- ✓ My first argument is ...
- ✓ Second, ...
- ✓ We have certainly come a long way since ...
- ✓ Some day these answers may seem...
- ✓ We now know that ...
- ✓ Only time will tell.

Unit 4

Edwin Hubble: ...

Aristotle: ...

Edwin Hubble: ...

Aristotle: ...?

Edwin Hubble: ...

Aristotle: But why do you think you know better?

Edwin Hubble: Recent breakthroughs in physics suggest answers to some of these long-standing questions.

Aristotle: Only time will tell.

- In the whole class, dispute over the question in the poem “Per aspera ad Astra: Through Difficulties to the Stars”.

PER ASPERA AD ASTRA: THROUGH DIFFICULTIES, TO THE STARS

On the edge of waking
From quantum dreams,
Where evolution of galaxies
May not be what it seems,
Can science only stop
For a moment's silence

Without an explanation,
Just to consider the beauty
In violence of stellar birth
And the endless grace
Of galactic entropy?



Listening

a) Before you listen

You are going to listen to Helene Rotschild, a high school student who is striving through difficulties to the stars. Think and decide in what way people around her can help her in that.

b) While you listen

Listen to the poem “As I Grow” and correct the errors.

1. As I grow PLEASE listen to me, but don't give answers to my questions.
2. As I grow PLEASE reward me for telling lies.
3. As I grow PLEASE don't tell me when you make mistakes.
4. As I grow PLEASE spend no time with me.
5. As I grow PLEASE do the things that you don't want me to do.
6. As I grow PLEASE make me trust and respect you.
7. As I grow PLEASE don't help me to explore my unique interests.
8. As I grow PLEASE don't teach me to do the same as you do.

c) After you listen

In groups, suggest your versions to complete the sentence stem “As I grow PLEASE ...”

Writing

a) Before you write

A summary is a brief restatement of the main points of an article, speech, chapter, section or book without giving details. It does not include your own opinion.

- **Brainstorm with your friends what can be the most important parts of the piece to be summarized.**
- **Make a list of words/phrases you'll use to refer to these most important parts.**

b) While you write

How to write a summary

Content Tips	Language Tips
<p>Briefly tell what the books about.</p> <p>Keep your description short. Discuss the benefits of implementing these solutions and also the difficulties involved.</p> <p>Finish with a concluding thought of the book as a whole.</p>	<ul style="list-style-type: none"> – The major topic is ... – The events that moved the story forward include ... – The unique thing about ... seems to be ... – The book depicts ... – The central figure (idea) is ... – Not far into the book ... – Throughout most of the book ... – I would recommend it to others because ... – In the final chapter ... – There is no question that ...

Go to your First Aid Kit on p. 235 for a Sample of a Summary

Culture Comparison



Search the Internet and find the information to answer these questions:

- 1. What Ukrainian scientists have contributed to our modern picture of the universe?**
- 2. What school subjects can help you understand the nature of the universe? How?**



At Home: Write a summary of a science book /article of your choice.

4.4. Developing Integrated Skills

1. To succeed in life, we are trying to improve the quality of education. In the 21st century the quality of education includes the idea of life skills. What life skills should young people develop in school? Group up with your friends for the project and design a checklist for 21st century life skills.
2. Look at the photos and say which of these situations cause problems in Ukrainian schools. Rank them from 1 (the most serious) to 3 (the least serious) and come up with possible solutions to the problems.



bullying



cheating



plaguerism

3. Some people learn best in a classroom, some prefer hand-on learning, that is when physical activity is involved. Look at the photos which show opportunities for self-directed learning and decide whether you would like to use any of them. Make a list of pluses, minuses and interesting points (PMI) of becoming a self-directed learner.



4. Debate on two opinions and decide to which of them you'd like to stick to make the best of your school experience.



I believe that Henry Ford was right when he said, "You can't learn in school what the world is going to do next year."

In my opinion, there should be a good balance between being a good student and being able to enjoy your high school life.



4.5. Your Test Pack

A. Use of English

1. Read the text below. For questions (1–10) choose the correct answer (A, B, C, D).

Dear parents,

It's almost that time again – standardized testing is right around the 0(c). We ___1___ administering our test on February, 3d. You play an important part in helping students give their best performance ___2___ this important test. As you know, we have been ___3___ preparing and reinforcing the skills necessary for students to demonstrate their learning. Even though this assessment is a snapshot – one single ___4___ – it is important that our students have every advantage to do their very best. We don't want ___5___ test anxiety, rather we want our students to be as ___6___ as possible. There are many ways in which you can help your child put his/her best ___7___ forward...

Thank you for your continued support and involvement ___8___ your child's education. ___9___ we can make a difference!

___10___,

Dr. Alexander,
Principal,
Riverdale High School

	A	B	C	D
0	wall	door	corner	centre
1	are	will be	have been	were
2	in	at	for	on
3	lucky	busy	sorry	sure
4	perspective	prospective	initiative	directive
5	to lessen	to explain	to strengthen	to cause
6	stressed	prepared	relaxed	alerted
7	arm	hand	leg	foot
8	to	at	in	into
9	alone	together	only	just
10	Sincerely	Yours ever	Regards	Best

2. Read the guidelines that can help set students up for success on a test and fill in the right word-form.

1. Read to/with your child and make time to _____ what you've read.	DISCUSSION
2. Encourage reading for pleasure _____.	REGULAR
3. Set high _____ for grades and attendance.	EXPECT
4. _____ the importance of the test, but remember to build confidence, not anxiety.	EMPHASIS
5. Be positive and _____ in the fact that you know your child will do his/her best.	CONFIDENCE
6. Plan ahead to _____ conflicts on the morning of the test.	AVOIDANCE
7. Have your child dress _____.	COMFORT
8. Talk to your child about his/her _____ about the test.	FEEL
9. Take an _____ interest in what your child is doing in school.	ACTION
10. Provide a regular, quiet place for our child to read or _____ homework.	COMPLETION

B. Listening

Listen to the text "The University of Life" and match the beginnings with the endings of the following statements.

Statements

Beginnings	Endings
1. Once I left school ...	a) ... as an English speaker, I take it for granted that everyone speaks English.
2. I was searching for something ...	b) ... that wouldn't be easy.
3. In fact, that "gap year" ...	c) ... you think and think for hours; you analyse your life and everything around you.
4. At first I travelled ...	d) ... and turned eighteen, I realized I could do it.
5. The biggest culture shock for me was ...	e) ... I had time to examine my life.
6. The language barrier was a big shock since ...	f) ... being in the ethnic minority for the first time in my life.
7. Every day in South Asia ...	g) ... between school and university made me see the world entirely differently.

8. When you are on the road ...	h) ... in Asia with my pal Jim.
9. When I was away ...	i) ... is a little more positive than before.
10. My outlook on life ...	j) ... was a new experience.

C. Reading

Read the text and answer the questions:

1. What measures do modern parents take to prepare their child for school?
2. What families provide private lessons for their three-year-old children?
3. What does hot housing mean in the context of education?
4. When do children begin compulsory education?
5. Who created the system of hot housing?
6. How does a child's brain work, according to the founder of the system?
7. What is known about a teenager's learning capacity?
8. What children are ready for hot housing?

These days the competition to get a child to a good school is so intense that parents are increasingly using private tutors to help their child survive the education system. Some well-off parents even employ private tutors for their three-years old.

Hot housing becomes a growing trend in British education. It is also a phenomenon of the state system these days. Whereas children used to start formal education at five some now start at four and increasing numbers of state pupils are taking GCSEs before they reach secondary school. Dr. Ryde, a 71-year-old founder believes that the system is the right one. "When a child is young, their brains are like sponges, they absorb everything you give them", he says. By the time they are in their late teens, their ability to learn has lessened. So why is it wrong to give children who have a passion for learning extra education when they are ready for it?

Dr Ryne calls his pupils the OAPs (old age pensioners) of the academic world. He says: "As a plant in a hothouse gets intense heat so children need extra training at a young age".

D. Writing

Write an opinion essay on the following statement:

"Schooling today touches tomorrow".

If you agree with the statement, mention what needs to be done to make the statement a reality in the new Ukrainian school.



Unit 5

TOWARDS THE BEST QUALITY OF LIFE

In this unit, you will learn how:

- to describe your eating habits;
- to speak about your favourite physical activities;
- to discuss the value of travelling;
- to develop your integrated skills;
- to update your sociocultural competence through reading;
- to check your knowledge and skills on your way to independent testing.



Unit Five: TOWARDS THE BEST QUALITY OF LIFE

5.1. Are you food literate?

Word Bank

- nutrition
- nutritionist
- to campaign
- consumption
- commitment
- excess
- to appreciate
- franchise

Phrase Bank

- food literacy
- food security
- food skills
- fizzy drink
- processed food
- to launch a campaign
- to rid something of something
- to face the truth
- to be harmful to somebody/ something
- to be fit for something

Communicative Box

- It's no exaggeration to say that ...
- I've been wondering ...
- For instance, ...
- In particular, ...
- It's easier said than done.
- I couldn't agree more.

I. Go Ahead!

Look at the photos and say what eating habits these people have. What food do you prefer? Why?



Example: *In the first picture, the boy is having borscht. It's my favourite dinner dish, too. I, personally, prefer healthy food.*

II. Reading**1. Read the “Food Literacy Interview” and complete the definition of the term below.**

Food literacy is a list of food skills (...), knowledge (...) and behaviours (...)

FOOD LITERACY INTERVIEW**Part One**

Interviewer: Good morning, Ms Blake! I’m Keira May, the “Teens’ Spirit” correspondent. Thank you for agreeing to answer our readers’ questions about food literacy.

Nutritionist: Good morning, Keira! You can call me Lucrecia.

Interviewer: Thank you, Lucrecia! I’ve read so many nice things about you and your famous colleague Jamie Oliver. It’s great to meet you in person.

Nutritionist: I appreciate your magazine’s commitment to developing your readers’ food skills.

Interviewer: No wonder as food is essential for healthy growth. Let’s get started. Our teenage readers keep asking if we really are what we eat. What do you think?

Nutritionist: It’s no exaggeration to say that nutrition is critical at this stage of life. We are living in a time of unprecedented diet-related diseases due to overconsumption and poor food choice. For instance, the epidemics of obesity and type-I diabetes among children, behaviour deviations, and even poor academic performance have much to do with what children eat.

Interviewer: How awful! Our society has a lot of food for thought, doesn’t it?

Nutritionist: Right you are. It’s high time to advance into action. You must have heard about Jamie Oliver’s food revolution.

Interviewer: Yes. He has campaigned to change the nation’s eating habits for quite a while.

Nutritionist: And much of Britain has jumped on the health and wellness food bandwagon. In particular, in his school dinner campaign Oliver repeatedly explained to the public the importance of good food in school. I share his opinion that we need to make fresh food more affordable to schoolchildren than processed food.

Interviewer: What does research say about the effect of this public nutrition campaign?

Nutritionist: According to research, Jamie Oliver’s healthy school dinners continue to produce a marked improvement in national curriculum test results five years after the chef first launched his campaign. Another study by academics shows that absenteeism from sickness has dropped by around 14 per cent in the 80 Greenwich schools where Oliver’s Channel Four series launches its healthy dinners campaign.

Interviewer: So it works, doesn’t it?

Nutritionist: It sure does.

Part Two



Interviewer: Our readers **have** also **been wondering** if there is anything wrong with fizzy drinks.

Nutritionist: The problem is that all fizzy drinks contain a lot of sugar. Sugar is such an innocent molecule, yet its power and how it's affecting public health today is extraordinary. I would strongly recommend to rid children's diets of excess sugar.

Interviewer: Well, Lucrecia, it seems to be easier said than done. For instance, in my family we are not allowed any sweetened drinks at all, but one can never be sure about other families.

Nutritionist: We should start with clear labelling of all sweetened drinks to show parents how much sugar is included in them. By the way, it sounds like an excellent opportunity for project work at school so that kids could face the truth themselves.

Interviewer: Good point! And we could advertise it as a prize-winning competition and publish the results in our magazine! One other question from our readers – are McDonald's burgers fit for human consumption?

Nutritionist: Actually not. Being a hamburger chef, Jamie has won his long-fought battle against McDonald's, one of the largest fast food chains in the world.

Interviewer: Wow! How did he manage to do that?

Nutritionist: After Oliver showed how McDonald's hamburgers are made, the franchise has finally announced that it will change its recipe. According to Oliver, the fatty parts of beef are 'washed' in ammonium hydrochloride (which is harmful to health) and used in the filling of the burger.

Interviewer: Basically, they are taking the product that would be sold in the cheapest way for dogs, and after this process, is being given to human beings, right?

Nutritionist: Exactly. I heard Oliver ask why some human beings had been putting meat filled with ammonia in the mouths of their children for so long.

Interviewer: I couldn't agree more. Thank you so much for such an eye-opening interview, Lucrecia!

Nutritionist: My pleasure.

(Based on the Internet sources:

<https://www.theguardian.com/education/2011/apr/10/school-dinners-jamie-oliver>

<http://www.healthy-holistic-living.com/chef-jamie-oliver-proves-mcdonalds-burgers-unfit-human-consumption.html>

<http://www.telegraph.co.uk/news/celebritynews/11821747/Jamie-Oliver-admits-school-dinners-campaign-failed-because-eating-well-is-a-middle-class-preserve.html>

Across cultures: the USA



Jamie Oliver – a British cook, broadcaster and writer who is well known for his relaxed informal style. He has launched a number of campaigns to change the nation's eating habits.

McDonald's – one of the largest fast food chains in the world. The company, established in 1955 by Ray Kroc, who based it on a restaurant in California run since 1940 by two brothers, Dick and Mac McDonald, has become a symbol of US commercial success.



Greenwich – a district of south-east London, on the south bank of the Thames, with many attractive old buildings and parks. The original Royal Observatory was built there in the 17th century, and its work led to the widespread use of Greenwich Mean Time and the Greenwich Meridian, an imaginary line running through Greenwich from north to south around the earth.

Channel Four – a British commercial television station that broadcasts many cultural and educational programmes, as well as documentaries.



2. Read the "Food Literacy Interview" again and fill in the chart about the measures taken as a part of public health nutrition campaign in the UK. Comment on their effect.

Measures	Effect

III. Language Track

Phonetics in Context

In the text above, find the words in which the letter combination 'ch' is read as /tʃ/, /ʃ/ or /dʒ/. Reproduce the sentences with them in context. Practise saying them in your own sentences.

Example: /tʃ/ *research*

Research says that Jamie Oliver's healthy school dinners continue to produce a marked improvement in national curriculum test results.

Words and Phrases in Context

1. From the text above, reproduce the sentences with the following vocabulary items: *effect* – *affect* in context. Using an electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
2. From the text above, reproduce the words and phrases which relate to food literacy to complete the 'word-cloud'. Interpret their meanings.

Nutrition

Food literacy

Food choice

recipe

Good food

Eating habits

3. a) From the text above, write out words and phrases which belong to the following categories:
 - eating habits;
 - food security;
 - food prepared outside the home.
- b) Use any category and make up a situation with them.

BEING A DIGITAL NATIVE

Use one of the sites below and design your own word-clouds with words and phrases which show how to eat well.

<http://www.wordle.net>

<http://www.tagxedo.com>

<https://worditout.com/word-cloud/create>

Grammar in Context

1. From the text above, reproduce grammar items in bold and interpret their meanings in context.
2. Complete the instructions and illustrate them with your own examples.
 - *If you want to report recent continuous actions with present results, use...*
 - *If you want to report another person's words about recent continuous actions with present results, use...*

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

3. Look at pictures and state the reasons for these characters' actions in the past.



Example: *I think the boy had a stomachache – he had been eating fast food.*

IV. Communication Track

Speaking

Spoken Production

- **Food for Thought**

You can hear people say: “We are what we eat”. Look at dishes below and say which of them are a part of your regular diet. Fill in the chart “Teen-friendly fast food alternatives” (p. 131) and present it to your classmates.





Teen-friendly fast food alternatives	
Instead of ...	Try ...
<i>French fries</i>	Baked potatoes

- Say how much you enjoy school lunches/dinners. Make a list of food that can make school lunches / dinners healthy. Account for your choice.

Spoken Interaction

1. In pairs, interview Jamie Oliver about food security. Perform the following communicative tasks.

Communicative tasks

A: (Ask about food skills)

B: (Encourage more at-home meal preparation)

A: (Ask about the danger of consuming excess sugar)

B: (Tell about sugar-related diseases)

A: (Show understanding)

B: (Say why healthy diet is critical for teenagers)

A: (Ask for food recommendations)

B: (Give food recommendations)

Useful Phrases

- It's no exaggeration to say that ...
- I've been wondering ...
- For instance, ...
- In particular, ...
- It's easier said than done.
- I couldn't agree more.

2. Suppose you are responsible for planning a Food literacy Week in your school. In the whole class, design a Cookbook project in the form of a list of healthy food and drinks. Make sure you include:
- ✓ food and drinks prepared at home;
 - ✓ Food and drinks prepared outside the home;



Listening

a) Before you listen

You are going to listen to Zach, an American teenager talking about his baking business. Look at the photos and try to predict his food skills.



b) While you listen

Listen to Zach's story and match the items in Column A to those in column B.

A	B
1. Food skill	a) Home schooling
2. Experimenting with food	b) Baking
3. Starting a business	c) Restoring a car
4. Fitting a business in with school	d) His parents helping him
5. Learning management skills	e) To please his mom
6. Other interests	f) Running a bakery

c) After you listen

In groups, think and decide what food business you could start together.

Writing

a) Before you write

- Brainstorm with your friends what learning tips you could give to one another.

Knowing how to write a recipe is something even an amateur cook can benefit from. There are two main parts of a recipe, the Ingredients List and the Preparation Method. Before the ingredients comes the title, number of servings and serving size if appropriate.

- Make a list of words and phrases you'll use in your recipe of a healthy dish.

b) While you write

How to write a recipe

Content Tips	Language Tips
Ingredients List	List all the ingredients in order of use, e.g. – butter – sugar – flour – milk – egg
Preparation method	Indicate step-by-step procedures, e.g. – Stir... – Pour ... – Blend ... – Mix ... – Beat ... – Grate ... – Slice ...

Go to your First Aid Kit on p. 218 for a Sample Recipe

Culture Comparison

Search the Internet and find the answers to the questions:

- 1) What is food security?
 - 2) What cooking shows and celebrity chefs have strong popular appeal?
 - 3) Why is it important to prepare food from scratch or base ingredients?
- Present your findings to the class.



At Home: Write a recipe of a healthy dish that is a part of a regular diet in your family.

5.2. Are you a sports person or a sports fan?

Word Bank

- plogging
- squatting
- workout
- to enlist
- to lag behind
- tough
- newsletter
- intermittent

Phrase Bank

- fitness trend
- to take up a sport
- to improve one's health
- to risk one's health
- to get oneself in shape
- to be tired and exhausted
- to be awarded a medal
- to become a winner/ loser
- to be in the race
- to be enthusiastic about something
- to look no further
- to catch up with somebody

Communicative Box

- There is something in what you say.
- For the time being...
- I wish you well.
- Perfect!
- Incredible!
- We'll wait and see.

I. Go Ahead!

Look at the photos and say what sports the teenagers are taking as a free-time activity. What sport do you enjoy doing? Why?



Example: *In the first picture, the boys are playing football. It's my favourite free-time activity, too. I, personally, started playing this game at the age of six.*

II. Reading

- a) Read the dialogue between two teenagers and say what they think about sport activities.

SPORT: TAKING UP OR GIVING UP?

Part One

- Alex:* Hey, Kate, you are late for the meeting again. What is it this time?
Kate: My schedule, I guess. Lessons and extra-curricular activities take up a lot of my time, so I can't manage to do everything in time. I'm so tired and exhausted.
Alex: There is no problem, I believe. What you need is to get more exercise. It will set you into a good working mood.
Kate: There is something in what you say. I must take up a sport that I can do whenever I have a little free time.
Alex: If you wish you could find time to get more exercise, then running is the perfect way to get yourself in shape. Besides, it's so convenient – you can do it anytime, anywhere! All you need is a big open space.
Kate: Excellent! I live near a big park and I can go for a run there or even do some plogging.
Alex: Plogging? What's plogging? I've never heard of that.
Kate: Plogging is a Swedish fitness trend that combines running with picking up litter. So, it's good for one's health and it's also good for the environment. All you need is running gear and a bag for trash or recyclables.
Alex: Brilliant! You are going not only to improve your health, but your local community, too.
Kate: Besides, plogging combines going for a jog with intermittent squatting to collect rubbish. I've read on the Internet that a typical user will burn 288 calories in 30 minutes of plogging.
Alex: That sounds like a pretty satisfying workout. But before you start, consult your PE teacher, because some people run incorrectly and risk their health. The teacher will teach you everything you need to know about this sport activity.
Kate: Thank you for your advice. I'm so enthusiastic about it. You are sure to know much about sport.

Part Two

- Kate:* I say, what is your favourite sport?
Alex: I love swimming in my free time. I wish I could do it every day. For the time being, I can go to the swimming pool only at weekends and find that time passes so quickly when you are having fun!
Kate: You'll become a great swimmer soon.
Alex: It'll take quite a long time to become a really good swimmer, but next Saturday we'll get our school Sports Day and I'm in the swimming race. I really want to win – so I'm training really hard all week. There are many good swimmers in my class and I think it's going to be a tough race.

Kate: So, I wish you well. **Will you be swimming** next year?

Alex: I'm afraid not. I have learned how to swim well and now I am looking for a new sport. I like to learn new skills.

Kate: If you enjoy water sports, look no further. Diving is just for you. I went to Egypt last summer and tried diving. I felt so thrilled. There's the whole new world under the sea and you can explore rocks and watch fish.

Alex: Perfect! Dad said we would go to my uncle to Australia, to Sydney, to be exact, next summer. If I learn the basic skills at home, I **will be diving** well there. By the way, there is such a course in our swimming pool. They enlist people who are in good physical health.

Kate: Then it's just for you. And do you know that Sydney has the largest natural harbour in the world, port Jackson, and enjoys a lot of beaches including the famous Bondi Beach.

Alex: Unfortunately, I can't say I know much about Australia.

Kate: Then you ought to know that Sydney's area is a perfect place for surfing.

Alex: That sounds good. By the way, my Australian cousin George is one of the best teenage surfers in his school, and is planning to become a professional surfer!

Kate: Incredible! While staying in Australia, you **will be taking** lessons from your personal trainer. You are sure to become a sport superstar.

Alex: We'll wait and see.



Across Cultures: Australia

Australia – a large island country and continent in the South-West Pacific Ocean.

Sydney – the largest city in Australia, which is the capital of the state. The Olympic Games were held in Sydney in 2000.

Bondi Beach – a popular beach in Australia where people go surfing.



b) Read the statements which have been left out. Decide who they can belong to and what information they add to the speakers. Develop the idea.

1. What! You seem to participate in everything. Something should be left out;
2. The runners try to cover big distances from the very start and their attempts end pitifully;
3. I wanted to follow the example of Yana Klochkova, at first, but then quitted this idea;
4. Underwater life is so rich and various;
5. Our city swimming pool is one of the best;
6. Australia has much to offer to sport lovers.

BEING A DIGITAL NATIVE

Use one of the sites below and design your own word-clouds with words and phrases attributable to a description of water sports.

<http://www.wordle.net>

<http://www.tagxedo.com>

<https://worditout.com/word-cloud/create>

III. Language Track

Phonetics in Context

In the text above, find and reproduce 10 words with the sounds /w/ and /v/ in context. Practise saying them in your own sentences.

Example: /w/ I love swimming in my free time. I wish I could do it every day.

Words and Phrases in Context

1. From the texts above, reproduce the words which may complete the following descriptions. Say what benefits they have.

✓ _____ is the blend of two words: jogging and the Swedish plocka upp, meaning 'pick up'.

✓ _____ is the sport of swimming under water using special equipment to help you breathe.

✓ _____ is the activity or sport of riding over the waves on a special board.

2. From the text above, reproduce the sentences with the vocabulary items 'exercise' and 'workout' in contexts. Use an electronic dictionary and analyse the difference in their meaning. Illustrate them with your own contexts.

*3. From the text, reproduce the words and phrases which characterize teenagers' interests in sports. Make up your sentences with them.

Example: *fitness trend, sports website, to be in good physical health, to get oneself in shape, to risk one's health, to be awarded a medal, to become a winner / loser.*

Grammar in Context

1. From the text above, read out the sentences with the verbs in *the Future Continuous* in bold and interpret their meanings in the context.

Unit 5

2. Complete the instruction and illustrate it with your own examples.

If you want to talk about an action that will be in progress at or around a time in the future, use

Go to your First Aid Kit on p. 190 for more information

3. Ask Kate/Alex personal questions in relation to the facts below.

Example: *Alex: I can go to the swimming pool only at weekends.
You: Will you be swimming in the pool on Saturday?*

- Kate: I live near a big park and I can go for a run there.
You: ...*
- Kate: I can do some plogging.
You: ...*
- Alex: Next Saturday we'll get our school Sports Day.
You: ...*
- Alex: I'm training really hard all week.
You: ...*
- Alex: Dad said we would go to my uncle to Australia, to Sydney, to be exact, next summer.
You: ...*
- Alex: My Australian cousin George can give me surfing lessons.
You: ...*

IV. Communication Track

Spoken Production

a) Food for Thought

- Look at the objects below and say how they can describe your sports experience in terms of:
 - sports that you have ever taken up;
 - sports that you have ever given up;
 - sports that you are planning to try in the near future.



- Say if you do workout regularly. Make a list of features that can make workout satisfying. Account for your choice.

Spoken Interaction

- In pairs, talk about your PE lessons. What changes would you like to be introduced into your PE curriculum? Use the following phrases to complete the dialogue.

Useful Phrases

- There is something in what you say.
- For the time being...
- Perfect!
- Incredible!
- We'll wait and see.

A: ...

B: ...

A: ...

B: ...

A: ...

B: ...

A: I think it will set us into a good working mood.

B: We'll wait and see.

- In the whole class, dispute over the given statements and come up with your examples:

“Sport teaches you character,
it teaches you to play by the rules,
it teaches you to know what it feels like to win and lose –
it teaches you about life.”

Billie Jean King, American athlete

a) Before you listen

You are going to listen to the parable “Tony Becomes a Multi-sportsman”.

- Think and decide on some rules for a multi-sports competition.
- Guess who can have a good chance to win a multi-sports competition.



b) While you listen

Fill in the statistics chart (p. 151) for the multi-sports competition. Put a ‘+’ in the right boxes to indicate the winners.

	Running	Jumping	Swimming	Tennis	Climbing	Biking
Leopards	+					
Frogs						
Crocodiles						
Kangaroos						
Osriches						
Monkeys						
Giraffe						

c) After you listen

Use the Internet resources and do some individual research about multi-sports competitions, such as triathlon, pentathlon, etc. Present your findings to the class.

Writing

a) Before you write

An information card is a card one fills in if he / she wants to join any sport society.

- Brainstorm with your friends what sport society you would like to join.
- Make a list of words/phrases you'll use in your information card.

b) While you write

How to write an information card

Content Tips	Language Tips
<ul style="list-style-type: none"> • Write your name in such a succession: first name – forename; • Name a sport activity you'd like to take; • Write about your achievements in sport; • Write about your worst loss in sport; • Write about the feelings when doing sports; • Write about your future ambitions in sport. 	<ul style="list-style-type: none"> • I'm Olesia Honchar. • I'd like to take up ... • I was awarded ... • I lost ... • I'm so enthusiastic about ... • My greatest ambition is ...

Go to your First Aid Kit on p. 219 for a Sample of an information card

Culture Comparison



- 1) In Australia Bondi Beach is considered to be the best place for surfing. What places are good for this sport in Ukraine?
- 2) Give foreigners tips as to the Ukrainian teenagers' preferences in sport.



At Home: Fill in an information card to join a sport society of your choice.

5.3. Is travelling worth trouble-taking?

Word Bank

- reserve
- barge
- accommodation
- to nest
- breakthrough
- voyage
- enchanting
- indescribable
- to worship

Phrase Bank

- World Heritage Site
- endangered species
- desert island
- to envy somebody something
- to enjoy luxury travel
- to face dangers
- to travel at a low cost
- to be like a pipe for any winds to play upon
- to see something for oneself
- to have the time of one's life
- to jump at the opportunity
- to be full of expectations

Communicative Box

- Somehow or other, ...
- In fact...
- Without a doubt, ...
- To be exact, ...
- Don't hesitate to ...
- Probably, ...

I. Go Ahead!

Look at the photos and say why travelling is these teenagers' favourite pastime. Rate the reasons below in order of importance. Say how you feel about travelling.



REASONS

- They are the adventurous sort.
- They travel because of curiosity.
- They want to meet new people.
- They want to learn more about different life styles.
- They want to discover something new.
- They want to make friends with foreigners;
- (your reason) _____
- (your reason) _____

BrE – travelling
AmE – traveling

Example: *I adore travelling as I am the adventurous sort. One who travels far knows much.*

II. Reading

a) Read what these teenagers write in a teens' magazine about their travelling options and answer the following questions:

1. Why does Taras decide to visit Norfolk?
2. What interesting facts are connected with Norfolk?
3. Why does Alan recommend Taras to go to Southern England?
4. What is Kate keen on?
5. What is Askania Nova famous for?
6. What was Bohdan impressed by?
7. Why does Vasylyna advise Kate to visit Askania Nova?
8. Why do teenagers like travelling?

TRAVELLING OPTIONS

I enjoy travelling most of all, but I'm also keen on archeology. I'd like to know everything about it. So I never miss a chance of visiting places connected with archeology. This year my club members and I will go to Norfolk, where English archeologists discovered a circle of 55 oak timbers with an oak upside down in the *centre*. It was interesting for me to know that they also had found out that 'Seahenge' is 4,050 years old. Some scientists believe that it was used as a ceremonial site. It's a real mystery, isn't it? Why did ancient people build Seahenge? Why was it important to them? Maybe, we'll manage to find the answers to these questions when we go there, but **one** never knows. I'm looking forward to our trip. Now we are getting ready for it. I believe it'll be an unforgettable trip. Have you any ideas about it?



Taras

BrE – centre
AmE – center

Dear Taras,

If you happen to visit Norfolk, find a couple of days for visiting the Norfolk Broads. It's an amazing place in East Anglia, a national park of indescribable beauty. It's famous for its numerous small lakes connected to each other by rivers and canals. You can travel by yourself and be like a pipe for any wind to play upon. Besides, it's a very popular area for people who go on holiday in small boats or barges. If you can sail, you'll have a lot of fun. Without a doubt, you'll have the time of your life.



Sam

Dear Taras,

I have read your information and want to give you a piece of advice. If you come to Britain to see the “Seahenge”, don’t lose the opportunity to visit Stonehenge – the one which was registered by UNESCO as a World Heritage Site in 1986. It’s Britain’s most famous prehistoric monument in Salisbury Plain, Southern England, which consists of two circles of large standing stones, one inside the other. You’ll be surprised to see that the inner circle consists of arches made by laying one stone across the tops of two others. Some of these have fallen, but some are still in the position. Nobody knows why and how it was built, but many people think it was to study the stars and planets or to worship the sun, because a line through its centre would point directly to the position of the rising sun on midsummer’s day or of the setting sun in midwinter. Many New Age travellers have been going there for their own midsummer celebrations! Somehow or other, it’s a unique place and it’s definitely worth visiting. Go there and see for yourself. I’m sure you won’t regret it!



Alan



Askania Nova National Preserve

My friends call me a geographer not because geography is my favourite subject, but because I like to travel, to explore unknown places and to take pictures of interesting sights. I keep my own geographical diary where I write about impressions and observations of what I’ve seen. I’m proud to say that I’ve visited a lot of places in Ukraine. This summer my father is going to the South to Kherson to be exact and I jump at the opportunity of joining him. Probably, I’ll have a chance to see Askania Nova National Preserve, which is a zoo and a Botanical Garden. They say it is a landscape of enchanting beauty. So, I’m full of expectations.



Kate

Dear Kate,

I envy you your trip. Askania Nova's Botanical Garden is extremely beautiful. It has over 220 species of plants and trees, brought from all over the world. Besides, there are over 1000 plants and grass varieties growing wild in the Preserve. Many of them like Scythian tulips are really rare. When they bloom, the meadows become an unforgettable sight as they produce a bright yellow light. No wonder, they entered into the Red Book of endangered species. If you like nature, you'll enjoy every minute of your visit.



Bohdan

Dear Kate,

I've been to Askania Nova's Zoo this spring and must say that it is a natural world like no other. I strongly advise you to go there, if you are interested in exploration. They say it is considered to be among the world's ten best zoos of its kind and has different species representing every continent. I saw Przewalsky horses, zebras, bison, antelopes for the first time in my life! Besides, a great number of birds' nests are there. In fact, Askania Nova has almost everything! Don't hesitate to go there!



Vasylyna

Across cultures: Great Britain



Norfolk – a county in East England, part of East Anglia.



Salisbury Plain – area of open land to the North and West of Salisbury in England.

- b) Choose the right options to complete sentences in the geographical quiz. Use the photos for reference.**

GEOGRAPHICAL QUIZ

1. Seahenge is situated in ...
 - a) the South of England; b) the East of England; c) the West of England.
2. Norfolk Broads are famous for ...
 - a) its skiing possibilities; b) its sailing possibilities; c) its architecture.
3. New Age Travellers go to Salisbury plain ...
 - a) to celebrate their Midsummer; b) to take pictures; c) to have a party.
4. Stonehenge is known as ...
 - a) a good place for summer rest;
 - b) the most famous prehistoric monument in Britain;
 - c) a dangerous place for tourists.
5. Askania Nova attracts tourists because ...
 - a) it is rich in mineral resources;
 - b) it has many sights;
 - c) it is a unique preserve.
6. In Askania Nova you can find plants and trees ...
 - a) from all parts of Ukraine
 - b) from all over the world;
 - c) from Kherson region.
7. Askania Nova's zoo is ...
 - a) one of the oldest;
 - b) among the world's ten best zoos;
 - c) one of the richest.
8. Askania Nova also prides on ...
 - a) its Botanical Garden; b) its research workers; c) its equipment.

BEING A DIGITAL NATIVE

Search the Internet and find more information about one of the places mentioned in the quiz. Present your findings to the class.

<https://www.visitbritain.com>

<https://www.tripadvisor.com>

<https://www.lonelyplanet.com/ukraine>

III. Language Track

Phonetics in Context

1. In the text above, find and reproduce the geographical names. Practise saying them in context.

Pattern: Norfolk /'nɔ:fəlk /

This year my club members and I are going to Norfolk where English archaeologists discovered a circle of 55 oak timbers with an oak upside down in the centre.

Words and Phrases in Context

- From the text above, reproduce the sentences with the following vocabulary items: *'indescribable'* and *'enchanted'* in context. Using your electronic dictionary, analyse the difference in their meanings. Illustrate them in your own contexts.
- In the text above, find and reproduce the words which are the derivatives from the following verbs and nouns. Interpret their meanings.

Example: *to forget* – *unforgettable*

to forget	archeology
to amaze	geography
to describe	ceremony
to expect	history
to advise	danger
	nature

- In the text above, find some facts that support the following:
 - Both teenagers enjoy travelling because they have a thirst for new discoveries.
 - Teenagers choose the routes which can open up some mysteries.
 - Teenage travellers always find like-minded people.

Grammar in Context

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

*If you want to refer to **everyone**, **anyone** in the statements, use ...*

*If you want to replace a countable noun in the singular after **this**, **that**, use ...*

*If you want to identify people or things, often after **which**, use ...*

Go to your First Aid Kit on p. 190 for more information

- Complete the dialogues, using **one / ones** where it is possible.

Example: – *I've left my sunglasses at home. Have you got ones?*
 – *I have. Here they are.*

- Do you need a guide book?
 – No, I don't. We have got ... at home.
- My friends wanted to buy a sleeping bag.
 – But they have got ... already.

3. – Have you heard about the traveller James Cook?
– Is he the ... who discovered Australia?
4. – Isn't this picnic site wonderful?
– The ... at the lake is much better.
5. – Unfortunately, I've lost our tickets to the National reserve.
– I think you'll have to buy new
6. – Have you seen a new exhibition?
– Is that the ... on travelling equipment?

IV. Communication Track

Spoken Production

a) *Food for Thought*

- Suppose you have a chance to talk to Taras and Kate about travelling. Give them advice on tourism, basing it on the following word acronym.

Word Acronym

- T** – is for tourists' tents;
- O** – is for odds and ends;
- U** – is for you and me;
- R** – is for rocks and rivers to see;
- I** – is for idleness;
- S** – is for sands;
- M** – is for a marvelous summer end.

Spoken Interaction

- Imagine that you can have a week-long trip either with Kate or Taras. Taras is arguing for a packaged tour to Norfolk, while Kate is absolutely positive about touring Kherson region and Askania Nova on her own. Read their arguments (p.p. 158–159) and tell them whom you would like to join and why. Use the following phrases:
 - ✓ *It's obvious that ...;*
 - ✓ *I'm for ... because ...;*
 - ✓ *I may be wrong, but I think that ...;*
 - ✓ *I'm not sure about ...;*
 - ✓ *I feel strongly against ...;*
 - ✓ *I'm absolutely positive that ...*

Packaged Tour



- Everything is arranged for you by the travel agency;
- You shouldn't worry about the tickets and accommodation;

Touring on your own



- Travelling by yourself gives you a sense of adventure, you are like a pipe for any wind to play upon;

Unit 5

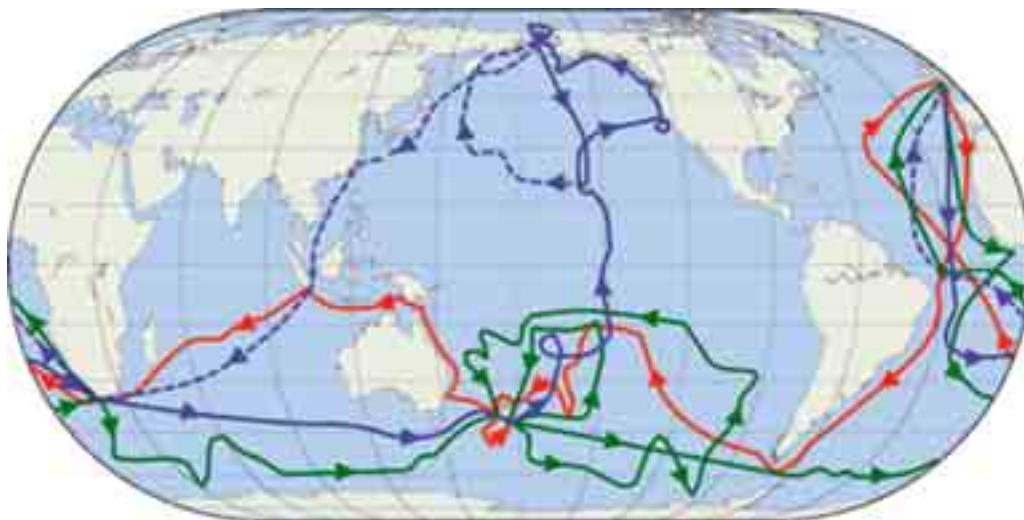
- The group is provided with excursions and the guides;
 - You don't have to worry about food;
 - You are offered a programme of activities;
 - It's comfortable and reliable.
 - You are free to choose the campsite wherever you want;
 - You plan your activities yourself and don't depend on the programme;
 - When you are in a new place, you can explore it yourself;
 - You are free to cook on fire whatever you like;
 - It's the cheapest way of travelling (you can travel at a low cost), but a very romantic and rewarding one.
- In the whole class, dispute over the question:
"Is travelling worth trouble-taking?"



Listening

a) Before you listen

You are going to listen to a story about James Cook, the famous traveller. Look at the map of the world and say what great discoveries he made.



b) While you listen

Listen to the story and mark the true statements.

1. James Cook started to sail at an early age on a military ship.
2. In his first sea voyage he proved to be an excellent navigator.
3. Cook proved the existence of the mysterious South Island.
4. New Zealand was the first country Cook had discovered.
5. Captain Cook discovered Australia 19 days later than he found New Zealand.
6. Warlike Maori people lived in Australia

7. Cook liked the natives of Australia for their simple way of life.
8. His second voyage also took place in the Pacific Ocean.
9. Cook liked Hawaii and called it “Botany Bay”.
10. Unfortunately, Cook died when he arrived at Hawaii.

c) After you listen

In groups, share what lands you would like to discover for yourselves.

a) Before you write

A landing card is a card which tourists fill in on board a plane travelling to a foreign country.

- **Brainstorm with your friends what information you can be asked to give in a landing card.**
- **Make a list of words you'll use to give this information.**

b) While you write

How to fill in a landing card

- Use Block Capitals (letters in their large form such as A, B, C, rather than a, b, c)
- Write your Family name first (KRAVCHENKO)
- Then write your fore-name (= first name) (OLHA)
- Mark your sex (MALE / FEMALE)
- Write your nationality (UKRAINIAN)
- Don't use any articles while filling the profession (DOCTOR)
- Write the address in your visiting country in the following succession:
- Street → town / city → county → country (Bloomfield Avenue 16, Bath Somerset, England)
- Don't forget to sign in your landing card.

Content Tips	Language Tips
<ul style="list-style-type: none"> • Use Block Capitals. • Write your Family name first. • Then write your fore-name (= first name). • Mark your sex. • Write your nationality. • Don't use any articles while filling the profession. • Write the address in your visiting country in the following succession: Street → town/city → county – country • Don't forget to sign in your landing card. 	<p>Letters in their large form such as A, B, C, rather than a, b, c</p> <ul style="list-style-type: none"> – KRAVCHENKO – OLHA – MALE / FEMALE – UKRAINIAN – DOCTOR – BLOOMFIELD AVENUE 16, BATH SOMERSER, ENGLAND

Go to your First Aid Kit on p. 219 for a Sample of a Landing Card

Unit 5

Culture Comparison

Search the Internet and find the information to answer these questions:

- 1) Teenagers in Britain like to travel to see the wonders of Britain like Stonehenge and Seahenge. Where do Ukrainian teenagers like to travel?
- 2) Give foreign teenagers tips as to what places to visit in Ukraine.



At Home: Fill in the sample landing card.

5.4. Developing Integrated Skills



1. To enhance quality of life, one should become food literate. Food literacy has emerged as a term to describe the everyday practicalities associated with healthy eating. What food meets your dietary needs and food preferences for an active life? Group up with your friends for the project and design a scenario for a cooking show for teens.

2. Look at the photos and say how these situations illustrate the problems caused by a certain imbalance between sport and quality of life. Rank them from 1 (the most serious) to 3 (the least serious) and come up with possible solutions to the problems.



Couch potatoism



Lack of exercise



Risking one's health

3. "Travel isn't always pretty. It isn't always comfortable. Sometimes it hurts, it even breaks your heart. But that's okay. The journey changes you; it should change you. It leaves marks on your memory, on your consciousness, on your heart, and on your body." (Anthony Bourdain)
- Look at the photos and decide on the impact of different travel experiences on these people.



- How did your travel experiences change you? Fill in the chart below.

Where did you go?	What did you take with you from your trip?	What did you leave behind?
-------------------	--	----------------------------

4. Debate on two opinions and decide to which of them you'd like to stick to enhance the quality of your life.



Measure is treasure.



The more, the better.

5.5. Your Test Pack

A. Use of English

1. Read the text below. For questions (1–10) choose the correct answer (A, B, C, D).

New Message

School is 0 (c) at last. We ____ 1 ____ a vacation all summer. At the moment I ____ 2 ____ my things. My friends and I ____ 3 ____ on an archeological expedition to Kherson region. We ____ 4 ____ at the archeological site near Askania Nova last year. At first, we ____ 5 ____ to stay all summer there, but then we ____ 6 ____ to analyse our findings instead. Some of us ____ 7 ____ them the whole year. This summer I ____ 8 ____ there for 2 months so that we could finish our work. We ____ 9 ____ to hurry up because “black archeologists” ____ 10 ____ worse and worse this year.

	A	B	C	D
0	before	after	over	up
1	are having	will be having	have been having	have
2	am packing	pack	will pack	will be packing
3	go	will go	have gone	are going
4	are working	work	worked	had worked
5	planned	were planning	have planned	had planned
6	have decided	decided	decide	had decided
7	are describing	described	were describing	have been describing
8	stay	will stay	will be staying	am staying
9	have	are having	had	have had
10	get	have got	will be getting	are getting

2. Read how a sports fan describes his favourite pastime and fill in the right word-form.

I remember watching Chicago Bulls and LA Lakers with my dad one Sunday. He was wearing LA Lakers *team shirt* and was getting more and more ..., because his favourite team ... and I liked the way Chicago Bulls played that I was ... when they won the match. My dad said I was actually ... the “wrong team” that I had no loyalty to our ... the LA Lakers, but I have to admit, that I was in ... when the game ended. I always ... my favourites.

1. I _____ watching Chicago Bulls and LA Lakers with my dad one Sunday.	REMEMBRANCE
2. Dad was _____ LA Lakers team shirt.	WEAR

3. He was getting more and more _____.	DISAPPOINTMENT
4. His _____ team was losing the game.	FAVOUR
5. "I like the way Chicago Bulls _____ that match," I said.	PLAYER
6. I was jumping up and down with _____ when they won the match.	JOYFUL
7. My dad said I was actually _____ the "wrong team".	SUPPORTIVE
8. He added that I had no _____ to our hometown team the LA Lakers.	LOYAL
9. I have to _____ that I was in tears when the game ended.	ADMITTANCE
10. I always _____ for my favourites.	CHEERFUL

B. Listening

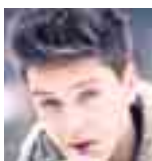
Listen to 5 speakers and guess who of them could also have said the following. Match their names to their saying (one is extra).



a) It's great to know more about your profession before you become a student.



b) When your parents share your interests and the team you support is the best, you are in the seventh heaven.



c) I was lucky to become famous in my school due to my creativity.



d) The feeling that your dreams have come true is really incomparable.



e) Sometimes your hobby can bring you victory and it's tough.

f) I enjoy freedom. Travelling alone gives you a sense of freedom.

C. Reading

Read the text “Don’t Skip Meals” and match these subtitles to the right paragraphs. One is extra.

1. Get involved in grocery shopping and meal planning at home.
2. Eat dinner with your family.
3. Eat breakfast every day.
4. Don’t skip supper.
5. Pack your lunch on school days.

DON’T SKIP MEALS

Skipping meals might seem like an easy way to lose weight, but it actually may lead to weight gain if you eat more later to make up for it. Even if you are really busy with school and activities, it’s important to try not to skip meals. Follow these tips to keep your body charged up all day and to stay healthy:

- a. _____ Breakfast helps our body get going. If you are short of time in the morning, grab something to go, like an apple or banana.
- b. _____ Packing your lunch may help you control your food and beverage portions and increase the chances that you will eat it because you made it.
- c. _____ When you eat home-cooked meals, you are more likely to consume healthy foods. Having meals together also gives you a chance to reconnect with each other and share news about your day.
- d. _____ Going food shopping and planning and preparing meals with family members or friends can be fun. Not only can you choose a favourite grocery store, and healthy foods and recipes, you also have a chance to help others in your family eat healthy too.

(Source: <https://www.niddk.nih.gov/health-information/weight-management/take-charge-health-guide-teenagers>)

D. Writing

Write a memo for yourself “5 steps towards the best quality of life”



Unit 6

THE WORLD AROUND YOU

In this unit, you will learn how:

- to describe Ukrainian society;
- to speak about natural and human resources of different countries ;
- to discuss the life of the royal family;
- to develop your integrated skills;
- to update your socio-cultural competence through reading;
- to check your knowledge and skills on your way to independent testing.



The Unit Six: The World Around You

6.1. You are from Ukraine, right?

Word Bank

- guarantor
- legislative
- executive
- judicial
- sovereignty
- integrity
- to uphold something
- to revive something
- to specify something
- to interact
- to something

Phrase Bank

- to secure the rights and freedoms of every individual
- adherence to the Constitution
- people's deputies
- nuclear-free state
- nuclear disarmament
- to serve the rights and freedoms
- to appoint prime minister
- to carry out domestic and foreign policy
- to strive for peace
- to be an embodiment of something

Communicative Box

- On behalf of ...
- When asked..., ...
- ... without hesitation...
- We do hope that ...
- In reality...

I. Go Ahead!

Look at the photos and say what role these Ukrainian politicians played in the life of Ukrainian society.



Mykhailo
Hrushevskyy



Mykhailo
Drahomanov



Leonid
Kravchuk



Viacheslav
Chornovil

Example: *Mykhailo Hrushevskyy was a Ukrainian academician, politician, historian, and statesman, head of the Central Rada in 1917–1918. I, personally, think that he was one of the most important figures of the Ukrainian national revival of the early 20th century.*

II. Reading

a) Read the following extracts from political essays and say what kind of society is being built in Ukraine.

THIS IS UKRAINE

...When asked, what kind of a society was being built in Ukraine, ex-president Leonid Kuchma said without hesitation, “Our goal is to consolidate a truly democratic, socially responsible society in Ukraine, one based on solidarity and relying on the historical traditions and mentality of the nation, on general human values developed by modern civilization; a society, which would harmoniously combine work, talent and social capital where each and everyone would be able to completely implement his potentialities; a society which would in reality secure the rights and freedoms of every individual...”



Leonid Kuchma

... Our state must be an embodiment of the age-old dreams of the Ukrainian nation of all nationalities inhabiting the land of Ukraine. We do hope that this state will mark the victorious accomplishment of all that began by our national prophets of the struggle waged by so many generations of our people who took up arms to defend the freedom of Ukraine. This state of ours will be a sequel to the tradition of political construction, started by the princes of Kyivan Rus a thousand years ago, upheld by glorious Ukrainian hetmans and revived by Ukrainian state formations of the 20th century.”

(Based on L. Kuchma’s book “Ukraine is not Russia”)

The Constitution of Ukraine adopted on July 28, 1996, outlines

The the structure of the national government and specifies its powers and duties. Under the Constitution the powers of the government are divided into three branches – the legislative which consists of the Verkhovna Rada, the executive, headed by the president, and the judicial, which is led by the Supreme Court.

The President of Ukraine is the head of the state and speaks on behalf of it. The president is a guarantor of national sovereignty, territorial integrity, adherence to the Constitution, human and civil rights and freedoms.

The Parliament – the Verkhovna Rada – is the only body of the legislative power in Ukraine, which consists of 450 peoples’ deputies. The Verkhovna Rada’s main function is making laws. It also adopts the state budget.

The Cabinet of Ministers (Government) of Ukraine acts on the basis of the Constitution, laws of Ukraine and presidential orders. The Government is responsible to the President and is controlled by the Verkhovna Rada. It carries out domestic and foreign policy of Ukraine, develops and *fulfils* national programmes on the economic, scientific, technological, social and cultural development of



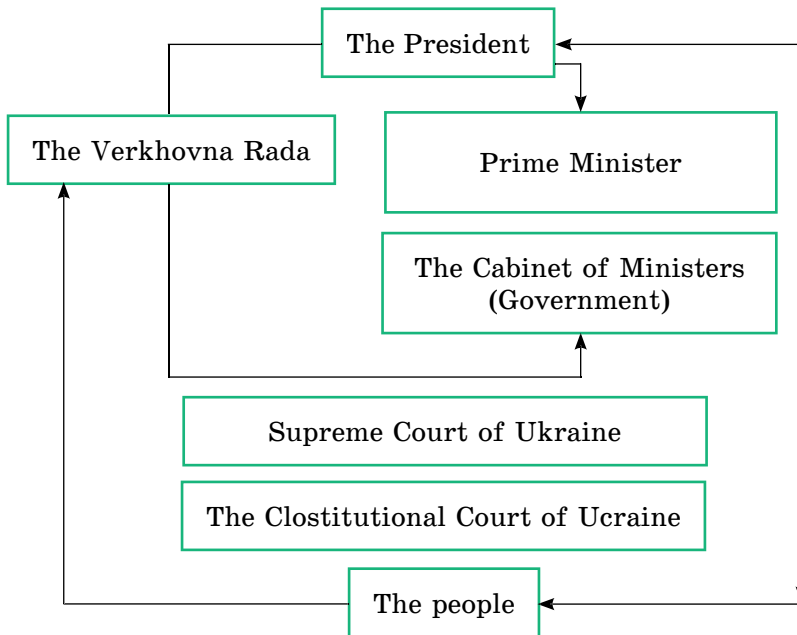
Unit 6

Ukraine. The President appoints Prime Minister with parliamentary consent.

Justice in Ukraine is exercised by courts. The Supreme Court is the highest juridical body of general jurisdiction. The Constitutional Court resolves issues of correspondence of legal acts to the Constitution of Ukraine.

BrE – fulfil
AmE – fulfill

- b) Read the extracts again and say what political institutions represent power in Ukraine. Use the scheme below.



- c) Explain how the branches of power interact.

Being a Digital Native

Use one of the sites below and design your own word-clouds with words and phrases attributable to a description of the political system in Ukraine.

<http://www.wordle.net>

<http://www.tagxedo.com>

<https://worditout.com/word-cloud/create>

III. Language Track

In the text above, find and reproduce 10 words from the sphere of politics in context. Practise word stress when saying them in your own sentences.

Example: *democratic* /dɪmə'krætɪk/
Our goal is to consolidate a truly democratic, socially responsible society in Ukraine.

Words and Phrases in Context

1. From the texts above, reproduce the words which may complete the following definitions. Say what powers and duties they represent.
 - ✓ _____ means ‘concerned with making laws’.
 - ✓ _____ means ‘relating to the power to make decisions in management’.
 - ✓ _____ means ‘relating to the law, judges, or their decisions’.
2. From the text above, reproduce the sentences with the vocabulary items ‘nation’ and ‘nationality’ in contexts. Use an electronic dictionary and analyse the difference in their meaning. Illustrate them with your own contexts.
3. From the text, reproduce the words and phrases which characterize the society which is being built in Ukraine. Make up your sentences with them.

Example: *to secure the rights and freedoms of every individual*

I think we, Ukrainians, are building a society which would in reality secure the rights and freedoms of every individual. In my opinion, it is crucial to have my voice heard.

Grammar in Context

1. From the text, read out the sentences with the verbs in the passive forms in bold and interpret their meanings in context.
2. Complete the instruction and illustrate it with your own examples.

If you want to talk about an action rather than the person or thing that does the action, use ...

Go to your First Aid Kit on p. 191 for more information

***3. Answer the questions about political system of Ukraine.**

- What question was Leonid Kuchma asked?
- What kind of society is being built in Ukraine?
- When was the tradition of political construction started in Kyivan Rus?
- How can the rights and freedoms of every individual be secured?
- When was the Constitution of Ukraine adopted?
- How are the powers of the government divided under the Constitution?
- Whom is the Government controlled by?

Speaking

Spoken Production

a) Food for Thought

- **Suppose you are a future politician. Tell your international friends about your country's political system. Focus on:**
 - the executive power;
 - the legislative power;
 - the judicial power.
- **Say what makes a state democratic. Make a list of features of Ukrainian democracy. Account for your choice.**

Spoken Interaction

- **In pairs, talk about general human values developed by modern civilisation. How would you rank them in order of their importance to you? Use the following phrases to complete the dialogue.**

Useful Phrases

- When asked..., ...
- ... without hesitation...
- Our goal is ...
- Our state must be an embodiment of ...
- Under the Constitution ...
- I do hope that ...
- In reality...

A: ...

B: ...

A: ...

B: ...

A: ...

B: ...

A: I do hope that these values are instilled in Ukrainian society!

B: Me too.

- **In the whole class, dispute over this poem and come up with your solutions.**

POEM ON TOLERANCE

If I cannot have compassion power,
Let me have forgiveness power.
If I cannot have forgiveness power,
Let me have tolerance power.
If I cannot have tolerance power,
Let me at least delay
My judgement power.

(By S. Chinmoy)



Listening

a) Before you listen

You are going to listen to the conversation of two teenagers who are preparing for the TV quiz “Great Ukrainians”.

- Look at the photos and say if you agree with the TV viewers’ choices.
- Think and decide whom you would nominate as a great Ukrainian. Why?



b) While you listen

Match the answers to the questions.

Questions	Answers
1. Who established the largest centre of education in Europe?	a) Portrait painting
2. What was Shevcheko’s favourite genre of painting?	b) Serhiy Bubka
3. What Ukrainian sportsman was a multiple record winner in pole vaulting?	c) Petro Mohyla

d) After you listen

Use the Internet resources and do some individual research about great Ukrainians. Present your findings to the class.

Writing

a) Before you write

A political news report is a type of writing which is aimed at giving people information about recent political events, especially in newspapers and on television and radio.

- **Brainstorm with your friends about what political news you would like to report.**
- **Make a list of words / phrases you'll use in your political news report.**

b) While you write

How to write a political news report

Content Tips	Language Tips
<ul style="list-style-type: none"> • Write when and where a political event took place • In the body, present the events • Summarize the event • • Give your comments • Specify actions to be taken 	<ul style="list-style-type: none"> • And now for... • Let's take a closer look at... • Firstly... • However... • Furthermore... • To sum up, ... • To cut a long story short, ... • In view of... • I think ... • In my opinion, ... • Something must be done if... • We should also consider that ...

Go to your First Aid Kit on p. 220 for a Sample of a political news report

Culture Comparison



Search the Internet and find the answer to the question:

- **Which political institutions may represent different branches of power in Britain / USA/ Canada / Australia / New Zealand?**

Present your findings to the class.



At Home: Write a political news report on any event in Ukrainian political context.

6.2. Would you care to meet the young royals?

Word Bank

- stress-free
- hospitality
- posh
- cute
- throne
- royal
- aristocracy

Phrase Bank

- to be one's destiny
- to grow up without the pressures of ...
- to follow in one's father's footsteps
- to push the boundaries further than ...
- to be named after somebody
- to keep one's own style
- to be followed around everywhere by the media
- to hold some surprises for somebody
- to have a sheltered life
- to enjoy everything that life offers
- to show off

Communicative Box

- I can't believe you are wasting money on stuff like that!
- I like that sort of thing.
- Technically, ...
- It certainly describes her/him.
- There's no mistaking whose ...
- I wouldn't like that at all!
- What's wrong with that?
- Sometimes I have times when ...
- I guess I can understand that!
- Eventually, ...

I. Go Ahead!

Look at the photo and say what you know about the people in it. Read the royal quotes and comment on their meaning. What is your attitude to monarchy in the UK?



“I declare before you all that my whole life, whether it be long or short, shall be devoted to your service and the service of our great imperial family to which we all belong”.

Queen Elizabeth II

“I have to be seen to be believed”.

Queen Elizabeth II

“It’s vital that the monarchy keeps in touch with the people. It’s what I try and do”.

Princess Diana

Example: *Today the monarch represents the British people as head of state but the real power lies with the elected representatives of the people in Parliament.*

II. Reading

- a) Read the dialogue between two English girls about the young royals and say what it means to be royal.

TALKING ABOUT THE YOUNG ROYALS

Part One

Two teenage girls are discussing a magazine they have just bought.

Carolyn: What’s that you’re reading?

Jackie: It’s the latest ‘Hello’ magazine.

Carolyn: I can’t believe you waste your money on stuff like that! It’s just full of famous people showing off the insides of their posh houses! **I’d rather** buy a good book.

Jackie: Yeah, but I like that sort of thing. Look, this week even has pictures of the young royals at Ascot.

Carolyn: Oh yeah. There’s Zara Phillips, with her latest boyfriend. She’s so pretty and stylish, isn’t she?

Jackie: Yes. And she always seems to be smiling and laughing about something. By the way, her unusual name means ‘bright as the dawn’ in Greek, and it certainly describes her. She is a very energetic young lady, who wants to enjoy everything that life offers.

Carolyn: My Mum thinks she looks like her grandmother.

Jackie: The Queen? I don’t see that!

Carolyn: But when she smiles, she looks like the Queen did when she was that age.

Jackie: I wouldn’t know! I wasn’t alive then!

Part Two

Jackie: Ooh, who’s that? He’s really cute.

Carolyn: Don’t you know? Jackie! I thought you often got ‘Hello’ magazine. That’s Peter Phillips, Zara’s older brother. At school he was always interested in sports, especially rugby, and went on to study ‘Sport’s Science’ at Exeter University. He now works as a hospitality manager for a Formula One racing team.

Jackie: Good looking, and a prince! It’s getting better and better.

Carolyn: Well, technically he is a prince, but he doesn’t have the title. He’s just called Peter Phillips, as if he was an ordinary person.

Jackie: Why?

Carolyn: His mother decided that she wanted her children to grow up without the pressures of being Royal. She **preferred** them to have a full,

varied life, and not be held back because everyone was treating them different.

Jackie: I guess I can understand that! Even the Queen says that before her father became king, they had a sheltered life, and she was grateful for such a stress-free childhood.

Part Three

Jackie: Well, can you see Prince William or Prince Harry anywhere?

Carolyn: No, I can't see them anywhere in these pictures. I guess they weren't there! They must have been too busy. Prince William, as you know, is second in line to the throne, after his father, Charles. Sometimes he has times when he doesn't want to be king, even though all his life he has known that this is his destiny.



Jackie: And I have heard that Prince Harry (as they call him, even though his real name is Henry) is quite different from his brother. Harry certainly likes to enjoy himself, and seems to want to push the boundaries further than his girl cousin, Zara. Yet, Harry plans to follow in his father's footsteps as he **graduated** from Sandhurst.

Carolyn: I am sure that Army life will hold some surprises for him.

BrE – to graduate – to obtain a degree from college or university

AmE – to graduate – to complete your education at high school

Part Four

Carolyn: Now, look, here are the two Princesses of York, Beatrice and Eugenie.

Jackie: What strange names! They sound so old-fashioned.

Carolyn: They are! I think the children were named after Queen Victoria's children or grandchildren.

Jackie: This one is Beatrice, right? She looks so like her Mum! It's amazing. She has the same red hair, the same smile, everything!

Carolyn: Yes, and here's her sister!

Jackie: There's no mistaking whose daughter she is, either! She is like a female version of Prince Andrew. I don't think I've ever seen two daughters looking so like their parents. They are both so stylish. Zara is so pretty that she makes normal clothes seem amazing, but these two really know how to wear designer clothes and yet still keep their own style. I sometimes wish that I was Royal, so that people would give me designer clothes to wear.

Carolyn: Really? I wouldn't like that at all! Can you imagine being followed around everywhere by the media, everyone always taking pictures

of you, talking about you and your boyfriends. No, I wouldn't like it at all. I would prefer to be normal.

Jackie: I don't know! I think I would enjoy it, despite all the attention. Although sometimes the media says some really awful stuff about members of the Royal family. When I was young, the media didn't like the Duchess of York, Beatrice and Eugenie's mum. They were always really horrible to her, and eventually she moved to America, to get away from it all.

Carolyn: But the media only writes these amusing things because there are always people willing to buy silly magazines and believe everything they say!

Jackie: What's wrong with that? Oh, look, here's an article about that new film and its premiere in London ...

ACROSS CULTURES: Great Britain



Royal Ascot – a four day horse racing event at Ascot, England, early June. It is one of the most important races, meetings in Britain members of the Royal family always attend.



Sandhurst – the Royal military Academy, a training college for British army officers near the village of Sandhurst, Berkshire, established in 1799.

Exeter – a city in south-west England. It is the administrative centre of the county of Devon.



Hello (magazine) – trademark of a British magazine with pictures and articles about famous people, such as film actors, famous models and members of the British aristocracy. It typically describes how happy these people are and shows what beautiful houses they live in.



posh houses – In Britain, fashionable, splendid and usually expensive, typical of people of upper classes.



b) Read the dialogue “Talking about the Young Royals” again and mark the true statements.

1. Jackie is fond of reading “Hello” magazine.
2. The girls saw the photo of the young royals at the Royal Ball.
3. The girls found Zara Phillips very attractive.
4. Carolyn got envious of the princesses' clothes.

5. The girls approve of Princess Anne's decision to give her children a full, varied life.
6. The princesses of York are the very pictures of their mother.

III. Language Track

Phonetics in Context

1. In the text above, find the proper names and the royal titles. Reproduce the sentences with them in context. Practise saying them in your own sentences.

Example: *Prince William* →
Prince William is second in line to the throne.

Words and Phrases in Context

1. From the text above, reproduce the sentences with the following vocabulary items: 'amusing' and 'amazing' in context. Using your electronic dictionary, analyse the difference in their meanings. Illustrate them in your own contexts.
2. In the text above, find and reproduce the words which are the derivatives from the following verbs and nouns. Interpret their meanings.

Example: *to forget* – *unforgettable*

to vary	fame
to amuse	style
to differ	energy
to design	norm
to press	horror
	race

3. From the text above, write out words and phrases with which the friends describe these issues:
 - their interest in the British royal family;
 - their attitudes to the young royals;
 - the role of the media in the lives of the royals;
 - their understanding of the pressures of being royal.

Describe your attitude to one of the issues.

Being a Digital Native

Use one of the sites below and design your own word-clouds with words and phrases which show attitudes to monarchy in the UK.

<http://www.wordle.net>

<http://www.tagxedo.com>

<https://worditout.com/word-cloud/create>

1. From the text above, reproduce grammar items in bold and interpret their meanings in context.
2. Complete the instructions and illustrate them with your own examples.
 - If you want to talk generally about things that you like more than other things, use...
 - If you want to talk about a preference in a particular situation, use ...
3. Look at the photos and state these characters' preferences.



Example: *I think this girl prefers reading books to watching television.*

Go to your WB on p. 191 for more exercises

IV. Communication Track

Speaking

Spoken Production

• Food for Thought

Look at the photos (p/ 183) and compare two ways of upbringing in the royal family. Use the word-combinations below.



- to grow without the pressure of being royal
- to have a full, varied life
- to enjoy everything that life offers
- to be grateful for stress-free childhood
- to look like somebody
- to be followed around everywhere
- to treat somebody differently
- to enjoy something despite all the attention

Spoken Interaction

1. In pairs, interview Jackie / Carolyn about their attitudes to the young royals. Perform the following communicative tasks.

Communicative tasks

- A: (Ask about what she is reading)
 B: (Explain why you are reading about the young royals)
 A: (Ask about the young royals)
 B: (Tell the story in brief)
 A: (Ask about her attitude to the young royals)
 B: (Say what you like /dislike about them)
 A: (Ask her if she wished she was royal)
 B: (Express your opinion and give your reasons)

Useful Phrases

- I can't believe you are wasting money on stuff like that!
- I like that sort of thing.
- Technically, ...
- It certainly describes her /him.
- There's no mistaking whose ...
- I wouldn't like that at all!
- What's wrong with that?
- Sometimes I have times when ...
- I guess I can understand that!
- Eventually, ...

2. Suppose you are preparing to write a letter to the British queen. In the whole class, design a project in the form of questions about her grandchildren and great-grandchildren. Bear in mind the necessity of:
- ✓ addressing her formally (e.g. Your Majesty the Queen);
 - ✓ being exceptionally respectful and polite;

- ✓ NOT asking personal questions;
- ✓ NOT being judgemental.



Listening

a) Before you listen

You are going to listen to the royal grandmother talking about one of her grandchildren. Look at the pictures and try to predict whom she is going to describe.



b) While you listen

Listen to the royal grandmother and fill in the missing words.

Prince William, my second _____, is second in line to the throne, after his father, Charles. He was born on 21 June 1982, and despite the _____ surrounding his parents, has _____ up to be a sensible, balanced young man. Before going to _____, he went on a Gap year where he helped out on a community _____ in Chile, spent time on a farm in the UK, and visited different countries in Africa. I am proud of the way he used his time to get as much exposure to different _____ and ways of thinking. We were all very surprised when William _____ that he wanted to go to University. Usually Royal sons, especially those in line to the _____, go to Sandhurst where they train for the army. But his mother (_____ Diana) had been determined that the boys lead a _____ life, and we all supported his decision to study in St Andrew's University, in Scotland. Like his older _____, Peter, William also enjoys sport, and is very good at almost any sport he chooses to play. I don't know what the future _____ for William. Sometimes he has times when he doesn't want to be king, even though all his life he has known that this is his _____. However, I don't worry too much about that. My father was also a reluctant _____, and turned out to be a wise and good one. I am just as _____ in the abilities of my grandson.

c) After you listen

In groups, think and say if you feel the same or different.

Writing

a) *Before you write*

- **Brainstorm with your friends what learning tips you could give to one another.**

An article is a piece of writing for publication in a newspaper, magazine, brochure or leaflet.

The purpose of article writing is to inform the public about some event. Articles are either formal or informal in style, depending upon the target readership.

- **Make a list of words and phrases you'll use in your article.**

a) *While you write*

How to write an article for publication

Content Tips	Language Tips
<ul style="list-style-type: none"> • Title • Introduction • Main body • Conclusion 	<p>Suggest the topic of the article in an eye-catching way.</p> <p>Clearly outline the topic.</p> <p>Write several paragraphs in the main body to develop the subject in detail.</p> <p>Summarize the topic.</p>

Go to your First Aid Kit on p. 220 for a Sample of an Article for Publication

Culture Comparison



Answer the following questions:

- 1) **Say what opportunities for having a stress-free childhood and a full, varied life are open for Ukrainians. How would you compare them to those described in the lesson?**
- 2) **How much are you protected by your parents from difficult or unpleasant experiences?**
- 3) **Do you want to enjoy everything that life offers? What do you need for that? Present your ideas to the class.**



At Home: Write an article about a famous Ukrainian or British person of your choice for publication in "Hello" magazine.

6.3. “Can you believe there is a heavenlier world than this?”

Word Bank

- tramp
- equator
- limestone
- iron ore
- uranium ore
- copper
- cement
- rock salt
- risk-taker
- self-reliant

Phrase Bank

- to be on the move
- in pursuit of one’s dream
- to shape the tradition of something
- to venture into something
- on one’s own admission
- to have an impact on somebody / something
- natural resources
- prairie land
- snow plough

Communicative Box

- Due to ...
- Unsurprisingly, ...
- Under the circumstances ...
- You probably know that ...
- This may or may not be true but ...
- Because of this, ...
- On the one hand ...
- But on the other hand, ...
- To prove this, I’d like to say that ...
- Don’t you think so?

I. Go Ahead!

Look at the photo and read the poem “In the Fields” by Charlotte Mew. Say what feelings they may convey to the readers. Do you share any of them?



In the Fields

Lord, when I look at lovely things which past,
 Under old trees the shadow of young leaves
 Dancing to please the wind along the grass,
 On the gold stillness of the August sun and the August sheaves;
Can I believe there is a heavenlier world than this?
 And if there is,
 Will the strange heart of any everlasting thing

Bring me these dreams that take my breath away?
They come at evening with the home-flying rooks and the
scent of hay,
Over the fields. They come in spring.

(Charlotte Mew)

Example: *This is a breathtaking view of the earth from above. Both the picture and the poem help me understand how lucky I am to be a part of this unique nature.*

II. Reading

a) Read the text “Tips for International Visitors” and say how these people from different countries describe their lands.

Tips for International Visitors

We live on a very small island with a mild climate. Severe winter frosts are very rare and we do not normally suffer from heat, drought or flooding. Due to this ideal climate we have a rich, fertile countryside which is famous for its deep green colour. We have a passion for lawns of grass which stay green throughout the year and we also like to grow flowers. About 44 per cent of the population spend time gardening.

You probably know that no place in Britain is more than 75 miles from the sea. Unsurprisingly, nobody in Britain lives more than one hundred and twenty kilometers from the sea, that’s why people go for their holidays or just on a day trip to the seaside. By the way, it was the British **that** started the fashion for seaside holidays and made an extremely popular British tour to Brighton with its Royal Pavilion. Besides, fishing has always been an important industry and thanks to that fact, fish and other seafood are very popular in Britain.



Alison Drane,
Great Britain

The country’s mineral wealth, both underground and at sea, includes abundant resources of coal, iron ore, natural gas, limestone and many more. In the past, it appeared to be one of the principal factors in Britain’s leadership in industrial inventions.

I think that the physical geography can also explain the British love of compromise, because the land and climate in Britain don’t have extremes. Britain has mountains, but none of them are very high, it also has flat land, but you can’t travel far without seeing hills. It has no big rivers and it has no active volcanoes. This may or may not be true, but it does have an impact on the British.



* * *

My country covers 4,500 kilometres from one ocean on the east to another one on the West. Three quarters of the country is washed by the ocean,

therefore millions of Americans participate in water sports, such as swimming, surfing, sailing and water-skiing. The USA is a land of physical contrasts. People live within four time zones. Practically every climate of the world is represented. The southern part of the country has warm temperatures year round. Because of this, fresh grapefruits, oranges, lemons, melons, cherries and peaches are grown there. Low-cost, high-quality fruits and vegetables are available any time of the year and Americans love to provide their countrymen and guests with them.



Bob Ferrison,
the USA

The United States is exceedingly rich in natural resources. In order of value, the chief ones are natural gas, coal, and iron ore. The land varies from heavy forests to large deserts, from high mountains to deep canyons. No wonder, that Americans, especially those who prefer various landscapes, can easily spend interesting *vacations* within the country: going over mountain ranges including the Grand Canyon, crossing different rivers, spending days

BrE – holiday
AmE – vacation

on the vast, flat prairie lands. We call such travellers risk-takers but it is their choice. Those who live in the cold Northern parts, have to be tough and self-reliant because sometimes they face some freaks of nature which need solutions. Under these circumstances people learn to experiment with new inventions like snowmobiles and new ways of doing things. This willingness to experiment led to a great American trait, a sense of optimism that every problem has a solution.

Since the territories of the USA are great, people acquire them, moving from east to west, that's why we are always on the move.

* * *

I'm from Australia. As you know, it is the world's largest island and its smallest continent to the south of the equator. With its largest reserves of black coal, bauxite, copper, gold, nickel, uranium ore – you name it, Australia probably mines it. As Australia straddles the tropic of Capricorn, most of the continent is sunny most of the year. On the one hand, it gives the country

BrE – favourable
AmE – favorable

severe droughts and people suffer from limited fresh water. Besides, too much sun exposure has also an impact on Australians, who suffer one of the world's highest rates of the skin cancer. But on the other hand, such hot weather is *favourable* for Australian flora which boasts of many kinds of eucalyptus, acacia, palm shrubs and exotic flowers. There are many national parks and botanic gardens and people proudly take care of them. Since Australia is cut off from the rest of the world, the island's wild life is also unique. Australians carefully preserve marsupials, including koalas, kangaroos, the strangest



Klara Tompson,
Australia

animals like the platypus and the echidna, large flightless birds – the emus and the cassowary. There are many volunteers who help to protect wild life in the parks like the Kakadu national park or the Great Barrier Reef Marine Park.

Tourists frequent these places and that's why being prompt in Australia is important. Australians are friendly and attentive and can show foreigners all the wonders of their country.

* * *

I think nature has been kind to Ukraine. The territory is rich in natural resources, such as coal, iron ore, rock salt, limestone, cement titanium and many other minerals. We have a good climate that is favourable for agriculture and that's why Ukrainians have much to do all the year round. But spring and autumn are known for bursts of energy. Seeing the bright sunshine of the coming spring and the wet bare soil of the lawn, many city dwellers begin to prepare for the new dacha season.

Autumn brings with it the harvest time and a lot of work. Being hard working, Ukrainians spend the biggest part of their free time in their fields, in the gardens and orchards. Tending the dacha becomes not only a favourite hobby, but it's a way of life and almost an occupation.

It is the moderate climate in the south of Ukraine, its picturesque scenery and the Black Sea **that** attract a lot of tourists. No wonder that many Ukrainians work in the seasonal tourist trade in the numerous resorts on the South Coast, I believe. It shapes the tradition of hospitality: if you don't take in the stranger and don't take care of him/her, there's no one else who would. As you see, the climate has made Ukrainians generous, hospitable and friendly.

They say, to understand Ukrainians, it's a matter of principle to know where they come from. To prove this, I'd like to say that dwellers of the Carpathian region who often suffer from flooding learn how to overcome difficulties. Friends and neighbours come to help without any reward. They share food together, restore each other's houses. The greatest flooding of 2008 demonstrated extraordinary willingness. Goodness, just goodness characterises the people of the Carpathians. Don't you think so?



Mykola Kalach,
Ukraine

Acros cultures: Great Britain, The USA, Australia



Brighton – a large town on the South Coast of England, which has been a popular place for holidays since the 18th century.



The Royal Pavilion – a large building with an unusual oriental design in Brighton.



Alaska – the largest state in the US which is north-west of Canada and known for being very cold.



The Grand Canyon – one of the wonders of America in the US state of Arizona. The Canyon was created by the Colorado River and is about 1 mile deep, 200 miles long and 4–18 miles wide.

The National Kakadu Park – the largest national park in Australia.



The Barrier Reef – the largest coral reef in the world, off the north-eastern coast of Australia. It is about 2000 kilometres long.



b) Read the text “Tips for International Visitors” again and say what geographical factors explain the following characteristic features of people.

- Love of the British to compromise;
- Americans’ willingness to experiment;
- Australians’ love for their fauna and flora;
- Ukrainians’ hospitality and goodness.

Being a Digital Native

Search the Internet and find some information about other natural resources of Ukraine, Great Britain, the USA, and Australia. Present your findings to your class.

<https://www.visitbritain.com>

<https://www.tripadvisor.com>

<https://www.lonelyplanet.com/ukraine>

III. Language Track

Phonetics in Context

1. In the text above, find and reproduce the geographical names. Practise saying them in context.

Example: *Brighton* /bratn/

By the way, it was the British who started the fashion for seaside holidays and made an extremely popular British tour to Brighton with its Royal Pavilion.

Words and Phrases in Context

- From the text above, reproduce the sentences with the following vocabulary items: *'principle'* and *"principal"* in context. Using your electronic dictionary, analyse the difference in their meanings. Illustrate them in your own contexts.
- Match the words in column A to those in column B to make phrases. In the text above, find and reproduce the sentences with these phrases. Interpret their meanings.

snow	range
prairie	exposure
mountain	plough
time	dweller
sun	trade
city	land
tourist	cancer
wild	zone
seaside	holiday
water	life
skin	sports

- Look at the photos of landscapes from different countries. In the text above, find words and phrases attributable to each photo and use them to describe the pictures.



countryside region water sports Botanic Gardens the Carpathians

Grammar in Context

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

If you want to emphasise part of a sentence that introduces new or different information, use ...

Go to your First Aid Kit on p. 192 for more information

3. Use *it ... that ...* to emphasise the subject or object of the following sentences.

Example: *Due to this ideal climate, we have a rich, fertile countryside. → It is due to this ideal climate that we have a rich, fertile countryside.*

1. Fishing has always been an important industry in Britain.
2. Three quarters of the USA is washed by the ocean.
3. The land varies from heavy forests to large deserts and from high mountains to deep canyons.
4. Those who live in the cold Northern parts, have to be tough and self-reliant.
5. Tourists frequent these places.
6. Autumn brings with it the harvest time.
7. Tending the dacha becomes a way of life.
8. Friends and neighbours come to help without any reward.

IV. Communication Track

Speaking

Spoken Production

a) *Food for Thought*

- Suppose you have been asked to give advice to international visitors to a country of your choice. Make a list of tips relating to the following content areas and present them to the class.

Content Areas

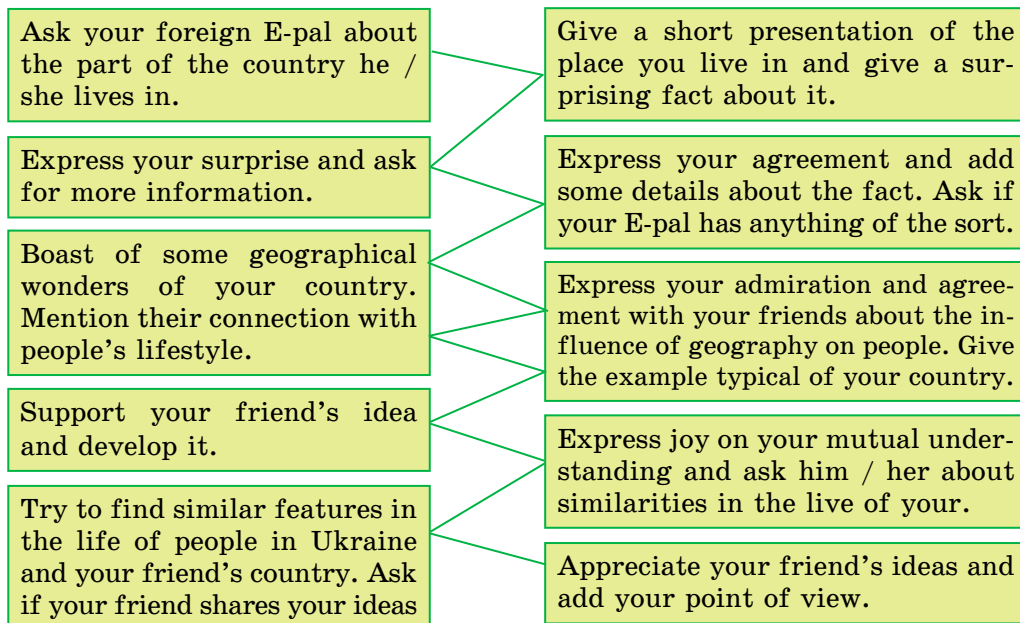
1. Geographical position: _____
2. Natural resources: _____
3. Climate: _____
4. People: _____
5. Traditions: _____

Spoken Interaction

- Look at the picture, identify yourselves with the characters and role-play the dialogue using the scheme below.



Dialogue Scheme



- In groups, discuss the truth of the following statement:
“A person is known by the place he/she lives in.”

Useful Phrases:

- | | |
|--|---|
| • Due to ... | • Because of this, ... |
| • Unsurprisingly, ... | • On the one hand ... |
| • Under the circumstances ... | • But on the other hand, ... |
| • You probably know that ... | • To prove this, I'd like to say that ... |
| • This may or may not be true, but ... | • Don't you think so? |



Listening

a) Before you listen

You are going to listen to the story about the Kyoto Prize. Think and decide what could be its purpose.

b) While you listen

Listen to the story “Kyoto Prizes to Further “Moral Achievements” and correct the errors in the following statements.

1. The Kyoto Prize is China's equivalent to the Nobel Prize.
2. The sponsor of the prize is a successful businessman in medicine and pharmacology.
3. Unlike the Nobel Prize, it is always given to corporations.
4. Every spring the winners are given the Kyoto Prize.
5. The prizes are given to students.

6. The winners receive a diploma, a silver watch and 50 million yen.
7. The sponsor feels that more recognition should be given to those who work for individual goals.
8. The founder of the prize hopes to exclusively encourage the development of science.
9. In 2017, Dr. Takashi won the Kyoto Prize for Art and Philosophy.
10. Inamori believes in people's strength.

c) After you listen

- In groups, find some information about the Nobel Prize and compare it with the Kyoto Prize.

Writing

a) Before you write

A cultural tip is a piece of advice to a foreigner to avoid a cultural shock while visiting a specific country.

- Brainstorm with your friends what can be the most important cultural points to be addressed.
- Make a list of words/phrases you'll use to refer to these cultural points.

b) While you write

How to write a cultural tip

Content Tips	Language Tips
<ul style="list-style-type: none"> • Give a title to a tip. • Decide on the cultural points that may cause misunderstanding. • Formulate each point briefly. • Conclude your tips with hopes for a nice travelling. • Give a tip attributable to the mentioned cultural point. 	<ul style="list-style-type: none"> – Remember that ... – Never ... – Don't forget ... – Try to avoid ... – Be ... – See if ... – So ... – ... is / are (in) advisable.

Go to your First Aid Kit on p. 220 for a Sample of a Cultural Trip

Culture Comparison



Search the Internet and find the information to answer these questions:

- 1) Which facts from the life of the English-speaking countries mentioned in the text "Tips for International Visitors" can be applied to Ukraine?
- 2) What other facts show the influence of geography on Ukrainians?
- 3) What other examples of the Ukrainian way of life would you give to a foreigner to let him / her better understand Ukrainians.



At Home: Write a cultural tip for international visitors to Ukraine.

6.4. Developing Integrated Skills

1. To go global, we are trying to learn as much as possible about the world around us. In the 21st century everyone has a chance to become a global citizen. What can make you a global citizen? Group up with your friends for the project and design a passport of a global citizen.
2. Look at the photos and say which of these situations cause problems for an international visitor. Rank them from 1 (the most serious) to 3 (the least serious) and come up with possible solutions to the problems.



language barrier



jumping the queue

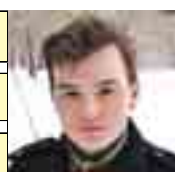


deck chair pricing

3. Some people tend to trust stereotypes. Read these words and word-combinations and say what personality traits are typical of Ukrainians, British people or Americans. Give reasons for your answer.



(in)for'mality	'scepticism
optimism	risk-taking
love of compromise	hospitality
sense of c'ommunity	po'liteness
competitiveness	love of gardening ^l
friendliness to strangers	willingness to experiment



4. Debate on two opinions and decide to which of them you'd like to stick to make the best of your personality development.



I believe that Sophocles was right when he said, "There are many wonderful things in nature, but the most wonderful of all is Man."

In my opinion, people and nature should work hand in hand. The throwing out of balance of the resources of nature throws out of balance also the lives of people, as Franklin D Roosevelt put it.



6.5. Your Test Pack

A. Use of English

1. Read the text below. For items 1–10 choose the correct answer (A, B, C, D).

Mykola Myklukha-Maklay a Ukrainian 0 explorer is better known to the Ukrainian public because several _____ 1 _____ about him had been recently written and published.

The Myklukha family was _____ 2 _____ and had an estate in the village of Malyna near Kyiv. They sent their son to get education _____ 3 _____ St. Petersburg and Leipzig Universities. Mykola Myklukha-Maklay got a _____ 4 _____ education which gave him an opportunity to _____ 5 _____ geological prospecting in the land of Polissya. But most of all he is known for his _____ 6 _____ to New Guinea, Malau Peninsula and islands of the Mallesia. His studies of the Bapna people were a considerable contribution to _____ 7 _____. Thanks to his talent of winning the _____ 8 _____ of the people he dealt with, Myklukha-Maklay managed by his openness, compassion and easy going _____ 9 _____ to make himself accepted even by the wildest savaged, recent cannibals. _____ 10 _____, he didn't have time to publish the results of his studies. More than 160 works were _____ 11 _____ in manuscripts, pictures and schemes. The most interesting ones deal with anthropological issues concerning the _____ 12 _____ of New Guinea.

	A	B	C	D
0	artist	explorer	musician	mathematician
1	books	Poems	legends	myths
2	powerful	prosperous	well-off	poor
3	to	on	in	at
4	promising	sufficient	high-standard	excellent
5	to do	to make	to have	to get
6	researches	discoveries	expeditions	inventions
7	geography	ethnography	biology	history
8	confidence	Hope	kindness	trust
9	attitudes	behaviour	manners	relations
10	luckily	as a result	unfortunately	finally
11	written	left	published	kept
12	fauna	climate	flora	population

2. Read the guidelines that can help set students up for success on a test and fill in the right word-form.

1. Britain made a great _____ to science and technology.	CONTRIBUTE
2. It includes many great _____ linked with famous names – Sir Isaac Newton, Robert Boyle, Henry Cavendish and others.	DISCOVER
3. In the present century other _____ brought fame to Britain.	SCIENTIFIC
4. Thus T.T. Thompson, Lord Rutherford and Sir James Chadwick carried out _____ work on nuclear science.	BASIS
5. Sir William Bragg made X-ray _____.	ANALYSE
6. Gowland Hopkins proved the _____ of vitamins.	EXIST
7. Some of Britain's top scientists are engaged in space _____ on projects such as upper atmosphere probes with British-built rockets at Woomera, Australia.	RESEARCHER
8. Since 1945 there have been many British scientists who have received international _____ for their work.	RECOGNISE
9. 27 of them gained the most _____ award – Nobel prizes.	IMPORTANCE
10. Britain is very _____ of its renowned countrymen.	PRIDE

B. Listening

Listen to the part of an interview with teenage traveller and correct the underlined words and word-combinations in the following statements.

Statements

1. Alec has been to a few foreign countries.
2. The first country Alec visited was Canada.
3. The boy participated in the language contest.
4. Alec was amazed by a great number of squirrels at Trafalgar Square.
5. He also enjoyed a great panoramic view from Nelson's Column.
6. Alec's second country was England.
7. Alec is a member of a folk dancing group.
8. Children managed to see the best soloist.
9. Alec looks forward to seeing Wales.
10. Alec wants to see the famous Lake Loch Ness panorama.

C. Reading

Read the dialogue and choose the correct answers to the questions (p. 201).

1. **What question did the career advisor ask pupils?**
 - a) about their hobbies;
 - b) about their favourite sport;
 - c) about their future;
 - d) about their family.
2. **What do Asian people do in England?**
 - a) run theatres and cinemas;
 - b) become doctors or run grocery shops;
 - c) own spicy shops;
 - d) open their health clinics.
3. **How do the shop assistants behave themselves when Asian children enter their shops?**
 - a) they watch them carefully;
 - b) they inspect them after their shopping;
 - c) they insult them;
 - d) they don't allow them to go wherever they want.
4. **Why was Jack offended?**
 - a) he was insulted in the shop;
 - b) he was also discriminated by Asians;
 - c) he wasn't served at a café;
 - d) he was called all kinds of names in the street.
5. **What did Jack's sister think of the place they had been to?**
 - a) she liked it a lot;
 - b) she couldn't help criticizing it;
 - c) she was not satisfied with food;
 - d) she really disliked it.

D. Writing

Write a narrative essay about a place of interest you have visited. Cover these points:

- any historical/cultural events connected with this place;
- its geography, flora and fauna;
- any famous people who lived or worked there.

GRAMMAR IN USE

UNIT 1

1.1. If you want to talk about something that is likely to happen in the future as a result of an action or situation, use the First conditional.

If + Present Simple + will

Example: *If I have such personality traits, I will become a politician.*

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: *If you want to have a good friend, be good yourself.*

1.2. If you want 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 Ann had a good friend, she wouldn't feel lonely.*

- You can use *'was'* or *'were'* in the if clause after *I / he / she / it*.

Example: *If I were lucky, I would win a competition.*

- You can use *'if I were you'* to give advice.

Example: *If I were you, I would win a competition.*

- You can also use *could/might+infinitive without 'to'* and *would/could/might + be + ing form* in the main sentence.

Example: *If we had been friendly, we could share our interests.*

1.3. Word-building

- If you want to make words negative, use the following prefixes:
- *un+adj/verb/noun* – unfair, unemployed, ungrateful.
- *dis+adj/verb/noun* – disgraceful, dislike, dissatisfaction.
- *im+m/p/adj/noun* – impolite, immortal, impatient.
- *in+ adj/noun* – incompetent, unjust.
- *ir(+r)+adj/noun* – irregular, irritable.
- *il(+l)+adj/noun* – illogical, illegal.

Example: *I personally dislike impolite and disgraceful people.*

UNIT 2

2.1. A gerund is a base form of verb + ing which can follow some common verbs:

<ul style="list-style-type: none"> • advise • admit • avoid • can't help • consider 	<ul style="list-style-type: none"> • deny • discuss • enjoy • imagine • keep 	<ul style="list-style-type: none"> • mind • miss • practise • recommend • regret 	<ul style="list-style-type: none"> • risk • suggest • understand
--	---	---	---

Example: *We considered leaving this hilly area for good.*

• A gerund can follow a preposition too. Many common expressions are followed by a gerund.

Example: *I'm interested in getting more information about landslides in Ukraine.*

Here is the table of widely used prepositional combinations.

about/of	for	of
<ul style="list-style-type: none"> • complain • dream • talk • think • worry 	<ul style="list-style-type: none"> • apologize • blame • thank • pay • be famous 	<ul style="list-style-type: none"> • be capable • be guilty • be tired • approve • be fond
in	from	to
<ul style="list-style-type: none"> • believe • be interested • participate • succeed 	<ul style="list-style-type: none"> • keep somebody • prevent somebody 	<ul style="list-style-type: none"> • look forward • object • be opposed

2.2. If you want to make a prediction based on present evidence, use *'be going + to'* infinitive.

Example: *Look at the sky! It is going to rain.*

If you want to make a general prediction about the future, *'will'* with all persons singular or plural.

Example: *I'm certain, he will be a good artist as artists go.*

2.3. If you want to confirm that something has happened, is true, use *negative questions*.

Example: *Didn't you participate in the discussion?*

If you want to check that something has not happened, is not true, also use *negative questions*.

Example: *Didn't you see him riding a bike?*

If you want your invitations to sound polite, use *negative questions*.

Example: *Wouldn't you like to join our echo-club?*

UNIT 3

3.1. Verb + *'-ing'* vs *'to'* infinitive

The verbs which are followed by an '-ing' often describe an activity.

Example: *A child practised drawing in the art studio.*

Don't forget!

Verbs followed by '-ing' form:

to admit	to consider	to dislike	to finish
to adore	to delay	to enjoy	to hate
to avoid	to deny	to fancy	to imagine
to keep	to practise	to risk	
to mention	to recall	to result	
to miss	to recommend	to suggest	

2. The verbs which are followed by a 'to' infinitive often describe an intention or a future event.

Example: *I hope to do the art gallery next week.*

Don't forget!

Verbs followed by a 'to' infinitive:

agree	expect	intend	plan	want
arrange	fall	learn	pretend	
ask	forget	manage	promise	
choose	help	need	refuse	
decide	hope	offer	try	

Compare:

- I **remembered** seeing this picture before (=I remembered that I saw this picture)
- I **stopped painting** when Jane entered the studio (=I was painting, but when Jane came I stopped painting)
- Alice **tried taking up** art, but she didn't like it (=Alice wanted to learn painting, but she didn't like it)
- I **remembered** to show him my painting (=I remembered I had showed him)
- I **stopped to look** at Dega's painting from a distance (=I stopped doing the gallery in order to look at Dega's painting from a distance)
- The boy **tried to practise** painting every day (=The boy made an effort to practise painting)

3. Some verbs can be followed by either an '-ing' form or a 'to' infinitive with no change in meaning.

Example: *Though portraits were extremely popular in Britain in the 18th century T. Gainsborough preferred to paint/painting landscapes.*

Don't forget!

Verbs followed by an '-ing' form or a 'to' infinitive with no change in meaning:

begin	continue	prefer
bother	love	start

4. Some verbs can be followed by an '-ing' form or a 'to' infinitive with a change in meaning.

Example: *I regret telling you about it (I'm sorry that I tell you about it). I regret to inform you that your picture is not taken for the show (I'm sorry but I have to tell you that your picture is not taken for the show).*

Don't forget!

Verbs followed by an *'-ing'* form or a *'to'* infinitive with no change in meaning:

to forget	to mean	to remember
to go on	to need	to start
to like	to regret	to try

3.2. 1. A phrasal verb is a combination of verb + adverb (e.g. in, out, up), which has a new idiomatic meaning.

Example: *I visited the artist's website and found out more about his manner of painting (=got more information after trying to discover it).*

2. If a phrasal verb has no object, it is called intransitive.

Example: *Kateryna Bilokur grew up in a small village Boghdanivka.*

3. If a phrasal verb has an object, it becomes transitive.

Example: *It's not true, she made the story up (or she made up a story).*

4. Some phrasal verbs have more than one meaning: one meaning is transitive and the other is intransitive.

Example: *Nobody bought his picture at first, but now his business is picking up (intransitive: improving)
Dan promised to pick me up near the art gallery (transitive to take smb somewhere).*

3.3. To talk about your visit to the art gallery/museum use the definite article with the names of museums/galleries.

Example: *The Metropolitan museum attracts a lot of tourists from all over the world.*

- To identify the person/place you are talking about with the phrase or adjective such as **first, best, right, wrong, only**, use **the definite article**.

Example: *This is the only museum to exhibit the paintings of modern art.*

- To generalize something using plural and uncountable nouns even if there is an adjective before the noun, use **no article**.

Example: *Ann is studying American painting.*

- To talk about a whole class of things with singular countable nouns use the definite article **the**.

Example: *J. Turner loved **the** sea and depicted it in his pictures.*

UNIT 4

4.1.

- If you want to show that something happened before a specific time in the past, use the **Past Perfect (had + done)**

Example: *I had graduated from September, 2009.*

- You can also use the **Past Perfect** to show a relationship with another past event. Use **the Past Perfect** to show that the action or event was completed before the second one started. Use the **Past Simple** for the later event.

Example: *I had learnt to read by the time I started school.*
 (Past Perfect) (Past Simple)

- You can use the Past Perfect in adverbial clauses of time with: **by, by the time, before, after, until, and when.**

Example: *Bruce had graduated from elementary school before his family moved to California.*

- When the sequence of events is clear, you can also use the **Past Simple** for both events.

Example: *When I finished school, I went to college.*

4.2. 1. If you want to refer to the reason for something, use the prepositions **owing to, due to, and because.**

Example: *Due to Standord's careful reading, the error was corrected.*

2. If you want to indicate the purpose for something, use **in order to, in order that, and so that.**

Example: *I am revising the vocabulary so that I can do well on the English test.*

4.3.

1. If you want to talk about past habits or past situations that no longer exist in the present, use **used to.**

Example: *People used to think that the earth is flat.(positive)
 They didn't use to think that the earth was spherical. (negative)
Did they use to think that the earth was the centre of the universe? (question)*

2. If you want to talk about regular past actions that do not happen now, use **would + do.**

Example: *When the telescope was invented, people **would** come to the observatory to look at the sky.*

3. You can start your description of past actions with **used to** and continue with **would.**

Example: *Aristotle **used to** watch the moon eclipses. He **would** prove again and again that the earth was spherical.*

UNIT 5

5.1.

• If you want to report recent continuous actions with present results, use **the Present Perfect Continuous (had + been + doing).**

Example: *I have been wondering what is wrong with fizzy drinks.*
 (Present Perfect Continuous)

• If you want to report another person's words about recent continuous actions with present results, use **the Past Perfect Continuous (had + been + doing).**

Example: *I heard my friend say that he had been wondering what is wrong with fizzy drinks. (Past Perfect Continuous)*

- You can also use *the Past Perfect Continuous* to talk about an action or situation that was happening in the past before another action or time which is usually introduced with *when*.

Example: *How long had you been eating fast food when you realized its dangers?*

- You can use *the Past Perfect Continuous* to emphasise a period of time.

Example: *I had been eating fast food for five years when I started to have stomach problems.*

- You can use *the Past Perfect Continuous* to give a reason for an action in the past.

Example: *I had a stomachache – I had been eating fast food all week.*

5.2.

- If you want to talk about an action that will be in progress at or around a time in the future, use the *Future Continuous (will + be + doing)*.

Example: *I will be visiting my Australian relatives from mid-July till early August.*

- You can use *the Future Continuous* to talk about a future action which may have a result.

Example: *I will be visiting my Australian relatives in summer so I may learn to surf.*

- You can use *the Future Continuous* to ask polite questions about personal plans.

Example: *Will you be visiting your Australian relatives in summer?*

5.3.

1. In the meaning of *everyone, anyone* in the statements, use 'one'.

Example: *As far as I know, Ann has already been to Odessa, but one never knows.*

2. To replace a countable noun in the singular after *this, that*, use *one*; (*ones* – in the plural).

Example: – *Have you seen the museum?*
– *Is that the one you told me about?*

3. To identify people or things, often after *which*, use 'one' or 'ones'.

Example: *There are two ways of travelling there, which one would you like?*

Don't forget!

One is not usual when referring to uncountable nouns.

Example: *I don't like white tea, I prefer iced tea.*

UNIT 6

6.1.

- If you want to talk about an action rather than the person or thing that does the action, use the **passive form of the verb (be + done)**.

Example: *What kind of society **is being built** in Ukraine?*
(Present Continuous Passive)

- If you want to say who or what does an action which is denoted by a passive verb, use **by + noun**. Put this at the end of the clause or sentence.

Example: *Justice in Ukraine **is exercised by** courts.*
(Present Simple Passive)

- Use the passive in the following situations:
 - ✓ news reports
 - ✓ academic and scientific writing
 - ✓ instructions and rules

Example: *And now for local news. The agreement on the budget **was not reached** at the meeting which was held in the city council in the morning. (news report)*

6.2.

- If you want to talk about things that you like more than other things, use **prefer, would prefer, and would rather**.

Example: *I **prefer** a stress-free childhood for my sons.*

- If you want to indicate a general preference, use **prefer**.

Example: *I **prefer magazines** to newspapers. (prefer + noun)*
*I **prefer reading** books to watching television. (prefer + gerund)*
*I **prefer to read** books whenever I have free time. (prefer + infinitive)*

- Use **would prefer** or **would rather** for a preference in a particular situation.

Example: *I **would rather** be normal, not followed around by the media.*

Don't forget!

- **Prefer** may be followed by a *noun*, a *gerund*, or an *infinitive*.

Example: *I **prefer magazines** to newspapers.*

noun

*I **prefer reading** books to watching television.*

gerund

*I **prefer to read** books whenever I have free time.*

infinitive

- **Would prefer** may be followed by a *noun* or an *infinitive*.

Example: *I **would prefer** a good **book** as a birthday present tomorrow.*

noun

*I **would prefer to get** a good book as a birthday present tomorrow.*

infinitive

- **Would rather ('d rather)** can be followed only by the base form of the verb.

Example: "*I'd rather stay poor*", says the title of the book.

base form of the verb

6.3.

- If you want to emphasise part of a sentence that introduces new or different information, use sentences beginning with it and followed by **...that...** .

Example: *It is due to this ideal climate **that** we have a rich, fertile countryside.*

- Use **it ... that ...** to emphasise the subject or object of a sentence.

Example: *Friends and neighbours come to help without any reward.*

*It is **friends and neighbours** that come to help without any reward. (emphasizing the subject)*

*It is **without any reward** that friends and neighbours come to help. (emphasizing the object)*

Vocabulary

Aa

abbreviation (n) /əˌbriːviːeɪʃ(ə)n/
скорочення

absence (n) /'æbsəns/
відсутність

absorb (v) /əb'zɔːb/
поглинати

access (n) /'ækses/
доступ

accessible (adj) /ək'sesəbl/
доступний, досяжний

accessories (n) /ək'sesəriːz/
аксесуари

accommodation (n) /əˌkɒmə'deɪʃn/
житло

accompany (v) /ə'kʌmpəni/
супроводжувати

according to... (adv) /ə'kɔːdɪŋ/
згідно ...

accountant (n) /ə'kaʊntənt/
бухгалтер

accuse (v) /ə'kjuːz/
звинувачувати

achievement (n) /ə'tʃiːvmənt/
успіх; досягнення

acid rain /'æsid reɪn/
кислотний дощ

acquaintance (n) /ə'kwetəns/
знайомий

acquire (v) /ə'kwaiə/
набувати; здобувати

activity (n) /æk'tɪvəti/
діяльність

adjust (v) /ədʒʌst/
пристосовуватися

admire (v) /əd'maɪə/
захоплюватися

admission (n) /əd'mɪʃn/
вхід

adult (n) /'ædʌlt/
дорослий

advanced (adj) /əd'vɑːnst/
продвинутий

advantage (n) /əd'vɑːntɪdʒ/
перевага

adventure (n) /əd'ventʃə/
пригода

advertisement (n) /əd'vɜːtɪsmənt/
реклама; оголошення

advice (n) /əd'vaɪs/
порада

advice-seeking letter лист з проханням поради

affect (v) /'æfekt/
впливати

afford (v) /ə'fɔːd/
дозволяти

against (prep) /ə'maɪŋ/
проти

agree (v) /ə'ɡriː/
погоджуватися

agriculture (n) /'æɡrɪˌkʌltʃə/
сільське господарство

airhostess (n) /'eəˌhəʊstəs/
стюардеса

allow (v) /ə'laʊ/
дозволяти

allergic (adj) /ə'lɜːdʒɪk/
алергічний

alter (v) /'ɔːltə/
змінювати

altitude (n) /'æltɪtjuːd/
висота

amazing (adj) /ə'meɪzɪŋ/
приголомшливий

ambassador (n) /æm'bæsədə/
посол

ambition (n) /æm'bɪʃ(ə)n/
амбіція

among (prep) /ə'mʌŋ/
серед

amount (n) /ə'maʊnt/
кількість

analogy (n) /ə'nælədʒi/
аналогія

analyse /'ænləɪz/
аналізувати

ancestor (n) /'ænsəstə/
пращур

ancient (adj) /'eɪnʃənt/
стародавній

angry (adj) /'æŋɡri/
сердитий

annoy (v) /ə'nɔɪ/
дратувати

annual (adj) /'ænjʊəl/
щорічний

anthem (n) /'ænthəm/
гімн

anxiety (n) /æŋ'zaɪəti/
занепокоєння

appeal to... (v) /ə'piːl/
імпонувати...

appear (v) /ə'piə/
з'являтися

applaud (v) /ə'plɔːd/
аплодувати

apply (v) /ə'plai/
звертатися; пристосовувати

applause (n) /ə'plɔːz/
аплодисменти

appliances (n) /ə'plaɪənsɪz/
обладнання, пристосування

appreciate (v) /ə'priːʃiət/
цінувати

approach (n) /ə'prəʊtʃ/
підхід

appropriate (adj) /ə'prəʊpriət/
відповідний

Vocabulary

approve (v) /ə'pru:v/ схвалювати
approximately (adv) /ə'prɒksɪmətli/ приблизно
architect (n) /'ɑ:kɪtekt/ архітектор
architecture (n) /'ɑ:kɪtektʃə/ архітектура
area (n) /'eəriə/ територія
argue (v) /'ɑ:gju:/ сперечатися
around (adv) /ə'raʊnd/ навколо
arrive (v) /ə'raɪv/ прибувати
article (n) /'ɑ:tɪkl/ стаття
artist (n) /'ɑ:tɪst/ художник
ash (n) /æʃ/ зола
assess (v) /ə'ses/ оцінювати
assignment (n) /ə'saɪnmənt/ завдання
to assert one's individuality виражати індивідуальність
associate (v) /ə'səʊsɪət/ асоціювати
astonishing (adj) /ə'stɒnɪʃɪŋ/ дивовижний; вражаючий
athletic (adj) /æθ'letɪk/ спортивний
attempt (n) /ə'tempt/ спроба
attend (v) /ə'tend/ відвідувати
attention (n) /ə'tenʃn/ увага
attitude (n) /'ætɪtju:d/ ставлення
attractive (adj) /ə'træktɪv/ привабливий
attributable (adj) /'ætrɪbjʊ:təbl/ приписуваний
audience (n) /'ɔ:diəns/ аудиторія; публіка
author (n) /'ɔ:θə/ автор
authority (n) /ɔ:'θɒrɪti/ авторитет
available (adj) /ə'veɪləbl/ доступний
average (adj) /'ævərɪdʒ/ середній
avoid (v) /ə'vɔɪd/ уникати
award (n) /ə'wɔ:d/ нагорода
awesome (adj) /'ɔ:səm/ чудовий
awful (adj) /'ɔ:fl/ жахливий
axe (n) /æks/ сокира

Bb

backbone (n) /'bækbəʊn/ хребет
background (n) /'bækgraʊnd/ фон

bagpipes (n) /'bæɡpaɪps/ волинки
ballet (n) /'bæleɪ/ балет
ban (v) /bæn/ забороняти
band (n) /bænd/ музична група
bare (adj) /beə/ голий
bare necessity /nə'sesəti beə/ першочергова необхідність
bark (v) /bɑ:k/ гавкати
barn (n) /bɑ:n/ сарай
barrier (n) /'bæriə/ бар'єр
basic (adj) /'beɪsɪk/ основний
battle (n) /'bætl/ битва
beach (n) /bi:tʃ/ пляж
beam (v) /bi:m/ сяяти
beech (n) /bi:tʃ/ бук
beeswax (n) /'bi:zwæks/ пчелиний воск
beforehand (adv) /bɪ'fɔ:hænd/ завчасно
behave (v) /bɪ'heɪv/ поводити себе
believe (v) /bɪ'li:v/ вірити
belong (v) /bɪ'lɒŋ/ належати
benefactor (n) /'benɪfæktə/ благодійник
benefit (n,v) /'benɪfɪt/ вигода; отримувати вигоду
besides (adv) /bɪ'saɪdz/ крім того
bet (v) /'bet/ битися об заклад
betray (v) /bɪ'treɪ/ зраджувати
bewilderment (n) /'bi:wɪldəmənt/ збентеження, здивування
beyond expectations перевершувати очікування
biography (n) /baɪ'ɒɡrəfi/ біографія
biology (n) /baɪ'ɒlədʒi/ біологія
birch (n) /bɜ: tʃ/ береза
birth (n) /bɜ:θ/ походження
bite (v, n) /baɪt/ кусати; укуси
blame (v, n) /bleɪm/ звинувачувати; вина
blend (n,v) /blend/ змішування, змішувати
bloom (v) /blu:m/ квітнути (про квіти)
blossoming (adj) /'blɒsəmɪŋ/ квітучий

boarder on... (v) /'bɔ:də/ межувати з...

bombard (v) /'bɒmbɑ:d/ закидати питаннями

book a ticket замовляти білет

bookworm (n) /'bʊkwɜ:m/ книжковий черв'як

bore (n) /bɔ:/ зануда

borrow (v) /'bɒrəʊ/ позичати

bother (v) /'bɒðə/ турбувати

bottled up (adj) /'bɒtld/ замкнутий

bottom (n) /'bɒtəm/ дно

boundary (n) /'baʊndri/ кордон

bow (v) /baʊ/ кланятися

braces (n) /'breɪsɪz/ підтяжки

brainy (adj) /breɪni/ здібний, розумний

branch (n) /brɑ:ntʃ/ гілка; галузь

brand new абсолютно новий

break into blossom розквітати (про дерева)

breath (n) /'breθ/ дихання

breathtaking (adj) /'breθteɪkɪŋ/ захоплюючий подих

breeder (n) /'brɪdə/ плідник (про тварину)

bridge (n) /brɪdʒ/ міст

brief (adj) /brɪ:f/ короткий; стислий

brilliant (adj) /'brɪljənt/ блискучий

broadcast (v) /'brɔ:dka:st/ транслювати по радіо/телебаченню

broaden (v) /'brɔ:dn/ розширювати

brochure (n) /'brəʊʃə/ брошура

brush (n) /brʌʃ/ пензлик

bully (v) /'bʊli/ дражнити; знущатися

burial (n) /'berɪəl/ поховання

burst into applause вибухнути аплодисментами

button (n) /'bʌtn/ гудзик

Сс

cable TV кабельне телебачення

cancel (v) /'kænsəl/ відміняти

canvas (n) /'kænvəs/ полотно для малювання

captivity (n) /kæp'tɪvɪti/ неволя

career (n) /kə'riə/ кар'єра

carriage (n) /'kærɪdʒ/ вагон

castle (n) /'kɑ:sl/ замок

catching (adj) /'kæʃɪŋ/ захоплюючий

categorize (v) /'kætɪgəraɪz/ класифікувати

cathedral (n) /kə'thi:drəl/ собор

cave (n) /'keɪv/ печера

century (n) /'sentʃəri/ вік, століття

certificate /sə'tɪfɪkət/ посвідчення

challenge (n) /'tʃælɪndʒ/ виклик

change (v) /tʃeɪndʒ/ змінювати, міняти

channel (n) /'tʃænl/ канал

chaos (n) /'keɪs/ хаос

character trait риса характеру

characteristics (n) /,kæriktə'rɪstɪks/ характеристики

characterize (v) /'kæriktəraɪz/ характеризувати

charity (n) /'tʃærɪti/ благодійність

charming (adj) /'tʃɑ:miŋ/ чарівний

cheer sb up підбадьорювати когось

cheerful (adj) /'tʃiəfʊl/ веселий; бадьорий

chemicals (n) /'kemɪkəls/ хімікати

chestnut trees каштани

childhood (n) /'tʃaɪldhʊd/ дитинство

choice (n) /tʃɔɪs/ вибір

choir (n) /'kwaɪə/ хор

chronological succession хронологічна послідовність

church (n) /tʃɜ:ʃ/ церква

circumstances (n) /'sɜ:kəmstənsɪz/ обставини

citizen (n) /'sɪtɪz(ə)n/ житель

claim (v) /kleɪm/ стверджувати

clap hands плескати у долоні

clarinet (n) /,klærɪ'nət/ кларнет

climb (v) /klaɪm/ іти в гору

Vocabulary

coach (n,v) /kəʊtʃ/ тренер, тренувати
coach potato телеман
coal (n) /kəʊl/ вугілля
coastline (n) /'kəʊstlaɪn/ берегова лінія
coexistence (n) /kəʊ'eg'zɪstəns/ співіснування
coin (n) /kɔɪn/ монета
collar (n) /'kɒlə/ комірець
collect (v) /kə'lekt/ збирати; колекціонувати
collide (v) /kə'laid/ зіткнутися
colloquial (adj) /kə'ləʊkwɪəl/ розмовний
colour scheme /'klɒlə skɪm/ кольорова палітра
colourful (adj) /'klɒləf(ə)l/ кольоровий
combine (v) /'kɒmbaɪn/ поєднувати
to come to the rescue прийти на допомогу
compare (v) /kəm'preə/ порівнювати
compartment (n) /kəm'pɑ:tmənt/ купе
competition (n) /,kɒmpɪ'tɪʃ(ə)n/ змагання
complete failure повний провал
complicated (adj) /'kɒmplɪkeɪtɪd/ складний
composer (n) /kəm'pəʊzə/ композитор
composition (n) /,kɒmpə'zɪʃ(ə)n/ твір
comprehend (v) /,kɒmpri'hend/ сприймати
compromise (n) /'kɒmprəmaɪz/ компроміс
compulsory (adj) /kəm'pʌlsəri/ обов'язковий
concert (n) /kɒnsət/ концерт
conclusion (n) /kən'klu:zən/ висновок
condemn (v) /kən'dem/ засуджувати
condition (n) /kən'dɪʃ(ə)n/ умова

conductor (n) /kən'dʌktə/ диригент оркестру
confident (adj) /'kɒnfɪdənt/ впевнений
confirm (v) /kən'fɜ:m/ підтверджувати
confuse (v) /kən'fju:z/ змішувати, плутати
connect (v) /kə'nekt/ поєднувати
conquer (v) /'kɒŋkə/ завойовувати
consequence (n) /'kɒnsɪkwəns/ наслідок
consequently (adv) /'kɒnsɪkwəntli/ відповідно; як наслідок
consider (v) /kən'sɪdə/ вважати; припускати
considerate (adj) /kən'sɪd(ə)rɪt/ дбайливий, уважний
constantly (adv) /'kɒnstəntli/ постійно
contain (v) /kən'teɪn/ містити
contents (n) /'kɒntənts/ зміст
contemporary (adj) /kən'temp(ə)rəri/ сучасний
contest (n) /'kɒntest/ конкурс, змагання
context (n) /'kɒntɛkst/ контекст
contribute (v) /kən'trɪbjʊ(:)t/ робити внесок
contribution (n) /kɒntrɪ'bju:ʃ(ə)n/ внесок
convention (n) /kən'venʃ(ə)n/ умовність; звичай
convey (v) /kən'veɪ/ передавати
convince (v) /kən'vɪns/ переконувати
cool (adj) /ku:l/ класний
cooperation (n) /kəʊpə'reɪʃən/ співпраця
cope (v) /kəʊp/ справлятися
cost (v) /kɒst/ коштувати
costly (adj) /'kɒstli/ дорого
couch potato телеман
countryman (n) /'kʌntrɪmən/ співвітчизник
couple (n) /kʌpl/ пара

courageous (adj) /kə'reɪdʒəs/ сміливий
course of history хід історії
course of peace справа миру
court (n) /kɔ:t/ суд
coverage (n) /'kʌvərɪdʒ/ покриття
craft (n) /kra:ft/ ремесло
crazy (adj) /'kreɪzi/ божевільний
create (v) /kri:'eɪt/ створювати
creative (v) /kri'eɪtɪv/ творчий
crime (n) /kraɪm/ злочин
cross (v) /krɒs/ хрест
crowd (n) /kraʊd/ натовп
crown (n) /kraʊn/ корона
crucial (adj) /'kru:ʃəl/ вирішальний; ключовий
cruelty (n) /k'ruəlti/ жорстокий
culture (n) /'kʌltʃə/ культура
cunning (adj) /'kʌnɪŋ/ хитрий
curios (adj) /kjuəri'əs/ допитливий
current events останні події
curriculum (n) /kə'rkjʊləm/ програма
curtains (n) /'kɜ:tn/ завіса (в театрі)
cute (adj) /kju:t/ кмітливий; милий

Dd

daffodil (n) /'dæfədɪl/ нарцис
damage (n) /'dæmɪdʒ/ шкода, пошкодження
dark (adj) /da:k/ темний
date (n, v) /deɪt/ побачення; ходити на побачення
dawn (n) /dɔ:n/ ранок
deaf (n,adj) /def/ глухий
deafening (adj) /'defɪnɪŋ/ дуже глосний; оглушливий
decent (adj) /di:snt/ порядний
decipher (v) /dɪ'saɪfə/ розшифровувати
decision (n) /dɪ'sɪz(ə)n/ рішення
decrease (v) /dɪ:k'ri:s/ зменшуватися
deed (n) /di:d/ вчинок

deer (n) /diə/ олень
defeat (n,v) /dɪ'fi:t/ перемагати
definitely (adv) /'defɪnɪtli/ безумовно
definition (n) /dəfi'nɪʃən/ визначення
deforestation (n) /dɪ'fɒrɪs'teɪʃn/ вирубка лісу
defuse (v) /di:'fju:z/ вирішувати конфлікт
degree (n) /dɪg'ri:/ градус
deliberate (adj) /dɪ'lib(ə)rɪt/ навмисний
delight (n) /dɪ'laɪt/ насолода
dense (adj) /dens/ щільний; густий
department (n) /dɪ'pɑ:tmənt/ відділення
departure (n) /dɪ'pɑ:ʃə/ від'їзд
depend (v) /dɪ'pend/ залежати
depict (v) /dɪ'pɪkt/ зображати, описувати
deprive (v) /dɪ'praɪv/ позбавити, віднімати
depth (n) /depθ/ глибина
derivative (n) /dɪ'rɪvətɪv/ похідний
descendance (n) /dɪ'sendəns/ походження
description (n) /dɪs'krɪpʃ(ə)n/ опис
deserve (v) /dɪ'zɜ:v/ заслуговувати
deskmate (n) /'deskmeɪt/ сусід по парті
despise (v) /dɪs'paɪz/ зневажати
dessert island безлюдний острів
destination (n) /dəsti'neɪʃ(ə)n/ місце призначення
destroy (v) /dɪs'trɔɪ/ знищувати
detention (n) /dɪ'tenʃ(ə)n/ затримка
devastation (n) /,devə'steɪʃ(ə)n/ спустошення
develop (v) /dɪ'veləp/ розвивати
devote (v) /dɪ'veʊt/ присвячувати
devoted (adj) /dɪ'veʊtɪd/ відданий
devotion (n) /dɪ'veʊʃ(ə)n/ відданість
diary (n) /'daɪəri/ щоденник
die (v) /daɪ/ помирати

Vocabulary

die out вимирати
differ (v) /'difə/ відрізнятись
digital native людина, яка добре володіє цифровими гаджетами
digital TV цифрове телебачення
dignity (n) /'dɪgnɪti/ гідність
diligence (n) /'dɪlɪdʒəns/ старання
direct (adj) /daɪ'rekt/ прямий
direction (n) /daɪ'rekʃ(ə)n/ напрям
disabled people люди з обмеженими можливостями
disappear (v) /dɪsə'pɪə/ зникати
disappointing (adj) /,dɪsə'pɔɪntɪŋ/ розчаровуючий
disaster (n) /dɪ'zɑːstə/ катастрофа
discover (v) /dɪs'kʌvə/ винаходити
disease (n) /dɪ'ziːz/ хвороба
dish (n) /dɪʃ/ страва
dispute (v,n) /dɪs'pjuːt/ диспутувати; дипуи
disrupt (v) /dɪs'rʌpt/ зривати
distinguish (v) /dɪs'tɪŋɡwɪʃ/ розрізнявати
distribute (v) /dɪs'trɪbjʊ(:)t/ розподіляти
ditch (n) /dɪtʃ/ канава
diving (n) /'daɪvɪŋ/ занурення
division (n) /dɪ'vɪz(ə)n/ розподіл; ділення
documentary (n) /,dɒkjʊ'mentəri/ документальний фільм
domestic (adj) /də'mestɪk/ домашній
domestic news місцеві новини
dominate (v) /'dɒmɪneɪt/ домінувати
donate (v) /də(ə)'neɪt/ жертвувати
double (adj) /'dʌbl/ подвійний
doubt (n,v) /daʊt/ сумнів; сумніватися
download from the Internet скачувати з інтернету
drag (n) /dræg/ нудьга
draught (n) /draːft/ засуха
dreadful (adj) /'dredf(ə)l/ жахливий
driving license водійські права

drizzle (n) /drɪzl/ мряка; дрібний дощик
drought (n) /draːf/ засуха
drug(s) (n) /drʌg(z)/ наркотики
drum (n) /drʌm/ барабан
due to завдяки...
dull (adj) /dʌl/ нудний

Ее

each /iːtʃ/ кожний
eagle (n) /iːgl/ орел
earn (v) /zɜːn/ заробляти
ease (n,v) /iːz/ легкість, полегшувати
earthquake (n) /'z:θkweɪk/ землетрус
ecological (adj) /,i:kə'lɒdʒɪk(ə)l/ екологічний
editor (n) /'edɪtə/ головний редактор газети
editorial (n) /edɪ'tɔːrɪəl/ передова стаття в газеті
education (n) /edju:'keɪʃən/ освіта
effort (n) /'efət/ зусилля; спроба
elective (adj) /ɪ'lektɪv/ вибірковий; необов'язковий
elicit (v) /ɪ'lɪsɪt/ виділяти
elk (n) /elk/ лось
elucidate (v) /ɪ'luːsɪdeɪt/ проливати світло; пояснювати, роз'яснювати
embody (v) /ɪm'bɒdi/ втілювати; включати
embarrass (v) /ɪm'bærəs/ збентежувати
embrace (v) /ɪm'breɪs/ обіймати
embroidery (n) /ɪm'brɔɪdəri/ вишивання
emergency (n) /ɪ'mɜːdʒənsi/ терміновість; невідкладність
emotional (adj) /ɪ'məʊʃ(ə)nəl/ емоційний
emphasize (v) /'emfəsaɪz/ наголошувати
empire (n) /'empaɪə/ імперія
emit gas випускати газ

employ (v) /'empti/ наймати на роботу
employer (n) /ɪm'plɔɪə/ роботодавець
enable (v) /ɪ'neɪb(ə)l/ давати можливість
enchanting (adj) /ɪn'tʃɑ:ntɪŋ/ чаруючий
encode (v) /ɪn'kəʊd/ кодувати
encourage (v) /ɪn'kʌrɪdʒ/ підбадьорувати; заохочувати
encyclopedia (n) /ɪn,sɑɪklə'pi:diə/ енциклопедія
end (v, n) /end/ закінчувати; кінець
endangered (adj) /ɪn'deɪndʒəd/ вимираючий
endeavour (n) /ɪn'devə/ спроба, старання, зусилля
endure (v) /ɪn'dʒʊə/ витримувати
energetic (adj) /enə'dʒetɪk/ енергійний
engraving (n) /ɪn'greɪvɪŋ/ гравіювання
enjoy (v) /ɪn'dʒɔɪ/ насолоджуватися
enormous (adj) /ɪ'nɔ:məs/ величезний
enough (adv) /ɪ'nʌf/ достатньо
enrich (v) /ɪn'rɪʃ/ збагачувати
enroll (v) /ɪn'rəʊl/ записуватися
entertain (v) /entə'teɪn/ розважати
entrance (n) /'entrəns/ вхід
entertainment (n) /entə'teɪnmənt/ розвага, забава
enumerate (v) /ɪ'nju:məreɪt/ перераховувати; перелічувати
environment (n) /ɪn'vaɪ(ə)rənmənt/ навколишнє середовище
envy (v, n) /'envi/ заздрити; заздрість
epitome (n) /ɪ'pɪtəmi/ уособлення
epoch (n) /'i:pɒk/ епоха
equal (adj) /'i:kwəl/ рівний
equality (n) /ɪ'kwɒlɪti/ рівність
equipment (n) /ɪ'kwɪpmənt/ обладнання

escape (v, n) /ɪs'keɪp/ втікати; втеча
essence (n) /'es(ə)ns/ сенс
essential (adj) /ɪ'senʃəl/ головний
establish (v) /ɪs'tæblɪʃ/ встановлювати; засновувати
ethnic (adj) /'eθnɪk/ етнічний
even (adv) /'i:v(ə)n/ навіть
event (n) /ɪ'vent/ подія
evergreen (n) /'evəgrɪ:n/ вічнозелений
everlasting (adj) /evə'la:stɪŋ/ вічний
everliving (adj) /'evə'lɪvɪŋ/ вічноживий; безсмертний
everywhere (adv) /'evrɪwɛə/ скрізь
evil (n,v) /'i:v(ə)l/ зло, злий
evoke (v) /ɪ'vəʊk/ пробуджувати; викликати
evoke feelings пробуджувати почуття
exact (adj) /ɪg'zækt/ точний
exaggeration (n) /ɪg,zædʒə'reɪʃ(ə)n/ перебільшення
excellent (adj) /'eksələnt/ відмінний
exchange (v) /ɪks'tʃeɪndʒ/ обмінюватися
exclamatory(adj) /ɪk'sklæmət(ə)nɪ/ окличний
exhibition (n) /,eksɪ'bɪʃ(ə)n/ виставка
exist (n,v) /ɪg'zɪst/ існування, існувати
existence (n) /ɪg'zɪstəns/ існування
expand (v) /ɪks'pænd/ розширювати(ся)
expedition (n) /ekspɪ'dɪʃ(ə)n/ експедиція
expel (v) /ɪks'pel/ виключати; виганяти
explain (v) /ɪks'pleɪn/ пояснювати
explore (v) /ɪks'plɔ:/ досліджувати
explosion (n) /ɪk'spləʊz(ə)n/ вибух
experience (n,v) /ɪks'pɪəriəns/ досвід, мати досвід
express (v) /ɪksp'res/ виражати

Vocabulary

extinct (v) /ɪk'stɪŋkt/ зникати
extract (n) /'ekstrækt/ уривок
extraordinary (adj) /ɪks'trɔ:d(ə)n(ə)rɪ/
незвичайний
exchange student студент за програмою обміну
extremely (adv) /ɪks'tri:mli/ надзвичайно
extracurriculum /'ekstrəkə'ɹɪkjʊləm/
позаурочний

Ff

facilitate (v) /fə'sɪlɪteɪt/ полегшувати
fable (n) /feɪbl/ басня
fabulous (adj) /'fæbjʊləs/ розкішний; казковий
fair (adj) /fɛə/ справедливий
faith (n) /feɪθ/ віра
faithful (adj) /feɪθfʊl/ вірний
false (n) /fɔ:ls/ фальшивий
fame (n) /feɪm/ слава
familiar (adj) /fə'mɪljə/ знайомий
famine (n) /'fæmɪn/ голод
famous (adj) /'feɪməs/ відомий
fan (n) /fæn/ вболівальник; фанат
fancy (n,v) /'fænsɪ/ уява; уявляти
fantasy books фантастика
far and wide /flɑd/ далеко за межами
fascinating (adj) /'fæsmeɪtɪŋ/ чарівний
fashionable (adj) модний
fatality (n) /fə'tælɪti/ смертельний результат
fault (n) /fɔ:lt/ вина
favourable (adj) /'feɪvərəbl/ сприятливий
favourite (adj) /'feɪvəɪt/ улюблений
fee (n) /fi:/ плата
feel a bit down бути не в настрої
feedback (n) /'fi:dbæk/ зворотній зв'язок; зворотна реакція
feeling (n) /'fi:lɪŋ/ почуття
fertile (adj) /'fɜ:təl/ плодovitий

fiction (n) /'fɪkʃən/ художня література
final (adj) /'faɪn(ə)l/ фінальний; вирішальний
firefighter (n) /'faɪəfaɪtər/ вогнеборець
firm (adj) твердий
first and foremost передусім
firstly (adv) /'fɜ:stli/ поперше
firstrate (adj) /'fɜ:st'reɪt/ першокласний; чудовий
flatter (v) лестити
flexible (adj) гнучкий
flip (v) перегортати
flippers (n) /'flɪpəz/ ласта
flood (n) повінь
floral (adj) /'flɔ:rəl/ квітковий
flour (n) /'flaʊə/ борошно
flourish (v) /'flaʊrɪʃ/ процвітати
flowerstudied вкритий квітами
flute (n) /flu:t/ флейта
foam (n) /fəʊm/ піна
folk (adj) /fəʊk/ народний
folk art народне мистецтво
foreign (adj) /'fɔrɪn/ іноземний
foreign news іноземні новини
forerunner (n) /'fɔ: ɹɪnə/ попередник
foresight (n) передбачення
forever /fə'revə/ назавжди
fortress (n) /'fɔ:trɪs/ фортеця
founder (n) /'faʊndə/ засновник
fragrance (n) /'freɪgrəns/ аромат
freaks of nature помилки природи
freedom (n) /'fri:dəm/ свобода
frequent (adj) /'fri:kwənt/ частий
fresh (adj) /fref/ свіжий
friendship (n) /'frendʃɪp/ дружба
from cover to cover від початку і до кінця
fulfill (v) /fʊl'fɪl/ задовольняти; відповідати
full (adj) /fʊl/ повний
funnel (n) воронка
funny (adj) /'fʌni/ смішний

Gg

garbage (n) /'gɑ:bɪdʒ/ сміття
gallery (n) /'gæləri/ галерея
garlic (n) /'gɑ:lɪk/ часник
gaze (n, v) /geɪz/ погляд, вдивлятися
gazebo (n) /gə'zi:bəʊ/ альтанка
gem (n) /dʒem/ скарб
generation (n) /,dʒenə'reɪʃən/ покоління
generosity (n) /,dʒenə'rɒsɪti/ щедрість
genius (n) /'dʒi:njəs/ геній
genre (n) /zɑ:nr/ жанр
gentle (adj) /'dʒentl/ м'який; лагідний
geographical (adj) /dʒɪə'græfɪkəl/ географічний
get drowned втопитися
ghost story страшна розповідь
giant (adj) /'dʒaɪənt/ гігант
gigantic (adj) /dʒaɪ'gæntɪk/ величезний
glacier (n) /'glæsiə/ льодовик
glorify (v) /'glɔ:rɪfaɪ/ прославляти
glory (n) /'glɔ:ri/ слава
goal (n) /gəʊl/ ціль
golden (adj) /'gəʊldən/ золотий
goodness (n) /'gʊdnɪs/ доброта
gorgeous (adj) /'gɔ:dʒəs/ чудовий; розкішний
gossip (v, n) /'gɒsɪp/ пліткувати; плітки
government (n) /'gʌv(ə)mənt/ уряд
grab (v) /græb/ схопити
graduate (v) /'grædʒʊət/ закінчувати навчальний заклад
graduation (n) /,grædʒʊ'eɪʃ(ə)n/ випуск в школі; закінчення навчального закладу
grateful (adj) /'greɪtful/ вдячний
gratitude (n) /'grættɪtʃu:d/ вдячність
gravestone (n) /'greɪvstəʊn/ надмогильна плита
greed (n) /'gri:di/ жадібність

greenhouse effect парниковий ефект
greasy (adj) /'gri:si/ сальний, засалений, жирний
greet (v) /gri:t/ вітати
gripping (adj) /'grɪpɪŋ/ захоплюючий
grownup books книги для дорослих
grunt (v) /grʌnt/ бурчачи, бурмотати
guess (v) /ges/ здогадуватися
guest (n) /gest/ гість
guide (n) /gaɪd/ гід; провідник
guitar (n) /gɪ'ta:/ гітара
gunner (n) /'gʌnə/ пушкар
gunpowder (n) /'gʌn,paʊdə/ порох
guy (n) /gaɪ/ хлопець
global warming глобальне потепління

Hh

habitat (n) /'hæbɪtæt/ природне середовище
handwriting (n) /'hænd,raɪtɪŋ/ почерк
harbour (n) /'hɑ:bə/ гавань; порт
hardship (n) /'hɑ:dʃɪp/ трудність
harmful (adj) /'hɑ:mful/ шкідливий
harmonious (adj) /'hɑ:məniəs/ гармонійний
harmony (n) /'hɑ:məni/ гармонія
harp (n) /hɑ:p/ арфа
harvest (n) /'hɑ:vɪst/ врожай
hatch (v) /'hætʃ/ висиджувати
hatred (n) /'heɪtrɪd/ ненависть
have in common мати спільне
havoc (n) /'hævək/ хаос
health (n) /helθ/ здоров'я
heart (n) /hɑ:t/ серце
heartiest congrats сердечні вітання
heat (n) /hi:t/ спека
heaven (n) /'hevn/ небеса
heavy (adj) /'hevi/ важкий

Vocabulary

height (n) /haɪt/ вершина
help sb out (phr.v) допомогти у скрутну хвилину
hereditary peer спадковий пер
heritage (n) /'herɪtɪdʒ/ спадок
heroic (adj) /hɪ'roʊɪk/ героїчний
hesitate (v) /'hezɪteɪt/ вагатися
hieroglyph (n) /'haɪərəɡlɪf/ ієрогліф
high (adj) /haɪ/ високий
highspeed (adj) /haɪ spi:d/ високошвидкісний
historical (adj) /hɪ'stɔrɪk(ə)l/ історичний
honest (adj) /'ɒnɪst/ чесний
honour (n) /'ɒnə/ честь
hope (v, n) /həʊp/ сподіватися; сподівання
horrid (adj) /'hɒrɪd/ жахливий
horseriding їзда верхи
horseshoe (n) /'hɔ:ʃu:/ підкова
hospitable (adj) /'hɒspɪəbl/ гостинний
household (n) /'haʊshəʊld/ хатне господарство
huge (adj) /hju:ɟ/ величезний
human (adj) /'hju:mən/ людський
humanitarian (adj) /hju(:),mæni'teəriən/ гуманітарний
humid (adj) /'hju:mɪd/ вологий
humiliate (v) /hju(:)'mɪleɪt/ принижувати
humour (n) /h'ju:mə/ гумор
hundred /'hʌndrəd/ сто
hunter (n) /'hʌntə/ мисливець
hurricane (n) /'hʌrɪkən/ ураган
hurt (v) /hɜ:t/ вдаряти; боліти
hymn (n) /hɪm/ гімн
hypnotize (v) /'hɪpnə'taɪz/ гіпнотизувати

Ii

identify (v) /aɪ'dentɪfaɪ/ визначати
idle (adj) /'aɪdl/ безпечний
ignore (v) /ɪg'no:z/ ігнорувати
illustrate (v) /'ɪləstreɪt/ ілюструвати

illustration (n) /,ɪlə'streɪʃ(ə)n/ ілюстрація
image (n) /'ɪmɪdʒ/ образ
imagine (v) /ɪ'mædʒɪn/ уявляти
immediately (adv) /ɪ'mi:djətli/ одразу
immortal (adj) /ɪ'mɔ:tl/ безсмертний
impact (n) /'ɪmpækt/ вплив
impatient (adj) /ɪm'peɪʃənt/ нетерплячий
impeccable (adj) /ɪm'pekəbl/ бездоганний
importance (n) /ɪm'pɔ:təns/ важливість
impossible (adj) /ɪm'pɒsɪbl/ неможливий
impress (v) /ɪm'pres/ вражати
improve (v) /ɪm'pru:v/ покращувати
impulse (n) /'ɪmpʌls/ імпульс
in addition на додаток
in advance заздалегідь
include (v) /ɪn'klu:d/ містити
incomparable (adj) /ɪn'kɒmpərəbl/ незрівнянний
increase (v) /'ɪŋkri:s/ збільшувати
incredible (adj) /ɪn'kredɪbl/ неймовірний
independent (adj) /,ɪndɪ'pendənt/ незалежний
indignation (n) /ɪndɪg'neɪʃn/ обурення
individuality (n) /,ɪndɪ,vɪdʒv'æltɪ/ індивідуальність
industrious (adj) /ɪn'dʌstriəs/ працьовитий
influential (adj) /,ɪnflu'ənfəl/ впливовий
informative (adj) /ɪn'fɔ:mətɪv/ інформативний
injustice (n) /ɪn'dʒʌstɪs/ несправедливість
inner world внутрішній світ
innocent (adj) /'ɪnəsənt/ невинний
innovative (adj) /'ɪnɒvətɪv/ інноваційний

in return взамін
inside /in'saɪd/ всередині
insist (v) /in'sɪst/ наполягати
inspire (v) /ɪn'spaɪə/ надихати
inspiration (n) /,ɪnspə'reɪʃən/ натхнення
instead /ɪn'sted/ замість
instruction (n) /ɪn'strʌkʃən/ інструкція
instrument (n) /'ɪnstrʊmənt/ інструмент
intellectual (adj) /,ɪntɪ'lɛktʃʊəl/ інтелектуальний
intend (v) /ɪn'tend/ мати намір
interdependent (adj) /,ɪntədɪ'pendənt/ взаємопов'язаний
interfere (v) /,ɪntə'fɪə/ втручатися
integrate (v) /'ɪntɪgrɪt/ інтегрувати
interpret (v) /ɪn'tɜ:pɪt/ інтерпретувати
interview (n,v) /'ɪntəvju:/ інтерв'ю, інтерв'ювати
intriguing (adj) /ɪn'trɪ:ɡɪŋ/ інтригуючий; захоплюючий
introduction (n) /,ɪntrə'dʌkʃən/ вступ
invent (v) /ɪn'vent/ винаходити
involve (v) /ɪn'vɒlv/ включати, містити; залучати
iron (n) /'aɪən/ залізо
irresistible (adj) /,ɪrɪ'zɪstəbl/ нестримний; непереборний
irrespective of... незалежно від...
irritable (adj) дратівливий
island (n) /'aɪlənd/ острів
issue (n) /'ɪʃu:/ випуск; видання

Jj

jacket (n) /'dʒækɪt/ піджак
jazz (n) /dʒæz/ джаз
jealous (adj) /'dʒeləs/ ревнивий
jeans (n) /dʒi:nz/ джинси
jewelry (n) /'dʒu:əlri/ коштовність
join (v) /dʒɔɪn/ долучатися
joke (n) /dʒəʊk/ жарт
journal (n) /'dʒju:nɪə/ журнал

journalist (n) /'dʒɜ:nəlɪst/ журналіст
journey (n) /'dʒɜ:ni/ подорож
joy (n) /dʒɔɪ/ радість
joyous (adj) /'dʒɔɪəs/ радісний
judging by /'dʒʌdʒɪŋ/ судити; суддя
judgment (n) /'dʒʌdʒmənt/ судження; думка
jump (v) /dʒʌmp/ стрибати
 jumper (n) /'dʒʌmpə/ джемпер
jungle (n) /'dʒʌŋɡl/ джунглі
junior (adj) /'dʒu:njə/ молодший
just the reverse як раз навпаки
justice (n) /'dʒʌstɪs/ справедливість
just (adj) /dʒʌst/ справедливий

Kk

keepsake (n) /'ki:pseɪk/ сувенір на згадку
kernel (n) /kɜ:nl/ горіхове ядро
key events ключові події
kindergarten (n) /'kaɪndə'ɡɑ:tn/ дитячий садок
king (n) /kɪŋ/ король
kneedeep до коліна
knees (n) /'ni:z/ коліна
knight (n) /naɪt/ лицар
knitting (n) /'nɪtɪŋ/ в'язання
knock (v, n) /nɒk/ стукати; стук
knowledge (n) /'nɒlɪdʒ/ знання

Ll

labour (n) /'leɪbə/ праця
lack (v) /læk/ бракувати, не ви-стачати
lace (n) /leɪs/ мереживо
lace shoes зашнуровувати чере-вики
lamenting (adj) /lə'mentɪŋ/ жаліб-ний; сумний
landmark (n) /'lændmɑ:k/ віха
landscape (n) /'lændskeɪp/ пейзаж
landslide (n) /'lændslɑɪd/ зсув
latecomer (n) /'leɪt'kɒmə/ той, хто спізнився

Vocabulary

latitude (n) /'lætɪtju:d/ широта
laugh (v, n) /la:f/ сміятися; сміх
launch (v) /lɔ:nʃ/ запускати
laureate (n) /'lɔ:ri:t/ лауреат
law (n) /lɔ:/ закон
lawyer (n) /lɔ:jə/ юрист, адвокат
lawn (n) газон
lazy (adj) /'leizi/ лінивий
leader (n) /'li:də/ лідер
lead man ведучий
leaflet (n) /'li:flɪt/ листівка
leave alone залишати у спокої
leek (n) /li:k/ лук порей
left (adj) /left/ лівий
legend (n) /'lɛdʒənd/ легенда
leisure time дозвілля
level (n) /'levl/ рівень
librarian (n) /laɪ'breəriən/ бібліотекар
library (n) /'laɪbrəri/ бібліотека
lifeguard (n) /'laɪfgɑ:d/ рятувальник
lifelike (adj) /'laɪflaɪk/ життєвий
lifetime dream мрія усього життя
likeminded (adj) /'laɪk'maɪndɪd/ одностайний
likeness (n) /'laɪknɪs/ подібність
limerick (n) /'lɪməɪk/ лімерик; жартиливий вірш
line (n) /laɪn/ рядок
link (v,n) /lɪnk/ з'єднувати; ланка
liquid (n) /'lɪkwɪd/ рідина
literacy (n) /'lɪtərəsi/ письменність; грамотність
literature (n) /'lɪtərətʃə/ література
lizard (n) /'lɪzəd/ ящірка
loan (n) /ləʊn/ позика
local (adj) /'ləʊkəl/ місцевий
lonely (adj) /'ləʊnli/ самотній
loss (n) /lɒs/ втрата
lottery ticket лотерейний білет
low (adj) /ləʊ/ низький
luckily (adv) /'lʌkɪli/ на щастя
lyric (adj) /'lɪrɪk/ ліричний
lyrical (adj) /'lɪrɪkəl/ ліричний
lyrics (n) /'lɪrɪks/ текст пісні

Mm

magazine (n) /,mægə'zi:n/ журнал
magic (adj) /'mædʒɪk/ магічний
majestic (adj) /mə'dʒestɪk/ величний
major (adj) /'meɪdʒə/ основний; головний
majority (n) /mə'dʒɔ:rtɪ/ більшість
mankind (n) /,mæn'kaɪnd/ людство
mankind (n) /mæn'kaɪnd/ людство
manuscript (n) /'mænʃskɪpt/ рукопис
manysided (adj) багатосторонній
marble (adj) /'mɑ:b(ə)l/ мармуровий
marble (n,adj) /'mɑ:bl/ мармур; мармуровий
marvelous (adj) /'mɑ:v(ə)ləs/ чудовий
mascot (n) /'mæskət/ талисман
masterpiece (n) /'mɑ:stəri:s/ шедевр
mature (adj) /mə'tʃʊə/ зрілий
meadow (n) /'medəʊ/ луг
mean (adj) /mi:n/ жалюгідний, підлий
meaning (n) /'mi:niŋ/ значення
means of transport транспортні засоби
measure (n) /'meʒə/ міра
medicine (n) /'medsɪn/ ліки
melodious (adj) /mə'ləʊdiəs/ мелодійний
member (n) /'membə/ член
membership (n) /'membəʃɪp/ членство
memorable (adj) /'memərəbl/ незабутній
memory (n) /'mem(ə)ri/ пам'ять
mental (adj) /'mentl/ ментальний; розумовий
mention (v) /'menʃ(ə)n/ згадувати; зазначати
mercy (n) /'mɜ:si/ пощада
merit (n) /'merɪt/ заслуга

message (n) /'mesɪdʒ/ повідомлення; послання
messenger (n) /'mesəndʒə/ посла-
 нець
microwave oven мікрохвильова
 піч
middle ages Середньовіччя
military (adj) /'mɪlətri/ військовий
military (n, adj) /'mɪlɪtəri/ військо-
 вий; воєнний
mill (n) /mɪl/ млин
mineral resources корисні копа-
 лини
minimize (v) /'mɪnɪmaɪz/ мінімізу-
 вати
miracle (n) /'mɪrəkl/ диво
mischievous (adj) /'mɪsʃɪvəs/ не-
 слухняний
miserable (adj) /mɪz(ə)rəbl/ жалю-
 гідний, нещасний
misery (n) /'mɪz(ə)rɪ/ бідність,
 нужденність
miss a chance втрачати можли-
 вість
miss sb badly дуже сумувати за
 кимось
missing (adj) /'mɪsɪŋ/ зниклий
mistake (n) /mɪs'teɪk/ помилка
modern (adj) /'mɒdən/ сучасний
monastery (n) /'mɒnəstəri/ монас-
 тир
monotonous (adj) /mə'nɒt(ə)nəs/
 монотонний, одноманітний
month (n) /mʌnθ/ місяць
mood (n) /mu:d/ настрої
mosquitoes (n) /məs'ki:təʊz/ ко-
 мари
motherland (n) /'mʌðə'lænd/ бать-
 ківщина
movement (n) /'mu:vmənt/ рух
mudflow (n) /'mʌdfloʊ/ грязьовий
 потік
multicultural (adj) /,mʌltɪ'kʌltʃərəl/
 багатокультурний
multiple (adj) /'mʌltɪp(ə)l/ багато-
 разовий

murder (n, v) /'mɜ:də/ вбивство,
 вбивати
musician (n) /'mjʊ(:)'zɪʃən/ музи-
 кант
mutual (adj) /'mjʊ:tʃʊəl/ спільний
mutual respect взаємоповага
mystery (n) /'mɪstəri/ таємниця

Nn

nag (v) /næg/ бурчати, нити
narrative (n, adj) /'nærətɪv/ опо-
 відання; оповідальний
nation (n) /'neɪʃ(ə)n/ нація
native (n, adj) /'neɪtɪv/ рідний;
 уродженець
natural resources корисні копа-
 лини
nature (n) /'neɪtʃə/ природа
naughty (adj) /'nɔ:ti/ неслухняний
necessity (n) /ne'sesɪti/ необхід-
 ність
need (v, n) /ni:d/ мати потребу;
 відчувати необхідність
needle (n) /ni:dl/ голка
needy (adj) /'neɪtɪv/ нужденний
negative (adj) /'negətɪv/ негатив-
 ний
neglect (v) /nɪg'lekt/ нехтувати
neglected (adj) знехтуваний, по-
 кинутий
neighbour (n) /'neɪbə/ сусід
nervous (adj) /'nɜ:vəs/ нервовий
never (adv) /'nevə/ ніколи
nevertheless /,nevədə'ləs/ тим не
 менш
newcomer (n) /'nju:kʌmə/ новачок
newspaper (n) /'nju:z,peɪpə/ газета
next (adj) /nekst/ наступний
night (n) /naɪt/ ніч
noble (adj) /'nəʊbl/ благородний
nostalgic (adj) /nɒ'stældʒɪk/ носта-
 льгічний
notable (adj) /'nəʊtəbl/ видатний,
 визначний
novel (n) /'nɒvəl/ роман
novelty (n) /'nɒvəlti/ новизна

Vocabulary

nowadays /'naʊədəɪz/ в наш час
number one номер один
numerous (adj) /'nju:mərəs/ численний
nursery (n) /'nɜ:s(ə)rɪ/ дитяча кімната

Оо

oak (n) /əʊk/ дуб
obey (v) /ə'beɪ/ підкорятися; слухати
object to... (v) /'ɒbdʒekt/ заперечувати проти...
observe (v) /əb'zɜ:v/ спостерігати
obsession (n) /əb'seʃ(ə)n/ нав'язлива ідея
obviously (adv) /'ɒbvɪəsli/ вірогідно
occupy (v) /'ɒkjʊpaɪ/ займати
occur (v) /ə'kɜ:/ з'являтися
ocean (n) /'eɪʃ(ə)n/ океан
offend (v) /ə'fend/ ображати
oil (n) /ɔɪl/ нафта
oil spill пролиття нафти
omelet (n) /'ɒmlɪt/ омлет
once (adv) /wʌns/ одного разу
openhearted (adj) /'əʊrən'hɑ:tid/ відкритий душею
opera (n) /'ɒrə/ опера
opinion (n) /ə'pɪnjən/ думка; погляд
opponent (n) /ə'rəʊnənt/ опонент, суперник
opposite (adj) /'ɒpəzɪt/ протилежний
oppressive (adj) /ə'presɪv/ гнітючий
option (n) /'ɒpʃ(ə)n/ вибір
orchestra (n) /'ɔ:kɪstrə/ оркестр
ordinary (adj) /'ɔ:d(ə)nəri/ звичайний
oriental (adj) /,ɔ:ri'entl/ східний
original (adj) /ə'rɪdʒɪn(ə)l/ оригінальний
originate from... походити від...
orphan (n) /'ɔ:fən/ сирота

otherwise (adv) /'lðəwaɪz/ інакше
outing (n) /'aʊtɪŋ/ прогулянка за межі міста
outlet (n) /'aʊtlet/ віддушина
outline (v, n) /'aʊtlaɪn/ складати план; план
outlook (n) /'aʊtlʊk/ погляд
outstanding (adj) /aʊt'stændɪŋ/ визначний
outwit (v) /aʊt'wɪt/ перехитрити; обдурити
overcome (adj) /,əʊvə'kʌm/ подолати
overwhelming (adj) /,əʊvə'welmɪŋ/ переважний; безмежний
owe (v) /əʊ/ бути в боргу
oxygen (n) /'ɒksɪdʒ(ə)n/ кисень

Рр

page by page сторінка за сторінкою
pail (adj) /peɪl/ відро
pain (n) /peɪn/ біль
palace (n) /'pælɪs/ палац
parable (n) /'pærəb(ə)l/ притча
parent (n) /'peərənt/ батько
participate (v) /pɑ:'tɪsɪpeɪt/ брати участь
passenger (n) /'pæsɪndʒə/ пасажир
passion (n) /'pæʃən/ пристрасть
pasture (n) /'pɑ:sʃə/ пасовище
patch (v) /'pætʃ/ клаптик, латка
path (n) /pɑ:θ/ стежка
patron (n) /'peɪtrən/ покровитель
patron saint святий покровитель
pauper (n) /'pɔ:pə/ жебрак
pave the way прокласти дорогу
pay tribute віддавати належне
peaceful (adj) /'pi:sfʊl/ мирний
peaceloving (adj) /'pi:s,lʌvɪŋ/ миролюбивий
peasant (n) /'pez(ə)nt/ селянин
peer (n) /pɪə/ одноліток
peninsula (n) /pɪ'nɪnsjələ/ півострів
penname псевдонім

perish (v) /'perɪʃ/ зникати
permit (v) /pə'mɪt/ дозволяти
persistence (n) /pə'sɪstəns/ напо-
 легливість
personality (n) /,pɜ:sə'nælɪti/ осо-
 бистість
persuade (v) /pə'sweɪd/ перекону-
 вати
persuasive (adj) /pə'sweɪsɪv/ пере-
 конливий
pessimistic (adj) /,pesɪ'mɪstɪk/ пе-
 симістичний
pet (n) /pet/ домашній улюбле-
 нець
phantom (n) /'fæntəm/ привид
philosopher (n) /fɪ'lɒsəfə/ філософ
pictorial art образотворче мисте-
 цтво
picturesque (adj) /,pɪktʃə'rɪsk/ ма-
 льовничий
pine (n) /paɪn/ сосна
plain (adj) /pleɪn/ простий
plead (v) /pli:d/ благати
pleasure (n) /'plezə/ задоволення
plum (n) /plʌm/ слива
pneumonia (n) /nju(:)'mɔ:niə/ пне-
 вмонія
pocket (n) /'pɒkɪt/ кишенька
polite (adj) /pə'ləɪt/ ввічливий
politician (n) /,pɒlɪ'tɪʃ(ə)n/ політик
pollute (v) /pə'lju:t/ забруднювати
polymath (n) /'pɔ:lɪmæθ/ поліглот,
 ерудит, людина з енциклопедич-
 ними знаннями
popular (adj) /'pɒpjələ/ популяр-
 ний
population (n) /,pɒpjʊ'leɪʃ(ə)n/ на-
 селення
populous (adj) /'pɒpjələs/ густона-
 селений
positive (adj) /'pɒzətɪv/ позитив-
 ний
possession (n) /pə'zɛʃ(ə)n/ особисті
 речі
postman (n) /'pəʊstmən/ почтальон
powerful (adj) /'paʊəfʊl/ сильний

praise (v) /preɪz/ хвалити
precious (adj) /'preʃəs/ цінний
precise (adj) /pri'saɪz/ точний
predict (v) /pri'dɪkt/ прогнозувати
prefer (v) /pri'fɜ:/ надавати пере-
 вагу
preference (n) /pre'fərəns/ вподо-
 бання
preschool education дошкільне
 навчання
preserve (n,v) /pri'zɜ:v/ заповід-
 ник: зберігати
pressure (n) /'preʃə/ тиск
prestigious (adj) /prə'stɪdʒəs/ пре-
 стижний
pretence of art притворство мис-
 тецтва
prevail (v) /pri'veɪl/ переважати
prevent (v) /pri'vent/ запобігати;
 попереджати
previous (adj) /'pri:vɪəs/ поперед-
 ний
pride (n,v) /praɪd/ гордість; пиша-
 тися
priest (n) /pri:st/ священник
primary education початкове на-
 вчання
private (adj) /'praɪvɪt/ приватний
probably (adv) /'prɒbəbli/ вірогід-
 но
prominent (adj) /'prɒmɪnənt/ ви-
 датний
promising (adj) /'prɒmɪsɪŋ/ багато-
 обіцяючий; перспективний
promotion (n) /prə'məʊʃ(ə)n/ спри-
 яння
prompt (n) /prɒmpt/ підказка
proper (adj) /'prɒpə/ властивий
property (n) /'prɒpərtɪ/ власність
prose (n) /prəʊz/ проза
prosperous (adj) /'prɒsp(ə)rəs/ про-
 цвітаючий
protect (v) /prə'tekt/ захищати
proud (adj) /praʊd/ гордий
proximity (n) /prɒk'sɪmɪti/ поблиз-
 ність

Vocabulary

psychology (n) /saɪ'kɒlədʒi/ психологія

publish (v) /'pʌblɪʃ/ публікувати

punctual (adj) /'pʌŋktʃʊəl/ пунктуальний

punishment (n) /'pʌnɪʃmənt/ покарання

puppy (n) /'pʌpi/ цуценя

purchase (n) /'pɜ:tʃɪs/ покупка

purpose (n) /'pɜ:pəs/ ціль

puzzle (v, n) /'pʌzl/ спантеличувати; загадка

Qq

qualification (n) /'kwɒlɪfɪ'keɪʃ(ə)n/ кваліфікація

quality (n) /'kwɒlɪti/ якість

quality paper якісна газета

quality time вільний час

quarrel (n) /'kwɒrəl/ сварка

queen (n) /kwɪ:n/ королева

question (n, v) /'kwɛstʃən/ питання, ставити питання

queue (n) /kju:/ черга

quiet (adj) /'kwaɪət/ тихий

quizshow (n) /kwɪzʃəʊ/ вікторина

quote (v, n) /kwəʊt/ цитувати; цитата

Rr

rack one's brains напружувати мізки

radio station радіо станція

radioactive contamination радіоактивне забруднення

rag(s) (n) /rægz/ лахміття

raise money збирати гроші

range (n) /reɪndʒ/ різноманітність

ranger (n) /'reɪndʒə/ лісник

rank (n, v) /ræŋk/ ранг, розподіляти

rapid (adj) /'ræpɪd/ стрімкий; швидкий

rather (adv) /'rɑ:ðə/ скоріше; радше

ray (n) /reɪ/ промінь

reach (v) /ri:tʃ/ досягати

read at a gulp 'проковтнути' книгу

reading room читальна зала

realm (n) /reɪlm/ королівство; царство

reason (n) /'ri:zən/ причина

reassure (v) /,ri:ə'ʃʊə/ переконуювати

rebel (v) /ri'bel/ повставати

rebellion (n) /ri'beljən/ повстання

receive (v) /ri'si:v/ отримувати

recently (adv) /'ri:s(ə)ntli/ нещодавно

recognize (v) /'rekəgnaɪz/ впізнавати

record (n) /'rɪkɔ:d/ запис (звуку, зображення)

recover (v) /ri'kʌvə/ одужувати

recyclable (adj) /,ri:'saɪkləbl̩/ для вторинної переробки

reference book довідник

reflection (n) /ri'flekʃ(ə)n/ відображення

refugee (n) /,refjʊ'dʒi:/ схованка; притулок

refuse (v) /,ri:'fju:z/ відмовляти

regard (v) /ri'gɑ:d/ позцінювати

regret (v) /ri'gret/ жалкувати

regular reader постійний читач

regularly (adv) /'regjʊləli/ регулярно

reign (v) /reɪn/ правити

relationship (n) /ri'reɪʃ(ə)n̩_ʃɪp/ відношення

relax (v) /ri'læks/ відпочивати; розслаблятися

release (v) /ri'li:s/ вивільняти

reliable (v) /ri'laɪəb(ə)l/ надійний

relief (n) /ri'li:f/ полегшення

religion (n) /ri'li:dʒən/ релігія

reluctance (n) /ri'lʌktəns/ небажання; опір

remarkable (adj) /ri'mɑ:kəbl̩/ визначний

remember (v) /rɪ'membə/ пам'ятати
remind (v) /rɪmaɪnd/ нагадувати
remote control пульт керування
render (v) /'rendə/ передавати (іншими словами)
renewed (adj) /rɪ'nju:d/ оновлений
renowned (adj) /rɪ'naʊnd/ прославлений
repair (v) /rɪ'reə/ лагодити
repertoire (n) /'rɛpətwa:/ репертуар
reply (n) /rɪ'plai/ репліка; відповідь
reporter (n) /rɪ'pɔ:tə/ репортер
represent (v) /,rɛprɪ'zent/ представляти (у якому-небудь аспекті)
representative (n) /,rɛprɪ'zentətɪv/ представник
reproduce (v) /,rɪ:prə'dju:s/ відтворювати
reputable (adj) /re'pjʊtəbl/ гідний поваги, визнаний
reputation (n) /,rɛpjʊ(:)'teɪʃ(ə)n/ репутація
request (v) /rɪ'kwɛst/ прохання
require (v) /rɪ'kwaɪə/ вимагати
requirement (n) /rɪ'kwaɪəmənt/ вимога
research (v) /rɪ'sɜ:tʃ/ досліджувати
resemblance (n) /rɪ'zɛmbləns/ подібність; схожість
resident (n) /'rɛzɪd(ə)nt/ житель
resistance (n) /rɪ'zɪstəns/ опір; протидія
resoluteness (n) /'rɛzəlu:tɪnis/ рішучість
resolve (v) /rɪ'zɒlv/ вирішувати
respect (v, n) /rɪs'pekt/ поважати; повага
respond (v) /rɪ'spɒnd/ відповідати
responsibility (n) /rɪ,spɒnsə'bɪlɪti/ відповідальність
responsible (adj) /rɪs'pɒnsɪbl/ відповідальний
rest home дім відпочинку
restore (v) /rɪs'tɔ:/ відновлювати

restriction (n) /rɪs'trɪkʃ(ə)n/ обмеження
resume (v) /rɪ'zju:m/ продовжувати
retire (v) /rɪ'taɪə/ виходити у відставку
retired (adj) /rɪ'taɪəd/ відставний
revelation (n) /,revə'leɪʃ(ə)n/ откровення
revenge (n,v) /rɪ'vendʒ/ помста, помститися
revolutionize (v) /,rɪvə'lʊ:ʃ(ə)nəɪz/ революціонізувати
rhythmic (adj) /'rɪðmɪk/ ритмічний
right (adj) /raɪt/ правий
rival (n) /'raɪv(ə)l/ суперник
rivalry (n) /'raɪv(ə)lɪ/ суперництво
roam (n) /rəʊm/ блукати; мандрувати
rolemodel (n) /rəʊl məʊdəl/ приклад для наслідування
roller coasters американські гірки
romantic (adj) /rəʊ'mæntɪk/ романтичний
root (n) /ru:t/ корінь
rough sea неспокійне море
route (n) /ru:t/ маршрут
row (n) /rəʊ/ ряд
ruby (n) /'ru:bɪ/ рубін
rude (adj) /ru:d/ грубий
rule (v) /ru:l/ правити країною
runt (n) /rʌnt/ карлик, низькоросла тварина
rural (adj) /'ru(ə)rəl/ сільський

Ss

sack (n) /sæk/ мішок
safe (adj) /seɪf/ надійний
sailor (n) /'seɪlə/ моряк
sample (n) /'sɑ:mpl/ приклад, зразок
sapphire (n) /'sæfəɪə/ сапфір
satisfaction (n) /,sætɪs'fækʃ(ə)n/ задоволення
scenery (n) /'si:nəri/ пейзаж

Vocabulary

scholarship (n) /'skɒləʃɪp/ стипендія
scientific (adj) /,saɪən'tɪfɪk/ науковий
scold (v) /skəʊld/ бурчати
scruffy (adj) /'skrʌfi/ неохайний, нечесаний
scuba diving занурюватися з аквалангом
search (n, v) /sɜ:tʃ/ пошук, шукати
seascape (n) /'si:skɛɪp/ морський пейзаж
seasick той, який страждає морською хворобою
secondary education середня освіта
secure (adj) /sɪ'kjʊə/ безпечний, надійний
security (n) /sɪ'kjʊəɪti/ безпека
seize (v) /si:z/ захопити
seldom (adv) /'seldəm/ рідко
selfish (adj) /'selfɪʃ/ егоїстичний
selfrespect (n) /self rɪ'spekt/ самоповага
sensitive (adj) /'sensɪtv/ ніжний, чутливий
separate (v) /'sepəreɪt/ розділяти
sequence (n) /'si:kwəns/ послідовність
serious (adj) /'sɪrɪəs/ серйозний
several (adv) /'sev(ə)rəl/ декілька
several /'sevərəl/ декілька
sewing machine машинка для шиття
shade (n) /ʃeɪd/ віддтінок
shadow (n) /'ʃædəʊ/ тінь
shamrock (n) /'ʃæmrɒk/ трилисник
share (v, n) /ʃeə/ ділити
sheep (n) /ʃi:p/ вівця
shelter (n) /'ʃeltə/ притулок
shield (n) /ʃi:ld/ щит
shoulder /'ʃəʊldə/ плече
shrewdness (n) /'ʃru:dnɪs/ проникливість

shriek (v, n) /ʃri:k/ вищання; вереск
shy (adj) /ʃaɪ/ сором'язливий
sick (adj) /sɪk/ хворий
sidewalk singer вуличний співак
sight (n) /saɪt/ визначне місце
sightseeing tour тур визначними місцями
silence (n) /'saɪləns/ мовчання
silver (adj) /'sɪlvə/ срібний
similarity (n) /,sɪmɪ'lærɪti/ подібність
simplicity (n) /sɪm'plɪsɪti/ простота
simultaneous (adj) /sɪm(ə)'teɪniəs/ одночасний
sin (n) /sɪn/ гріх
sincere (adj) /sɪn'sɪə/ відвертий
skiff (n) /skɪf/ клик (моржа)
skill (n) /skɪl/ уміння
slander (v) /slændə/ робити на себе наклеп
slavery (n) /'sleɪvəri/ рабство
slender (adj) /slendə/ стрункий
sluggish (adj) /'slʌɡɪʃ/ лінвий
snooty (adj) /'nu:ti/ чванькуватий
socialize (v) /'səʊʃəlaɪz/ спілкуватися
soil (n) /sɔɪl/ ґрунт
solar cells /'səʊlə sels/ сонячні батареї
solar system сонячна система
solemnity (n) /sə'lemnɪti/ урочистість
solicitor (n) /sə'lɪsɪtə/ адвокат
solution (n) /sə'lu:ʃ(ə)n/ вирішення
sorrow (n) /'sɒrəʊ/ сум
soul (n) /səʊl/ душа
sound (v, n) /'saʊnd/ звучати; звук
source (n) /sɔ:s/ джерело
souvenir (n) /'su:vənɪə/ сувенір
space (n) /speɪs/ простір; космос
spacecraft (n) /'speɪskra:ft/ ракетоносій

sparrow (n) /'spærəv/ горобець
special (adj) /'speʃ(ə)l/ особливий
specify (v) /'spesifaɪ/ уточнити
spectator (n) /spæk'teɪtə/ глядач
speech (n) /spi:tʃ/ мова; промова
spoil (v) /spɔɪl/ псувати
spontaneous (adj) /spɒn'teɪnjəs/ спонтанний
spot (n) /spɒt/ місце
spring to one's feet підхопитися на ноги
squabble (n, v) /'skwɒb(ə)l/ сварка, сперечатися
squander (v) /'skwɒndə/ витрачати
squirrel (n) /'skwɪrəl/ білка
staff (n) /stɑ:f/ персонал
stage (n) /steɪdʒ/ сцена
statement (n) /'steɪtmənt/ твердження
statesman (n) /'steɪtsmən/ державний діяч
steam engine паровий двигун
steamboat (n) /'sti:mboʊt/ пароплав
stick to (v) /stɪk/ дотримуватися
still life (n) /stɪl laɪf/ натюрморт
storyteller (n) /'stɔ:ri,telə/ оповідач
stray dogs бродячі собаки
stream (n) /stri:m/ струмок
strengthen (v) /'streŋθən/ підсилювати
strive for (v) /straɪv fɔ:/ прагнути до...
strongwilled (adj) /strɒŋ wɪld/ волевничий
struggle (v,n) /'strʌgl/ боротися; боротьба
stubborn (adj) /'stʌbən/ впертий
stuntman (n) /'stʌntmən/ гонщик; дублер
stupid (adj) /'stju:pɪd/ дурний
stupid (adj) /'stju:pɪd/ дурний
style (n) /stɑɪl/ стиль
subscribe to... /səb'skraɪb/ підписуватися на...

substances (n) /'sʌbstənsɪz/ часточки
substitute (v) /'sʌbstɪtju:t/ замінювати
suburb (n) /'sʌbɜ:b/ передмістя
succeed (v) /sək'si:d/ мати успіх
success (n) /sək's/ успіх
suddenly (adv) /'sʌd(ə)nli/ раптом
suggest (v) /sə'dʒest/ пропонувати
suitable (adj) /'sju:təbl/ підходящий
summary (n) /'sʌməri/ короткий зміст
sunbathe (v) /'sʌn,beɪð/ загоряти
sunflower (n) /'sʌn,flaʊə/ соняшник
supernatural (adj) /,sju:pə'næʃrəl/ надприродний
supportive (adj) /sə'pɔ:tɪv/ той, хто підтримує
surface (n) /'sɜ:fɪs/ поверхня
surround (v) /sə'raʊnd/ оточувати
survival kit /sə'vaɪv(ə)l kɪt/ набір для виживання
survive (v) /sə'vaɪv/ вижити
suspension (n) /səs'penʃ(ə)n/ призупинення
swallow (v) /'swɒləʊ/ ковтати
sword (n) /swɔ:d/ меч
sweet tooth пристрасть до солодкого
switch on вмикати
sympathetic (adj) /,sɪmpə'θetɪk/ співчутливий
sympathy (n) /'sɪmpəθi/ співчуття

Tt

tabloid (n) /'tæblɔɪd/ малоформатна, бульварна газета
tailcoat (n) /'teɪl'kəʊt/ смокінг
talent (n) /'tælənt/ талант
talented (adj) /'tæləntɪd/ талановитий
tan (n) /tæn/ засмага
target (n) /'tɑ:ɡɪt/ ціль

Vocabulary

taste (v, n) /teɪst/ коштувати; смак
team (n) /ti:m/ команда
technique (n) /tek'ni:k/ техніка
technology (n) /tek'nɒlədʒi/ технологія
teenager (n) /'ti:n,eɪdʒə/ підліток
temperate (adj) /'tempərɪt/ помірний
tempting (adj) /'temptɪŋ/ спокусливий
tender (adj) /'tendə/ ніжний
tense (adj) /tens/ напружений
tension (n) /'tenʃ(ə)n/ напруга
tent (n) /tent/ палатка
testament (n) /'testəmənt/ заповіт
theater (n) /'θiətə/ театр
thereafter (adv) /'ðeə'ɑ:ftə/ після цього
thirst (n) /θɜ:st/ жага
thirst for knowledge жага до знань
thistle (n) /'θɪsl/ чортополох
thoroughly (adv) /'θʌrəli/ ретельно
thousand (n) /'θaʊzənd/ тисяча
thread (n) /θred/ нитка
threaten (v) /'θretn/ погрожувати
thrilling (adj) /'θrɪlɪŋ/ хвилюючий
through /θru:/ через
ticket (n) /'tɪkɪt/ білет
tight (adj) /taɪt/ вузький
timid (adj) /'tɪmɪd/ сором'язливий
tiny (adj) /'taɪni/ крихітний
tiresome (adj) /'taɪəsəm/ втомлюючий
tiring (adj) /'taɪərɪŋ/ той, що втомлює
title (n) /'taɪtl/ заголовок
together /tə'geðə/ разом
tolerant (adj) /'tɒl(ə)rənt/ терплячий
tomb (n) /tu:m/ могила
tomorrow (adv) /tə'mɒrəʊ/ завтра
torch (n) /tɔ:ʃ/ ліхтарик

torrent (n) /'tɒrənt/ стрімкий потік
tornado (n) /tɔ:'neɪdəʊ/ торнадо
tortoise (n) /'tɔ:təs/ черепаха
tower (n) /'taʊə/ вежа
townspeople (n) /'taʊnz,'pi:pl/ місцеві жителі
trade (v, n) /treɪd/ торгувати; торгівля
tradition (n) /trə'dɪʃ(ə)n/ традиція
train (n) /treɪn/ потяг
transparent (adj) /træns'pærənt/ прозорий
transport (v) /'træns'pɔ:t/ транспорт
travelling (n) /'træv(ə)lɪŋ/ подорожування
treasure (n) /'trezə/ скарб
treat (n) /tri:t/ задоволення
treat cruelly жорстоко ставитися
tremendous (adj) /trɪ'mendəs/ величезний
trend of art напрям мистецтва
trendy clothes модний одяг
trident (n) /'traɪdənt/ тризубець
trig (v) /trɪg/ давати поштовх
trim (v) /trɪm/ підстригти кустарник
trinity (n) /'trɪnɪti/ триєдність
trip (n) /trɪp/ /trɪp/ подорож
triumph (n) /'traɪəmf/ тріумф
trouble (n) /'trʌbl/ неприємність; біда
trumpet (n) /'trʌmpɪt/ труба
trunk (n) /trʌŋk/ стовбур дерева
trust (v,n) /trʌst/ довіряти; довіра
truth (n) /tru:θ/ правда
tsunami (n) /tso'na:mɪ/ цунамі
tune musical instruments налаштувати музичні інструменти
turtle (n) /'tɜ:tl/ черепаха
twice (adv) /twɑ:ɪs/ два рази
type (n) /taɪp/ тип
typhoon (n) /taɪ'fu:n/ тайфун
typical (adj) /'tɪpɪk(ə)l/ типовий

Uu

ugliness (n) /'ʌɡlɪnɪs/ потворність, огидність
ugly (adj) /ʌɡli/ страшний
unanimous (adj) /ju: 'næniməs/ од-ноголосий
unchallenged leader лідер, якому немає рівних
uncle (n) /ʌŋkl/ дядько
underline (v) /'ʌndəlaɪn/ підкреслювати
undermine (v) /,ʌndə'maɪn/ рушити
underprivileged (adj) /,ʌndə'prɪvɪlɪdʒd/ позбавлений привілеїв
understandable (adj) /,ʌndə'stændəbl/ зрозумілий
unexpected (adj) /,ʌŋks'pektɪd/ неочікуваний
unfading (adj) /ʌn'feɪdɪŋ/ нев'янучий
unforgettable (adj) /,ʌnfə'getəbl/ незабутній
uniform (n) /'ju:nɪfɔ:m/ форма
unique (adj) /ju: 'ni:k/ унікальний
unite (v) /ju: 'naɪt/ поєднувати
unity (n) /'ju:nɪti/ єдність
universal (adj) /,ju:nɪ'vɜ:səl/ загальноприйнятний; універсальний
unsurpassed masterpiece /,ʌnsə'pa:st 'mɑ:stəpi:s/ неперевершений шедевр
until /ən'tɪl/ доки
upgrade (v) /'ʌpɡreɪd/ підвищувати
uplifting (adj) /ʌp'liftɪŋ/ такий, що покращує настрої
upper (adj) /'ʌpə/ верхній
uptodate (adj) /'ʌptə'deɪt/ сучасний
urban (adj) /'z:bən/ місцевий
urgent (adj) /'z:dʒənt/ терміновий
useful (adj) /'ju:sfʊl/ корисний
usual (adj) /'ju:ʒʊəl/ звичайний
uncertain (adj) /ʌn'sɜ:tn/ невпевнений
ups and downs злети й падіння
uptodate (adj) /,ʌptə'deɪt/ сучасний

Vv

vacant (adj) /'veɪkənt/ вільний
vague (v) /veɪɡ/ невизначений; неясний
valley (n) /'væli/ долина
value (n) /'vælju:/ цінність
vanguard (n) /'væŋɡɑ:d/ авангард
variation (n) /,vɛəri'eɪʃən/ варіант
variety (n) /və'raɪəti/ розмаїття
vary (v) /'vɛəri/ варіюватися
vegetables (n) /'vedʒɪtəblz/ овочі
verse (n) /vɜ:s/ вірш
version (n) /'vɜ:ʃ(ə)n/ версія
vet (n) /vet/ ветеринар
vibration /vaɪ'breɪʃ(ə)n/ вібрація
victim (n) /'vɪktɪm/ жертва
view (n) /vju:/ вид
viewpoint (n) /'vju:pɔɪnt/ точка зору
village (n) /'vɪlɪdʒ/ село
violence (n) /'vaɪələns/ жорстокість; насильство
violin (n) /,vaɪə'ln/ скрипка
vision /'vɪʒ(ə)n/ бачення
visit (v) /'vɪzɪt/ відвідувати
vital (adj) /'vaɪtl/ життєвий, життєво важливий
vocalist (n) /'vəʊkəlɪst/ вокаліст
vogue /vəʊɡ/ слабкий, ледве помітний
voice (n) /vɔɪs/ голос
volcanic eruption виверження вулкану
volume (n) /'vɒljʊm/ том
volunteer (n) /,vɒl(ə)n'tɪə/ волонтер
vote (v) /vəʊt/ голосувати
voyage (n) /'vɔɪdʒ/ морська подорож
vulgar (adj) /'vʌlgə/ грубий

Ww

waistcoat (n) /'weɪskəʊt/ жилет
wait (v) /weɪt/ чекати
wake up (v) /weɪk ʌp/ прокидатися
wall (n) /wɔ:l/ стіна

Vocabulary

war (n) /wɔː/ війна
waste (v) /weɪst/ витарчати
watch (v) /wɒtʃ/ спостерігати
water surge прилив хвилі
water vapour водяна пара
waterway /'wɔːtəweɪ/ водний шлях
wave (n) /weɪv/ хвиля
way (n) /weɪ/ шлях
weak (adj) /wi:k/ слабкий
weak point слабке місце
weaken (v) /'wi:k(ə)n/ послаблювати
wealth (n) /welθ/ багатство
wear (v) /weə/ носити
weather (n) /'weðə/ погода
web (n) /web/ павутиння
weekly щотижнева газета
weep (v) /wi:p/ плакати
weight (n) /weɪt/ вага
welcome (v) /'welkəm/ вітати; привітно приймати
wellillustrated добре ілюстрований
wellknown (adj) /wel'nəʊn/ добре відомий
wellloved (adj) /wel'lʌvd/ улюблений
wellread (adj) /wel'red/ начитаний
wellstocked (adj) /welstɒkt/ добре укомплектований
wet (adj) /wet/ сирий; вологий
whatever you say щоб ти не казав
wheelbarrow (n) /'wi:l,bærəʊ/ тачка
whisper (n, v) /'wɪspə/ шепіт, шепотіння
whole (adj) /həʊl/ цілий
wholeheartedly /'həʊl'hɑːtɪdli/ від усього серця
wide (adj) /waɪd/ широкий
widebrimmed straw hat солом'яний капелюх з широкими полями
widely recognized широко відомий; загально визнаний

widower (n) /'wɪdəʊə/ вдова, вдівець
wild (adj) /waɪld/ дикий
wildlife (n) /'waɪldlaɪf/ дика природа
willingly (adv) /'wɪlɪŋli/ охоче
win (v) /wɪn/ вигравати
windmill (n) /'wɪnd,mɪl/ повітряний млин
windsurfing (n) /'wɪnd,sɜːfɪŋ/ віндсерфінг
windy (adj) /'wɪndi/ вітряний
wing (n) /wɪŋ/ крило
wisdom (n) /'wɪzdəm/ мудрість
wish (n,v) /wɪʃ/ бажання; бажати
without (adv) /wɪ'daʊt/ без
wizard (n) /'wɪzəd/ чарівник
wonderings (n) /'wʌndə/ бродіння
wood (n) /wʊd/ ліс
woodcutter (n) /'wʊd,kʌtə/ лісоруб
woodpecker (n) /'wʊd,pekə/ дятел
wool (n) /wʊl/ вовна
world (n) /wɜːld/ світ
worldwide (adj) /,wɜːld'waɪd/ світовий
worldwide reputation всесвітня слава
worship (v) /'wɜːʃɪp/ поклонятися
wreak (v) /ri:k/ сіяти (хаос)
wreck (n) /rek/ крах, катастрофа
wrong (adj) /rɒŋ/ невірний

Yy

yacht (n) /jɒt/ яхта
yesterday (adv) /'jestədeɪ/ вчора
young (adj) /jʌŋ/ молодий
youth (n) /juːθ/ молодість

Zz

zero (n) /'ziərəʊ/ нуль
zits (n) /zɪts/ прищі
zone (n) /zəʊn/ зона

WRITING SAMPLES

1.1. Sample of a Personality Description

I'd like to describe Eleanor Roosevelt, America's First Lady during the presidency of her husband Franklin D. Roosevelt. Some people believe that Eleanor Roosevelt distinguished herself nationally and internationally in the years that followed her husband's death, but I think her activity in Roosevelt administration is essential. Politicians called her 'the eyes and ears' for her husband and it was really so. To support my idea I'd like to say, that Eleanor travelled widely, meeting people from all walks of life, learning of the problems of the underprivileged and working to see that something would be done for them. Above all, this great woman worked to improve the status of the American black. Not for nothing, she was called 'a symbol of reform'.

Importantly, Eleanor Roosevelt helped the commission of Human Rights to draft the Universal Declaration of Human rights. This document helps people of the world to fight for the equal rights. I'm convinced that this woman is a great personality as she was able to convince the world that we must preserve the right to think and to differ. I can't help admiring this wise politician, the example of hope, compassion and courage, whose glow warmed the world.

1.2. Sample of an Article

Do you Want to Have a 'Friendly Ear'?

Some of us feel uncomfortable and lonely if we don't have a 'friendly ear', to hear us out and to give a helping hand. My experience shows that much depends on us. How? Let's see together.

Firstly, if you want to establish friendly relations with family members or friends, you must be tolerant to others if you want them to be tolerant to you. I think it's normal when we all have different points of view. Your task is to learn to listen to each other well. Don't think only about what you want to say, try to hear what your friend or any member of your family is saying. This is the way to get understanding. It worked with me and I'm sure it'll work with you too.

Secondly, if you want to have a true friend, try to respect him/her ideas, no matter how different they are from yours. Thus, it'll be easier for you and your friend to come to a compromise.

Finally, learn how to give in. My practice shows that if I give in, my friend will do it next time too.

I believe, friendly relations are based on mutual understanding and respect. I'll be very glad if my experience helps you as it helped me. Now I have many friends and a few true friends and it's really cool.

*Yours,
Dan Voitenko*

1.3. Sample A Recommendation List

Always	Never
<ul style="list-style-type: none">• observe other people's rights;• avoid criticising differences;• talk to people;• provide a solution;• be confident and relaxed;• tell people what makes you unhappy.	<ul style="list-style-type: none">• make fun of people;• ignore someone's opinion;• bully people;• punish unfairly;• turn a deaf ear to a person;• be rude or aggressive to others.

2.1. A Sample of a Public Warning

A City Council wants to inform you of a coming cyclone. It is said to approach our island on Sunday and last for three days. Be careful not to leave your houses as it can affect you at any time. See if you have enough water and products for three days. If not it's advisable to do it immediately.

2.2. A Sample of a Questionnaire

- I wonder, Ann, what type of weather is your favourite. Why?
- Can you tell me what weather event's/conditions you can put up with?
- Does the weather influence you for better or worse?
- Would you explain why?
- If I've got it right, you can't stand stormy weather. Would you specify the reasons?
- Thank you, Ann, for the information.

2.3. A Sample of a Problem-solving Essay

In recent years our world confronts a lot of environmental problems, which continue to deteriorate. Overpollution is one of the biggest global problems that our generation faces. Almost any day of the week we can read about terrible things happening around us. Predatory animals, for example, reduce the population of their prey, hurricanes deposit tones of silt from flooded rivers into a bay causing pollution, modern economic development also often disrupts nature delicate balance.

Many governments now recognize the need to solve the environmental problems and come up with sustained methods that protect the environment. All of us would only benefit from uniting our efforts in this important process.

I believe that one possible solution would be to reduce the number of cars into the city centre during working hours. Then citizens of Ukrainian cities will get rid of air pollution and avoid new risks from diseases. The benefit is evident – it would solve the immediate problem of pollution.

Special programmes of cleaning up the waters of our rivers and lakes can be also a solution from water pollution. Then it'll be safe to swim in the river and the fish won't die out.

As we have seen it is a complex issue, the following conclusion may be drawn – we are all responsible for environmental pollution and we must stop it or it will destroy our planet.

3.1. A Sample of an Art Style review

The 20th century is known for its abstract style of painting and the first painting of this style appeared in 1910. The style is characterized by the refusal of artists to depict the real world and the desire to create their own way of painting. The most exciting feature of all abstract paintings is the composition of lines, forms and colours. Apart from this, some representatives of this style added new themes for portraying and used their own symbols.

Wassily Kandinsky, Theo van Doesburg and other artists searched for individual, their own understanding of the world and tried to work out their own manners of painting, that's why there are many kinds of abstract art as cubism, abstractionism, expressionism, pop art, etc.

3.2. A Sample of an Interview

...

A: Where do you come from?

B: I come from Poltava.

A: How long have you been painting?

B: For two years.

A: What trend of art do you belong to?

B: I'm with abstract art.

A: Why did you choose this style?

B: It helps me to express myself fully.

A: In what genre do you work?

B: I paint mostly portraits. Portraits help me to disclose people's inner world.

A: Is there any painting you find successful?

B: It's my niece's portrait. She herself likes it a lot.

A: What are your future plans? What are you going to paint next?

B: I'm going to exhibit my pictures in the show in spring.

A: Well, I wish you every success.

3.3. Sample of an Invitation

Dear Oksana,

A new exhibition of modern art is held at our local picture gallery. Why don't we visit the gallery together?

I can meet you at the entrance at 6 p.m. on Sunday. Give me a call beforehand.

Love, Ruslana.

4.1. Sample of a Biosketch

College Daze

I never understood the concept of building a 'permanent record' to impress college admission directors until my junior year. That's too bad because I could have gone to almost any college if I had done as well in my freshman and sophomore years as I did in my junior and senior years.

As it worked out, I wound up at St. John's College – 'the great books' college-in Annapolis, Maryland. I actually learned to read Greek (I didn't understand it, though), and my mind was stretched discussing Plato, Aristotle, Herodotus, Thucydides, and Aeschylus. What a year!

My second year wasn't so much fun. At St. John's, there are no electives. Everyone takes the same classes and reads the same 'great books.' In fact, I got so bored reading St. Thomas and St. Augustine (though I enjoyed reading the New and Old Testaments cover-to-cover) that I became a radical and traveled to Cuba during spring break.

That trip quickly got my mind out of the Middle Ages and into the front pages of the New York Times. I transferred from St. John's to New York University, so I could study political science and economics instead of classics ...

4.2. Sample of a Learning Tip

Everyone learns in a different manner. In order to optimise your learning process, you need to assess the way you learn. There are basically three different styles of learning – auditory, visual, and kinesthetic. If you can determine which of these styles are best for you, you can focus on how to best make use of that style during your studies.

If you are a *visual learner*, you usually need to see it to know it; you may have difficulty with directions, have trouble following lectures, and often misinterpret words. Those whose learning style is *auditory* need to hear it to know it; many have difficulty following written directions, as well as difficulty with reading and problems with writing. *Kinesthetic* learners prefer hands-on learning. They can assemble parts without reading directions. They learn better when physical activity is involved; are well-coordinated and have athletic ability.

4.3. Sample of a Summary

Two major questions considered in this internationally acclaimed masterpiece are: Was there the beginning of time? Is the universe infinite or does it have boundaries? The book begins by reviewing the great theories of the cosmos from Newton to Einstein before diving into the secrets which still lie at the heart of space and time. This book can be recommended to a wide range of non-specialist readers as it marries a child's wonder to a genius's intellect.

5.1. A Sample of a Recipe from Jamie Oliver

Banana and cinnamon porridge

With toasted almonds and poppy seeds

Serves 4 children

Cooks in 15 minutes

Difficulty Not too tricky

Nutrition per serving 315 calories

Ingredients

Basic porridge:

- 160 g rolled oats
- 600 ml milk

Banana and cinnamon topping:

- 2 ripe bananas
- 30 g flaked almonds
- 1/2 teaspoon ground cinnamon

- 2 tablespoon poppy seeds
- Maple syrup or runny honey

Preparation Method

1. For the basic porridge, place the oats and the milk (or 600ml water) into a large pan over a medium heat, and add a tiny pinch of sea salt.
2. Bring to a steady simmer for 5 to 6 minutes, stirring often to give you a smooth, creamy porridge, and loosening with extra milk, if needed.
3. Serve as is, or while it's blipping away in the pan, follow the next steps to prepare the banana and cinnamon topping.
4. Peel and slice the bananas at an angle.

(Abridged from: <https://www.jamieoliver.com/recipes/fruit-recipes/perfect-banana-cinnamon-porridge/>)

5.2. Sample of an Information Card

Name	<u>Taras Antonenko</u>
Sport	<u>volleyball</u>
Sport achievements	<u>a city championship of 2018</u> <u>the 2-nd place in the school volleyball competition in 2017</u>
Sport losses	<u>lost the game at the school city competition in 2016</u>
Fillings when doing sport	<u>enjoyment and relaxation</u>
Future ambitions	<u>to become a champion</u>

5.3. Sample of a Landing Card

LANDING CARD
Immigration Act 1971

Please complete clearly in **BLOCK CAPITALS** / Por favor completar claramente en **SMAYUSCULAS**
Veuillez remplir soigneusement en **LETTRES MAJUSCULES** Bitte deutlich in **DRUCKSCHWART** ausfüllen

Family name / Nom de famille / Apellidos / Familienname
Forenames / Prénoms / Nombre(s) de Pila / Vornamen
Date of birth / Date de naissance / Fecha de nacimiento / Geburtsdatum
Nationality / Nationalité / Nacionalidad / Staatsangehörigkeit
Address in United Kingdom / Adresse au Royaume Uni / Dirección en el Reino Unido / Adresse im Vereinigten Königreich

Sex / Sexe / Sexo (M/F) / Geschlecht

Place of birth / Lieu de naissance / Lugar de nacimiento / Geburtsort
Occupation / Profession / Profession / Beruf

Signature / Firma / Unterschrift

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6.1. A Sample of a Political News Report

And now for domestic news. Let's have a closer look at today's main stories. The Verkhovna Rada of Ukraine gathered today on its meeting. The main aim of the meeting is the discussion of the state budget.

Firstly, the members of the special budget committee presented their project, then the discussion began. However, the agreement wasn't reached.

The political parties were not unanimous and argued on key items of the budget. The Speaker of the Verkhovna Rada tried to consolidate the peoples' deputies, but didn't succeed either. He commented, "It's not the best time that the Parliament has faced such a situation, but it is one of the worst. It seems we came to a deadlock..."

6.2. Sample of an Article for Publication

Polish school kids receive greetings from Britain's queen

09.02.2017 16:42

Primary school pupils in Chojna, a small town in north-western Poland, have received New Year greetings from Buckingham Palace. The letter came in response to their Christmas and New Year wishes addressed to Britain's Queen Elizabeth in December.

The letter from Buckingham Palace, dated 26 January, is signed by the Queen's lady-in-waiting Richenda Elton. It reads: "The Queen wishes me to thank you very much for your card and the kind message you have sent for Christmas and the New Year. Following a year of special birthday celebrations for both Her Majesty and the Duke of Edinburgh, the Queen is most grateful for your thoughtfulness in writing as you did and hopes you, too, had a happy Christmas and peaceful New Year."

(From the Internet source: [http://www.thenews.pl/1/11/Artykul/292905,Polish-school-kids-receive-greetings-from-Britain% E2% 80% 99s-queen](http://www.thenews.pl/1/11/Artykul/292905,Polish-school-kids-receive-greetings-from-Britain%E2%80%99s-queen))

6.3. Sample of a Cultural Tip

When in Britain ...

1. Remember that Great Britain as an island is home for three nations. That is why never call a Scot or a Welshman English.
2. Britain has traditionally been a divided society (upper class, middle class, working class), so try to use the language appropriate to each group.
3. Don't forget that the British are known as reserved people. That is why familiarity in inter-personal relations is considered awkward and impolite.
4. Communication is often made different in Britain because the British tend to avoid personal contacts. Don't impose or insist on them.
5. Remember that academic titles are not often used, so use first names, which are commonly accepted.
6. The British dislike people who take themselves too seriously. Don't forget that humour is a necessary part of business and social life.
7. The weather is always a good start for a conversation. Try to follow this tradition while talking with the British.
8. The British love working in a team. So, it's advisable to offer your help, which will be appreciated.
9. So, observe the cultural tips and don't feel embarrassed while in Britain.

AUDIOSCRIPTS

UNIT 1

1.1. Listening

The Happy Prince

High above the city, on a tall column stood the statue of the Happy Prince. He was covered all over with thin leaves of gold, for eyes he had two bright sapphires and a large red ruby, was on his sword-hilt.

.... One night there flew over the city a little swallow. He saw the statue on the tall column and decided to put up for a night there. He was about to go to sleep when some drops of water fell on him. He looked up and saw that the eyes of the Happy Prince were filled with tears and the tears were running down his golden cheeks. "Why are you weeping"? asked the swallow.

"When I was alive and had a human heart", answered the statue, "I did not know what tears were, for I lived in the palace, where sorrow is not allowed to enter. Everybody called me the Happy Prince and happy indeed I was, if pleasure be happiness. I lived and so I died. From this high column I can see all the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep".

"Far away", continued the statue, "in a little street there is a poor house. Through its window I can see a woman. Her face is thin and worn and she has course red hands all pricked by the needle, for she is a seamstress. She is working too hard. In a bed in the corner of the room her little boy is lying ill. He has fever, and he is asking for oranges. His mother has nothing to give him but river water, so he is crying. Little Swallow, will you not bring her the ruby out of my sword-hilt. My feet are fastened to the pedestal and I cannot move".

"Oh, I am waited for in Egypt", said the swallow. "It's getting cold here".

"Swallow, swallow, little Swallow", said the prince, "will you not stay with me for one night and be my messenger? The boy is so thirsty, and the mother is so sad".

....The Prince looked so unhappy that the little Swallow was sorry. So he picked out the ruby from the prince's sword and flew up to poor house... The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired... He put the ruby on the table and flew back to the Happy Prince and told him what he had done. "It is curious", he remarked, "but I feel quite warm now, although it is cold".

1.2. Listening

1. "... I believe love is all very well in its way, but friendship is much higher. Indeed, I know of nothing in the world that is either nobler or rarer than a devoted friendship".

2. "I should expect my devoted friend to be devoted to me, of course. I shouldn't give anything in return. That is my idea of the duties of a devoted friends".

3. "When people are in trouble they should be left alone and not be bothered by visitors. That at least is my idea of friendship, and I'm sure I'm right... Besides, if Hans came here, he might ask me to let him have some flour on credit and that I could not do. Flour is one thing and friendship is another and they shouldn't be confused".

4. "I think that generosity is the essence of friendship. Well, I will give you my wheelbarrow. It's not in very good repair, but I know it is very generous of me and a great many people would think me extremely foolish for partying with my broken wheelbarrow, but I'm not like the rest of the world".

5. "Upon my word, you are very lazy, my friend...I think you must work harder.

Idleness is a great sin, and I certainly don't like any of my friends to be idle or sluggish. You must not mind my speaking quite plainly to you. Of course, I should not dream of doing so if I were not your friend. But what is the good of friendship if one cannot say exactly what one means? Anybody can say charming things and try to please and to flatter, but a true friend always says unpleasant things, and does not mind giving pain. Indeed, if he is a really true friend he prefers it, for he knows that then he is doing good".

1.3. Listening

After dinner, brother and sister sit down to watch TV.

Simon: Where's the remote control?

Sarah: I've got it.

Simon: Well, can you turn it over?

Sarah: Why? What do you want to watch?

Simon: I don't know. I just want to see what's on.

Sarah: But I'm waiting for Emmerdale.

Simon: Emmerdale? I thought only Grandmas watched Emmerdale. Don't tell me you find it interesting?

Sarah: Actually it is. Right now there's a really interesting story line about two brothers...

Simon: Please, spare me the details. It's really not interesting. What's on the other side?

Sarah: A holiday programme, and some documentary on animals.

Simon: Really, can I see that?

Sarah: No! I'm waiting for Emmerdale. It'll be on after the adverts.

Simon: But can't you just flick over while we're waiting?

Sarah: NO! Then I'll miss the start of it! Simon, you are annoying me.

Simon: OK, fine! Watch Emmerdale, but then I want to watch something more interesting. Where's the TV guide? Oh, here it is. That documentary's on for an hour. How about we watch Emmerdale for half an hour, and then turn over?

Sarah: Oh, but Simon, after Emmerdale is Coronation Street, and it's so exciting right now...

Simon: But didn't you watch Corrie last night?

Sarah: Yeah, it's on every night – and I HAVE to see it tonight.

Simon: I can't believe this – you are addicted! OK, but at 8 pm it's the Bill! I love that! I've always wanted to be a policeman, and the Bill really shows what that life is like.

Sarah: OK, so you'll let me watch Emmerdale and Coronation Street – in peace, and then I'll let you watch the Bill.

Simon: Great!

One hour later

Sarah: That was great! Thanks Simon, I owe you one!

Simon: I can not believe how your life revolves around these soap operas. It's like they are the most important things in your world. Oh well, at least I can now sit and FINALLY watch a decent programme. The Bill is on after the break.

Mum walks in

Mum: Who's got the remote control? You, Sarah? Good. Can you turn it on to BBC1 please, it's Eastenders now! I can't miss Eastenders, it's my favourite soap!

Simon: I don't believe it!

UNIT 2

2.1. Listening

Different countries are exposed to different freaks of nature. Much depends on the place the country is situated in, its geography and climate. But any country, which is in the path of a devastating weather event, incurs enormous losses including not only property damage but people's lives. Tornadoes and landslides are one of them.

Tornadoes are storms with very strong turning winds and dark clouds. These winds are perhaps the strongest on earth. They reach speeds of 300 miles per hour. The dark clouds are shaped like a funnel – wide at the top and narrow at the bottom. The winds are the strongest in the centre of the funnel.

Tornadoes are especially common in the United States, but only in certain parts. They occur mainly in the central states.

Landslide is a geological event in which the top layer of earth in the side of a hill or mountain becomes loose and moves downwards. It's a form of mass wasting that includes a wide range of ground movement, such as rockfalls, deep failure of slopes and shallow debris flows.

Worldwide, landslides occur and cause thousands of casualties and billions in monetary losses annually. The latest biggest landslide is Rio de Janeiro landslide, Brazil, which was on January 11, 2011, causing 610 deaths. It brought chaos and wreaked havoc all over the city.

Ukraine witnessed landslides not once. Scientists claim that the side of a hill or mountain can become unstable due to loss of vegetation which is caused by humans through deforestation. To prevent landslides in the Carpathian mountains it's vitally important to stop unrestricted cutting down large areas of forests. Reforestation is needed if we want to preserve the Carpathians for future generations.

2.2. Listening

– My name is Roy and I'm from Canada, the world's second largest country in total area, which has a reputation for cold temperatures. Indeed, the winters are very hard in many regions of the country, with frequent blizzards and ice storms, and temperatures reaching lows of -30° to -40° C. It explains Canadians' love and devotion to winter sports: skiing, skating, playing hockey. Even small children play a popular winter game of la crosse: schools often organize the competitions and we spend the whole day outdoors in spite of hard frost. We are not afraid of frostbites, as we know what to wear in such weather. Winter weather influences not only Canadian people, but Canadian nature as well. We have world heritage natural sites in Canada, like Kluane national park known for the world's largest ice fields outside polar regions, a glacier and glacial lakes.

– My name is Sarah and I'm from Australia, the earth's largest island, which is situated to the south of the Equator. As a result, most of the continent is sunny most of the year. Heat has an impact both on men and nature. It gives the country severe droughts and the farmlands suffer a lot, to say nothing of animals and people who also suffer from limited fresh water. Though we like to spend much time near the ocean in such weather, we try to use protective creams and lotions not to get sunburnt. But on the other hand, such weather is favourable for Australian flora and fauna. My country has 10% of the world's biodiversity and a great number of its native plants, animals and birds exist nowhere else in the world. We, Australians, take great care of our unique rare plants and animals. We generously share our beauty with foreign tourists in any season and weather.

– They say, to understand the Ukrainians, one must know where they come from. To prove this, I'd like to say that the citizens of the Carpathian region who often suffer from flooding learn how to overcome difficulties. Friends and neighbours

come to help without any reward. They share food, together rebuild each other's houses. The great flooding of 2010 demonstrated the extraordinary willingness of them to help each other. Goodness, just goodness, characterizes the people of the Carpathians.

Nature has been kind to Ukraine. We have a good climate favourable for agriculture and that's why the Ukrainians have much to do all the year round. But spring and autumn are known for bursts of energy. Seeing the bright sunshine of the coming spring and the wet bare soil of the lawn, many city dwellers begin to prepare for the new dacha season.

Autumn brings with it the harvest time and a lot of work. Being hard-working, Ukrainians spend the biggest part of their free time on their fields, in the gardens and orchards. Tending the dacha becomes not only a favourite hobby, but it's a way of life and almost an occupation.

The subtropical climate of the South of Ukraine, its picturesque scenery and the Black sea attract a lot of tourists. No wonder that many people work in the seasonal tourist trade in the numerous sanatoria on the south coast, I believe. It shapes the tradition of hospitality: if you don't take in the stranger and don't take care of him/her, there's no one else who would. As you see, climate has made Ukrainians generous, hospitable and friendly.

2.3. Listening

Factors Threatening the Environment

We should remember that environment is an organism in which different factors interact forming an ecosystem. Constant interaction of organisms and their environment bring changes. Like all other living creatures, humans have changed their environment. Some of our changes – such as the destruction of the world's tropical rain forests to create farms or lands for cattle – have led to altered climatic patters. In turn, altered climate patters have changed the way animals and plants are distributed in different ecosystems. You can't but notice new plants which have never grown in your parts or see swans and wild ducks spending winter in the lake in your city park. It once more stresses the fact, that problems facing the environment are vast and diverse. Global warming, the depletion of the ozone layer in the atmosphere as well as destruction of the rain forests are just some of the problems that many scientists believe will reach critical proportions in the coming decades.

Most scientists agree that all kinds of pollution will damage ecological cycles and balances in nature upon which all life depends. Time has come to realize the vital necessity of changing our behavior if we want to avert the ecological crisis. To safeguard the healthful environment, that is essential to our life. We must learn that Earth doesn't have infinite resources. Earth's limited resources must be conserved.

Besides, economic growth affects environment greatly. Efforts to improve the standard of living for humans – through the control of nature and the development of new products – have also resulted in the pollution and contamination of the environment. Much of the world's air, water and land is poisoned by chemical wastes. Some places have even become uninhabitable. Besides, people are exposed to new risks from diseases and some species of plants and animals have become endangered or even are now extinct. To minimize these risks, we must devise new strategies that unite environmental progress with economic growth. These strategies will protect the environment and meet the basic needs of citizens.

Global environmental collapse is not inevitable, but new industrialized economies shouldn't add to the world's environmental problems. Humanity should be aware of the fact, that with the technology that currently exists, the years of global

environmental mistreatment can lead to more devastating environmental problems. Let's think about it.

2.5. Listening

The Quality of Life

- Steven:* I've read your articles about recycling, Mrs. Martin. Does it mean 'reusing' things?
- Mrs. Martin:* Absolutely right. Reusing things so that we don't always have to keep making more. Nowadays, we are making so much trash! If we go on like this, we will run out of land.
- Steven:* I've never thought about recycling this way. I usually put the trash in the trash cans, separating glass by colour. There are containers for brown, green and clear glass near my house.
- Mrs. Martin:* That's right. Then it gets melted down and made into new glass. Other recycling items like paper and metal also get a new life.
- Steven:* Now I understand what the recycling centers are for: the trash is sorted and processed so that it can be used again to make new products.
- Mrs. Martin:* Exactly. Americans have always wanted to improve the quality of life. I believe, quality of life today includes the ideas of a quality environment. We all want clear air and water, the protection of natural resources such as forests and wild life. An important part of the effort to clean the environment is to recycle waste products.
- Steven:* My friends and I take our recycling things on a recycling pick up day. I believe it is the right way to keep our environment clean.
- Mrs. Martin:* So it is. All environmental conscious people do it.
- Steven:* Do you think we are also becoming environmentally friendly?
- Mrs. Martin:* Definitely. Gradually more and more Americans are accepting the added work that recycling involves. I think, our magazine brings environmental awareness too.
- Steven:* Certainly, Mrs. Martin. Many of my classmates read the "Hudson Valley".
- Mrs. Martin:* It's good that you understand the importance of recycling programmes for the preservation of our environment.
- Steven:* Not only we. Thanks to your magazine even some of my neighbours have changed their opinion about recycling.
- Mrs. Martin:* Great! We can't continue to pollute our country, otherwise we will have no clear areas left.
- Steven:* I can't agree more.

UNIT 3

3.1. Listening

Art critics claim that the Norwegian artist Edvard Munch (1863-1944) pioneered a new style in modern art. Even his early works mark both thematically and formally "the end of old and the dawn of a new epoch". Though he was influenced by Impressionism, Munch developed an independent Nordic variant of modern painting whose intense emotionalism paved the way for expressionism. But both art critics and art admirers are unanimous in their opinion that in their aesthetic quality and psychological content Munch's paintings are comparable to the paintings of van Gogh. For Munch – as well as for his contemporary Vincent van Gogh – the motif of the picture alone is not able to express the suffering and the pain, all pictorial materials are also renewed. It is precisely this point that a rift emerged between an artist and

public for the language of pictorial material is groping and experimental opposed to the traditional.

Such deviation from a descriptive representational form of art was viewed as a rebellious act, which goes beyond conventional art expectations. But with its freedom of expression and renewal of artistic language it paved the way for modern art.

But if van Gogh pursued the idea of individual paintings, Edvard Munch put forward the idea of a cycle of paintings which in the late 19th century was frequently met. The artist believed that paintings viewed individually might not be understood. Thus Munch's famous cycle "Frieze of Life" appeared. It was the artist's attempt to realize his ideal of responsibility in art.

With all that both great artists had a vision of a brighter future in contrast to the darkness of their fears. What, in their opinion, could art do to help fulfill this dream? The answer was to bring light to mankind, to help people understand their own lives by visualizing the hidden, unspoken conflicts in them. Through a renewal of aesthetics, a new future appears beyond the metaphors of anxiety, pain and death. The ideas were differently presented in two paintings with the same motif and title.

Munch's "Starry Night" though painted 5 years later is a pessimistic answer to van Gogh.

- What is the difference in 2 pictures in your opinion?
- What do bright stars in van Gogh's and Edvard Munch's paintings symbolize?
- What mood prevails in these works of art?
- How is the mood of each epoch conveyed to the viewers?

3.2. Listening

Mendoza sells himself

The clock had just struck ten in the morning when Mendoza's servant came into the studio with a card. The painter took the card and read: "Mrs Catacre-Burtenshaw." The name meant nothing to him, but Mendoza asked her to come in.

"I hope you will forgive my early visit," she began. "I want to speak to you about my son Charlie. I want your advice, and I want your help. He is my only child, all I have in the world. He grew up a good boy until he made up his mind to go in for Art." The woman stopped for a moment.

"Do you want me to give him lessons? If so I regret to say I shan't be able to..."

"Oh, no, my dear Mr Mendoza," she exclaimed, "on the contrary, I want you to let him come and show you his drawings, and then I want you to tell him that he has no talent; in short, to discourage him. You are the only man who can do me this favour. Charlie thinks a lot of you, he has collected hundreds of your drawings. Just tell him that he is no good. He should go into politics and marry well."

"Perhaps he should," Mendoza agreed. "But what if your son refuses to change his mind? What will you do then?"

The woman's voice became firm. "In that case he will never get a penny from me as long as I live".

Mendoza realized that she would be as good as her word. "I sympathize with you, Mrs Catacre-Burtenshaw," he said, "in your wish to see your son saved from the miserable life of an artist. But I can't promise anything definite until I see his work. He may be really gifted."

She produced a sheet of paper which she handed to Mendoza.

Mendoza looked at the drawing in silence. The drawing was not a masterpiece but it certainly was promising.

"But my dear madam," he said, "I must say the drawing shows both humour and inspiration. Now you must know that neither humour nor inspiration can be taught.

A painter either has got it or he hasn't. Don't you understand that I find that drawing of your son most promising? Why should I tell him that he is hopeless?"

She looked at him, "You don't think that I am asking you to criticize my son's work for nothing? I am prepared to pay one hundred pounds".

Mendoza shook his head. "You don't understand you are dealing with Mendoza. I will not do this for less than a thousand pounds".

To his great surprise she agreed.

When Mendoza was alone he went to the telephone and dialed a number. "Freddie," he said to his friend, a solicitor. "Will you dine with me tonight? I have something to arrange with you".

* * *

Two days later Mr. Catarce-Burtenshaw with her son appeared in the studio. Mendoza looked at the boy's drawings and said: "Mr. Catacre-Burtenshaw, I regret to say that your drawings are worthless. I think you should give up Art and go into politics as your mother wants. Goodbye to you both, goodbye".

* * *

Four years had passed. The same servant showed Mr. Charles Catacre-Burtenshaw into Mendoza's studio. "You may have forgotten me," he said, "I was here four years ago with my mother and you said I was hopeless. Could you look at my work now?"

"You haven't given up drawing then?"

"No, I haven't. When I left your studio I was in despair. In the street a young man came up to me and handed me a note from a firm of solicitors. It turned out a client of theirs had placed with them a sum of one thousand pounds for my benefit. Well, it made me independent of my mother. I left her house for Paris where I lived hard and worked hard. Now I'm back. This is my first published drawing".

Mendoza examined the drawing carefully. It was really good.

"I think," he said, "it's a fine piece of work. I congratulate you on it sincerely. The thing is as good as gold".

Charles flushed with pleasure. "Thank you very much," he said. "If I could only thank my benefactor... But the solicitor didn't give me his name".

"In your place I wouldn't worry! Just go ahead and make a big success of yourself. I think your unknown benefactor will be quite happy".

(After «Mendoza Sells Himself» by William Caine)

3.3. Doing the exhibition of Ukrainian Folk Art

I've always been interested in Ukrainian folk art, that's why I became a member of our city art school, in which a young, but well-known in our parts artist, taught us to paint in Ukrainian style.

One day our teacher invited us to the exhibition which was devoted to Ukrainian folk art and I was thrilled at the prospect of seeing the works of great artists with my own eyes. So, next Sunday we went to the Kyiv Art Gallery.

When I looked at the exhibition wall, I found myself in a realm of beauty. The unusual pictures painted in brilliant, saturated colours warmed me at once. I stopped at the works of Mariya Prymachenko and her grandchildren who followed in their grandmother's footsteps and created their own art, borrowing from her style, of course. Their works are definitely inspired by traditional Ukrainian folk art. I think their designs and patterns have come down to us from very distant times in the past, but the Prymachenko artists brought into their art their own fantasies, love and wisdom. I was looking at Mariya Prymachenko's painting "I was Tending my Horse" and wondered how the artist could transform into paint the smells of peasant cooking,

the melodies of peasant songs, the beauty of rural landscape and the sounds of wild and domestic animals. I heard them, smelled and felt as if they were real!

The paintings of Lessya Kara-Kotsya, who created her own style of painting – Karakoko – made me gasp. Fantastic symmetrical floral patterns, wide colour range, symbolic ideas in every painting can hardly be found in any arts encyclopedia, because they are created by the artist’s imagination. I liked her Polyptych “The Pretaporte Collection of Seasons”. Spring, summer, autumn, winter and spring again. These five pictures featured fanciful clothes, which were presented not by models, but by little calves, because the year 2009, when the set of pictures was created, was the year of a bull according to the Chinese calendar. Judging by the animals’ clothing and accessories you can easily guess the season. It’s a very poetic view of the world around us, or rather a world of itself, a world which is free to interpret the usual things in a very unusual manner.

I was glad that Ukraine produced a lot of talented masters of folk painting, who in their creativity advanced further the colourful and fantastic images born by human imagination. The works of Paraska Vlasenko, Kateryna Omelchuk, Evhenia Gapchynska with their unique styles are so cute, bright, moving and positive. Though naive and unsophisticated, they made me smile, gave me the feeling of comfort and satisfaction. It was a very memorable visit for me. Now I know what it is to paint in Ukrainian folk style.

3.4. Listening

Aivazovsky often drew on history and Bible, including Gospel, for the subjects of paint.

“Amid the Waves” (1898) is one of Aivazovsky’s summits. It was painted when the artist was 81 years old. It is a majestic and monumental image of the stormy Black Sea. The representation of the sea takes most of the canvas, in its upper portion is a narrow strip of stormy sky. The picture is cut diagonally by a silvery sun ray, which renders transparency to the water. The adopted illumination, which at the same time serves as an emotional effect, conveys atmosphere and air, saturated with moisture. Through the diagonal motif, the painting acquires dynamics and movement into the depth. The integrity of the landscape is achieved by the unity of its colouring, which is comprised of tones and shades of cool palette — from white on fine laces of waves to black of the sky. In this work Aivazovsky expressed freedom-loving ideas of his time, aspiration for dreams, light and sun.

Till the end of his life Aivazovsky was true to his art and destiny. He worked on his masterpiece “The Explosion of the Turkish Ship” (1900) on the last day of his life. The picture wasn’t finished. He died at night on May 2 1900.

On his tomb, there is a white marble monument in the form of sarcophagus with engravings in Russian and Armenian: Professor Ivan Kostyantynovych Aivazovsky, 1817-1900. There is also a carved engraving in old Armenian: born a mere mortal, he left immortal memory behind himself.

By his deeds, Aivazovsky won the respect and love of his fellow-citizens. He took care of the development of his native land and province. He established a classic school, a library, an archeological museum and a picture gallery, which was the first in the South of Russia.

Aivazovsky opened an art school in Feodosia. He was a great philanthropist and constantly patronized the needy artists.

UNIT 4

4.1. Listening

News Report

All parents will be forced to sign “contracts” to ensure their children behave at school, the British Government has announced.

Pupils and their families will be required to agree to the deal – setting out minimum standards of behaviour and attendance – before the start of term. Contracts, known as Home School Agreements HSAs, will also establish parents’ responsibilities for the first time.

Ministers suggested that «good» parents would be able to complain about other mothers and fathers who fail to ensure their children behave.

Ed Balls, the Schools Secretary, said the changes would help stop a single student disrupting the education of his or her classmates.

“If the large majority of parents are doing the right thing but a small minority do not engage you can have one lesson for 30 kids disrupted by one child,” he said.

“If some parents feel that the HSA is not being enforced against other parents they will be able to tell the local education authority.”

HSAs are already in widespread use. They are currently imposed on the parents of unruly children, forcing them to take responsibility for their behaviour.

But under new rules, all parents of children starting school for the first time will be required to sign them, the Government said.

It will set out rules on behaviour, attendance, school uniform and homework. Parents will have a duty to ensure children meet the tough code.

If not, parents may be hauled before the courts by local authorities especially if they repeatedly break the contract.

4.2. Listening

Brenda: Hi, Matt. Have you done the assignment for our art history class?

Matt: Which assignment? I’ve been sick and I haven’t gone to class for a while.

Brenda: We were given an assignment to visit the new exhibit at the county art museum.

Matt: Are you serious? That’s exactly what I did last weekend, as part of my self-directed learning plan.

Brenda: Self-directed learning? What do you mean?

Matt: I set my own goals related to learning, plan for their achievement, and manage my time and effort independently.

Brenda: Wow! It’s unbelievable! Don’t you have enough homework to do for school as it is?

Matt: Sure I do, but making my own decisions what to learn, and how, and when – that’s what makes all the difference. The more responsibility you take for your own learning, the more interest you develop in your work.

Brenda: What helps you to reach your goals?

Matt: The first thing to do is to identify the available resources such as books, people, computer technology. Next, I choose the ones that match the way I learn best.

Brenda: I know what you mean – everyone learns in a different manner.

Matt: Right. Some people learn best in a classroom, but I prefer hands-on learning, that is when physical activity is involved. So I often go to museums and the science centre where visitors are welcome to make models, watch and even participate in experiments.

Brenda: And who evaluates your work, I wonder?

Matt: Myself, of course. As I have been practising self-directed learning for quite a while, now I understand that success comes from hard work and perseverance.

Brenda: You must have a very positive image of yourself as a learner, right?

Matt: I think so, because I can use what I have learned to adapt to new situations.

Brenda: Good for you!

4.3. Listening

As I Grow

As I grow PLEASE...Understand that I am growing up and changing very fast. It must be difficult to keep pace, but please try.

As I grow PLEASE...Listen to me and give me brief, clear answers to my questions. Then I will keep sharing my thoughts and feelings.

As I grow PLEASE...Reward me for telling the truth, then I am not frightened into lying.

As I grow PLEASE...Tell me when you make mistakes and what you learned from them. Then I can accept that I am O.K., even when I blunder.

As I grow PLEASE... Pay attention to me and spend time with me. Then I can believe that I am important and worthwhile.

As I grow PLEASE... Do the things that you want me to do. Then I have a good, positive role model.

As I grow PLEASE...Trust and respect me. Even though I am smaller than you, I have feelings and needs, just like you.

As I grow PLEASE... Compliment and appreciate me. Then I will feel good and I will want to continue to please you.

As I grow PLEASE...Help me explore my unique interest, talents, and potential in order for me to be happy, I need to be ME and not you or someone you want me to be.

As I grow PLEASE...Be an Individual and create your own happiness. Then you can teach me the same and I can live a happy, successful and fulfilling life.

THANK YOU FOR HELPING ME!

Helene Rothschild

Source: [http // helenrothschild.com/produd/as-i-grow-poster/](http://helenrothschild.com/produd/as-i-grow-poster/)

4.6. Listening

The University of Life

I have always been keen on the idea of travelling. My parents have both travelled quite extensively and I guess that's rubbed off on me. Once I left school and turned eighteen, I realised I could do it. South East Asia had always interested me. No one from my family had ever been there, so it seemed new and different and so every far away from home. I was searching for something that wouldn't be easy. In fact, that 'gap year' between school and university made me see the world entirely differently. Looking back, I think I didn't prepare myself emotionally for what I was going to do.

At first I travelled in Asia with my pal Jim. So I wasn't completely alone. But I realised soon that you can still fill lonely, whoever you are with, wherever you are. The biggest culture shock for me was being in the ethnic minority for the first time in my life. Once I got over the shock of being the only white person in the street, I began to love it. It was a wonderful lesson for me and allowed me to understand the immigrant population at home much more.

Bangkok is a massive change from London. The language barrier was a big shock since as an English speaker, I take it for granted that everyone speaks English. But

after a while you begin to realise the power of the smile. A really friendly smile gets you a long way in South East Asia. It is a beautiful land with its people so warm and so friendly.

I met so many people from different backgrounds. I learned so much from them all and even some of those I just talked to had an impact on me.

Every day in South East Asia was a new experience. You learn new things about the way the world works; you learn new things about yourself. When you are on the road, you think and think for hours; you analyse your life and everything around you. When I was away, I had time to examine my life. I know now what my mad points are but I also know my qualities. My outlook on life is a little more positive than before. I have now realised that we do, for the most part, live in a beautiful world and there are beautiful people.

UNIT 5

5.1. Listening

Zach's Story

I love great food — fresh, local food that doesn't travel for days before it gets to you! I've turned this interest into a healthy baking business that's expanded and grown in popularity. I use local farm fresh eggs, organic spelt flour, real butter. No preservatives. No trans fats. If I can't pronounce it, I don't eat it!

I discovered a love for baking and cooking when I was 8 (I'm now 15). Around that time, my mom found out she has a wheat allergy, which means she can't eat the type of flour most people eat. But she is only allergic to wheat, so she can have other types of flour.

Because she was missing many of her favorite foods, I started experimenting to see if I could make some of the things she was missing. Soon I was making many of the meals and all the baked goods for our house.

I started working with Martin Ruiz, who had a bakery. He sold mostly at a local farmers' market. At first I worked at the market, but I soon started baking. Martin decided to pursue other business interests and asked if I wanted to run the bakery for him. I was thrilled!

I am home schooled. Running the business is part of my education. I have to do bookkeeping or I may run out of something important and not be able to make a delivery. I spend about 17 hours a week (including bookkeeping) on my business. I plan things carefully so I can get a lot done as quickly as possible.

And I'm learning management skills: My dad delivers my products since I don't have my license yet. My mom helps with lots of details, including driving me to my kitchen 20 miles away.

I'm busy, but I still have time for other interests. In my spare time, I am restoring a 1968 Volkswagen. My whole family loves working on cars.

My philosophy on healthy eating is: "Go local!" Eat fresh (no preservatives or artificial anything). Try new things.

(Adapted from: <https://kidshealth.org/en/teens/zach-story.html>)

5.2. Listening

Tony Becomes a Sportsman

A Parable

Once little giraffe Tony went out for a walk. The sun was shining, and Tony felt very happy. Then he saw leopards running in the savanna. "I want to run too!"

decided Tony. So he reached the leopards and started running with them. But soon he felt exhausted because the leopards were running so fast and he couldn't keep pace with them. Tony sat sadly in the grass. "I am not so good at running as the leopards are", he thought.

But then he saw frog. They were jumping altogether and looked so happy doing it. So Tony thought, "Maybe I can jump as the frogs do!" And he joined them. Yet, soon he felt very tired again. The frogs were jumping so high that Tony couldn't follow them. He sat again in the grass. "Sport is not for me. I can't jump as the frogs do", he thought.

But then he saw crocodiles swimming in the lake. "Let's try swimming", Tony decided. And he began doing all his best to swim with the crocodiles. But finally, his hands started to become heavier and heavier. However, the crocodiles were still enjoying their swim and didn't look tired at all. "Eh, swimming is not for me either", thought Tony sadly.

But then he saw kangaroos playing tennis. "Wow, it looks so much fun! Maybe I should be a tennis player", decided Tony. After playing with the kangaroos for a while, he felt like a squeezed orange.

Next, after climbing the rock with some monkeys, he felt depressed again as his hooves were not so good for climbing as the monkeys' fingers. "I'm good for nothing", he sighed.

Neither did he succeed in biking with the ostriches: their legs were so strong and they were biking so fast that soon they were hidden in the dusty cloud far away from Tony.

Tony's best friend, Freddy the Parrot, found him sitting sadly on the lake shore. "Hey, Tony, let's have fun". "I can't do anything", Tony murmured. "I'm good for nothing". And he told his friend about his misadventures with running, jumping, swimming, playing tennis, climbing, and biking. "I have an idea!" said Freddy, who was clever. "Keep calm and enjoy your day. I'll arrange everything."

So Freddy flew around all the savanna and announced to everyone, "The first time ever! Tomorrow morning, we'll be having an unbelievable multi-sports competition!"

The next morning when all the savanna gathered at the field, Freddy explained the rules. "Now, you should start with running, then continue with jumping, swimming, playing tennis, climbing, and finish with biking! And all this is coming without any stops".

The competition began. The leopards were the fastest in running but they couldn't climb at all. The frogs were the best at jumping but they couldn't ride a bike. The crocodiles were the best swimmers but playing tennis was definitely not their cup of tea. The kangaroos and ostriches were afraid of swimming, and the monkeys ran even worse than Tony did. So in the end, Tony was the only one who could do everything, and he became the first-ever multi-sports champion of the savanna.

The friends were sitting happily under the tree. Tony was absolutely satisfied. "Now I know that it is not important to be the best. It's much more important to be able to do different kinds of sport together!" he thought.

(After Alyona Gulyayeva, Kazakhstan)

5.3. Listening

James Cook is a famous English explorer who went to sea when he was 18 as a ship's boy on a coal ship. In 1755, Cook volunteered for the Royal Navy as a seaman. He soon proved himself to be an outstanding navigator and was quickly promoted.

In 1768 the Royal Society organised a scientific voyage to Tahiti. Cook was given command of the ship "Endeavour", taking on board some famous scientists. The voyage lasted 3 years. On the journey, Cook insisted on the sailors eating plenty of

fresh fruit, and so became the first captain to save his crew from scurvy, a terrible disease caused by lack of vitamin C.

It was thought at that time that a great South Land in which civilized human beings lived existed. Scientists of Britain were anxious to find out if this land really did exist. So in 1768 they sent an expedition to the Southern seas to look for it. The leader of the expedition was Captain James Cook. He took with him on board his ship “Endeavour” scientists and artists whose job was to make a record of all strange things they might discover on the voyage. Cook never did discover the mysterious South Land, but far down in the Southern ocean he did discover the east coast of New Zealand, and he raised the Union Jack to claim it for Britain.

He then sailed right round the two islands, making maps of the whole coast and naming mountains and bays and islands, which still bear the same names today.

Cook and his companions came face to face with the Maoris, the native people who had come to New Zealand from the South Pacific Islands in the 14th century.

After leaving New Zealand Cook sailed North West. He believed that with luck he might find another land, and 19 days later, that is exactly what he did. It was Australia. They landed in a bay on the North east coast which is today part of Sidney, and to their astonishment they saw plants and creatures that no white man had ever seen before: kangaroos and wombats, koalas, brilliantly coloured birds and butterflies, and grey-green eucalyptus trees of all kinds. Cook named the place “Botany Bay”. They also met the dark-skinned Aborigines. The crew were scornful to them and called them animals, but Cook admired their simple way of life. Later the place became a prison colony for British convicts.

On his second voyage (1772–1775) Cook sailed south to Australia and then charted the Pacific and its many islands.

On his third voyage (1776–1779) he was ordered to explore a possible sea route around North America from the Pacific. He discovered the Sandwich Islands (Hawaii), explored the Alaska coast, then passed through the Bering Strait, before returning to Hawaii. Cook was the first European to arrive at Hawaii, where he was killed in a fight with the local people. It happened in 1779, but everybody remembers this brave English sailor who made three journeys by sea to the Pacific Ocean.

5.6. Listening

Speaker 1.

Hi, my name is Jack. I’m not much of a sportsman and I’m just a sports fan. My favourite sports are football, ice hockey and swimming. I never miss a chance of watching football matches on TV and swimming or basketball competitions. But last spring my dad took me to Manchester to see the final cup match between two famous English football teams. My favourite, Manchester United, won and got the biggest cheers from the spectators. I was so thrilled!

Speaker 2.

I’m Alison and as all children after classes I want to have some fun. Of course, I spend a lot of my time hanging out with my friends. But my hobby is dancing. They say I waltz well, but I like modern dances a lot more. In our school I dance with a dancing group “Rhythm”. You won’t believe it but we have won the first place between our local schools’ dancing groups. I was on the top of the whole world.

Speaker 3.

I’m Robbie Dulton and I try to devote as much time as I can to my favourite pastime. It is music. I do freestyle rapping and produce music. It’s very enjoyable. I have actually made several rap songs myself. Our school drama society asked me to write a couple of songs for their drama production you know, the songs became our school hits. It made me overjoyed.

Speaker 4.

My name is Rick and I'm a very ambitious guy. I know I would love to be a journalist and I do everything I can to turn my dream to reality. I'm working for it now trying my hand at writing articles. Every Saturday I help in our local newspaper. Certainly, my contribution is too small, but I learn from experienced journalists. I want to know about journalism before my entrance exams. I feel quite optimistic about my future. I hope that my hobby will be my profession.

Speaker 5.

Hi, I'm Carol and I'm a great admirer of travelling. I had always wanted to visit different places to see the sights with my own eyes. Last year I participated in geography quiz about Ukraine and became a winner. You can imagine my happiness when I was given a chance to visit Kyiv Petcherska Lavra, famous Khreshchatyk, the old Golden Gates through which Khan Baty's hordes entered the city. And now back Britain I'm overwhelmed with joy and excitement that I have seen all these and many more Ukrainian sights.

UNIT 6

6.1. Listening

Preparing for the Quiz "Great Ukrainians"

Oksana: You know, Taras, I feel a bit nervous about the coming quiz "Great Ukrainians". It is such a great responsibility.

Taras: Me too. What if we ask one another questions to know where we are?

Oksana: That's a good idea! Now for it. Let me ask first. What Ukrainian celebrity founded the largest centre of education in Eastern Union?

Taras: Do you mean Kyiv-Mohyla Academy? Then it's Petro Mohyla, the Metropolitan of Kyiv. At first he established a school at Kyiv Cave Monastery in 1631. And a year later he created a college which eventually became the largest academy. Ukrainians are rightly proud of this noble and cultural figure.

Oksana: Speaking of culture, what do you know about Taras Shevchenko as a painter?

Taras: I know that portrait painting was the leading genre in Shevchenko's work as an artist. Even his water colour portraits showed high professional skills in late 30-s. But when Taras Shevchenko returned to Ukraine after 14-year absence, he created a whole gallery of portraits. In his series of etchings "Picturesque Ukraine" the painter demonstrated the original composition, masterly rendered national character and deep penetration into man's inner world.

Oksana: Agreed. Over 100 portraits and some 30 self-portraits have been preserved up to our days. Without doubt, "Picturesque Ukraine" is a unique creation of the history of Ukrainian visual arts and its author is our pride and glory. So, what's your question, Taras?

Taras: Here it is. What great Ukrainian sportsman set up 7 world records and who ...

Oksana: Sorry to interrupt you. What kind of sport?

Taras: It should be your guess. This legendary sportsman is the head of the Ukrainian Olympic Committee.

Oksana: Thank you for your prompt. It's Serhiy Bubka, a proud winner of the records. Am I right?

Taras: You are. And now ...

Oksana: Enough, enough. Let's call it a day. We still have some time for preparation. Care for some ice cream? Let's drop in at the snack bar over there.

Taras: Excellent. Come on then.

6.2. Listening

Prince William, my second grandson, is second in line to the throne, after his father, Charles. He was born on 21 June 1982, and despite the scandals surrounding his parents, has grown up to be a sensible, balanced young man. Before going to university, he went on a Gap year where he helped out on a community project in Chile, spent time on a farm in the UK, and visited different countries in Africa. I am proud of the way he used his time to get as much exposure to different lifestyles and ways of thinking. We were all very surprised when William announced that he wanted to go to University. Usually Royal sons, especially those in line to the throne, go to Sandhurst where they train for the army. But his mother (Princess Diana) had been determined that the boys lead a normal life, and we all supported his decision to study in St Andrew's University, in Scotland. Like his older cousin, Peter, William also enjoys sport, and is very good at almost any sport he chooses to play. I don't know what the future holds for William. Sometimes he has times when he doesn't want to be king, even though all his life he has known that this is his destiny. However, I don't worry too much about that. My father was also a reluctant king, and turned out to be a wise and good one. I am just as confident in the abilities of my grandson.

6.3. Listening

Kyoto Prizes to further stress “moral” achievements

The Kyoto Prize is Japan's equivalent of the Nobel Prize. The awards are given to individuals or groups who made “significant contributions to the progress in science, the development of civilization, and the enrichment and elevation of the human spirit”. The sponsor of the Prizes is the Inamori Foundation, founded in 1984 by Kazuo Inamori, a successful businessman in ceramics and electronics. The prize is similar to the Nobel Prize, but more inclusive as it acknowledges Arts and Philosophy, as well as Advanced Technology and Basic Science. Unlike the Nobel Prize, however, it is never given to corporations.

Every November, three winners of the Kyoto Prize receive a diploma, a gold watch and 50 million yen. The prizes are given to scientists, philosophers and even filmmakers. The 2017 Kyoto Prize Laureates for Advanced technology, Basic sciences, and Art and Philosophy were Dr. Takashi, Dr. Graham Farquhar, and Dr. Richard Taruskin, correspondently.

Inamori has criticize modern culture for ignoring our emotional and spiritual development and feels that more recognition should be given to those who work for the common good. “Today we are rushing ahead with incredible scientific and technological achievements, while understanding of our emotional and psychological development lags behind badly”, he says. “It is my hope that Kyoto Prizes will encourage balanced development of both our scientific and our spiritual sides.”

Inamori worries that people are losing their old models of morality and ethics based on religion. But he believes that if we use our intelligence properly, we can create a new way of thinking, one that does not add to human suffering. He has now given the Inamori Foundation 70 billion yen, which he hopes will help to recognize people who contribute to this process.

6.6. Listening

Reporter: ... And you are an adventurous person, Alec. You are only 17, but you've been to lots of different countries.

Alec: Not too many. I've been to 5 countries.

Reporter: And what was the first country you'd been to?

Alec: I started with England 2 years ago.

Audioscripts

- Reporter:* Did you go there as a tourist?
Alec: Not exactly. Actually, I went there as a participant of a Summer Language School, though I enjoyed sightseeing a lot.
- Reporter:* Did London impress you?
Alec: It certainly did. I still remember the stunning view from London Eye, and ... there were lots of pigeons at Trafalgar Square – amazing!
- Reporter:* Did you experience the same feeling in every country you visited?
Alec: Sure. Every country has a lot to offer. A month ago I returned from Wales and I'm still under the impression.
- Reporter:* Was it another Summer School?
Alec: Poor guess. Our folk band was invited to the annual festival of poetry and music Eisteddfod.
- Reporter:* Did you perform there?
Alec: Exactly. We presented Ukrainian folk songs and were heartily welcomed.
- Reporter:* Did you happen to see the Ceremony of the Chaining of the Band?
Alec: Luckily. We saw the ceremony and the successful poet. It was so solemn.
- Reporter:* Have you visited all parts of Britain?
Alec: Unfortunately, I haven't, but I hope to see Scotland in future.
- Reporter:* Why this part of Britain?
Alec: I'd like to see the Loch Ness Monster with my own eyes.
- Reporter:* Oh, you are really the adventurous sort.

KEYS

1.5. Self-Test Pack**A. Use of English**

1. 1 - C; 2 - A; 3 - C; 4 - B; 5 - A; 6 - D; 7 - A; 8 - B; 9 - D; 10 - A.

2. 1.out to; 2. along, with; 3. on; 4. to; 5. for, on; 6. of; 7. down; 8. in; 9. on; 10. on.

B. Listening 1 - c; 2 - b; 3 - b; 4 - a; 5 - c; 6 - b; 7 - a; 8 - c; 9 - a; 10 - c.

C. Reading 1 - A; 2 - D; 3 - B; 4 - F; 5 - C; 6 - G.

2.5. Self-Test Pack**A. Use of English**

1. 1 - B; 2 - C; 3 - A; 4 - C; 5 - D; 6 - A; 7 - C; 8 - B; 9 - A; 10 - B.

2. 1.eruption; 2. contributed; 3. pollute; 4. allergic; 5. comparison; 6. dangerous; 7. harm; 8. environmental; 9. devastation; 10. friendly.

B. Listening 1 - c; 2 - j; 3 - e; 4 - g; 5 - b; 6 - f; 7 - d; 8 - h; 9 - i; 10 - a.

C. Reading**3.5. Self-Test Pack****A. Use of English**

1. 1.incomparable; 2. recognizable; 3.interpretation; 4. pretence; 5. impressive; 6. unforgettable; 7. emotional; 8. affected; 9. memorable; 10. pride.

2. 1. to finish; 2. painting; 3. doing; 4. to take; 5. to make; 6. using; 7. painting; 8. to participate; 9. to see; 10 talking.

B. Listening 1 + ; 2 + ; 3 - ; 4 - ; 5 + ; 6 + ; 7 - ; 8 + ; 9 + ; 10 - .

C. Reading 1 - A; 2 - C; 3 - B; 4 - A; 5 - D; 6 - B; 7 - A; 8 - D; 9 - B; 10 - A.

4.5. Test Pack**A. Use of English**

1. 1 - B; 2 - D; 3 - B; 4 - A; 5 - D; 6 - B; 7 - D; 8 - C; 9 - B; 10 - A.

2. 1.discuss; 2. regularly; 3. expectations; 4. emphasize; 5. confident; 6. avoid; 7. comfortably; 8. feelings; 9. active; 10. complete.

B. Listening

C. 1-d, 2-b, 3-g, 4-h, 5-f, 6-a, 7-j, 8-c, 9-e, 10-i.

5.5. Test Pack**A. Use of English**

1. 1 - B; 2 - A; 3 - D; 4 - C; 5 - A; 6 - B; 7 - C; 8 - B; 9 - A; 10 - D.

2. 1. remember; 2. wearing; 3. disappointed; 4. favourite; 5. play/are playing; 6. joy; 7. supporting; 8. loyalty; 9. admit; 10. cheer.

B. Listening Jack - b; Alison - e; Robbie - c; Rick - a; Carol - d.

C. Reading 1-d, 2-c, 3-f, 4-extra, 5-b.

6.5. Test Pack**A. Use of English**

1. 1-A; 2-C; 3-D; 4-B; 5-A; 6-C; 7-B; 8-D; 9-A; 10-C; 11-B; 12-D.

2. 1.contribution; 2. discoveries; 3. scientists; 4. basic; 5. analysis; 6. existence; 7. research; 8. recognition; 9. important; 10. proud.

B. Listening

1 - lots of; 2 - Britain; 3 - Summer Language school; 4 - pigeons; 5 - the London Eye; 6. Wales; 7 - folk band; 8 - poet; 9 - Scotland; 10 - monster.

C. Reading 1-c, 2-b, 3-a, 4-b, 5-d, 6-a, 7-c, 8-a, 9-d; 10-c.

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